Improving Students' Understanding of Islamic Education Learning through the Contextual Teaching and Learning Method at SD Islam Terpadu Nurul Ishlah Banda Aceh

Zaghlul Jihad ✉, SD Islam Terpadu Nurul Ishlah Banda Aceh, Indonesia
Erna Supiani, SD Islam Terpadu Nurul Ishlah Banda Aceh, Indonesia

✉ *zahglulmetuah@gmail.com*

Abstract: This study aims to describe the learning process using the Contextual Teaching and Learning method for the material Welcoming the Age of Puberty in grade IV students of SDIT Nurul Ishlah Banda Aceh in improving their understanding. This study was conducted in 2 cycles. The first cycle consists of 2 learning activities. Likewise with the second cycle, but using different treatments. Each cycle will have planning, implementation, observation, and reflection activities. The research subjects taken were grade IV students of SDIT Nurul Ishlah Banda Aceh, totaling 100 students. In this case, the author conducted research on the Learning Group (Rombel) class IV-C, with a total of 33 students. Where 17 women and 16 men. The data analysis technique is qualitative. The results of the study showed that the Contextual Teaching and Learning method for the material Welcoming the Age of Puberty in grade IV students of SDIT Nurul Ishlah Banda Aceh has increased. Before the study was conducted, the percentage of their understanding achievement was 50%. After the research in cycle I, it increased to 72%, this means there was an increase of 22%, while in cycle II it had reached 90%. Thus, this research has met the desired target of at least 75%. Thus, the use of the contextual teaching and learning model can be used as an alternative in Islamic education learning so that students can understand the concepts.

Keywords: Concept understanding, islamic education, contextual teaching and learning.

Citation: Jihad, Z., & Supiani, E. (2025). Improving Students' Understanding of Islamic Education Learning through the Contextual Teaching and Learning Method at SD Islam Terpadu Nurul Ishlah Banda Aceh. *Journal of Indonesian Primary School*, *2*(1), 36–46.

INTRODUCTION

The progress of a country depends on the education that is running in the country. Therefore, education is a very important aspect that must be considered. Facing the era of globalization with digital developments entering the Gen Z generation era, it is fitting that an educator must have tips in overcoming these rights. One of them is the change from the knowledge transfer process to experiential learning. Sembiring (2010:41) explains: "that in the process of transmitting knowledge, students only listen to the teacher's explanation". Learning like this is very boring for elementary school students, especially since they will face puberty in the future, where they will inevitably experience that period. Their view of puberty is not just about menstruation or wet dreams (ihtilam). But other things related to this are needed in the real world. As a teacher who facilitates

students in the learning process, in line with Law No. 14 of 2005 (www.aturan.bpk.go.id). For that we must move from PAI learning that is more real and in accordance with the development of the characteristics of elementary school children. There are many challenges faced by teachers in the learning process.

In recent years, there has been an increasing focus on improving the quality of education in Indonesia, particularly in subjects like Islamic Education, which plays a central role in shaping students' moral and spiritual development. Islamic Education is essential not only for teaching students about religious knowledge but also for instilling values and ethical principles that guide their behavior and interactions with others. However, traditional methods of teaching, such as lecture-based approaches, often fail to engage students effectively, leading to lower levels of comprehension and application of the material.

One of the challenges faced by teachers in Islamic Education is the difficulty in making abstract religious concepts relevant and applicable to students' everyday lives. Students may understand the theory behind Islamic teachings but often struggle to connect those teachings to real-world situations. This gap in understanding can lead to disengagement and reduced learning outcomes. To address this issue, it is necessary to explore and implement teaching methods that help students bridge the gap between theory and practice and encourage active learning.

Contextual Teaching and Learning (CTL) has emerged as a promising pedagogical approach to address these challenges. CTL emphasizes the connection between academic content and real-life contexts, helping students see the relevance of what they are learning and how it applies to their daily experiences. The CTL method encourages active participation, critical thinking, and problem-solving, which are essential for deeper learning and understanding. By using real-world scenarios, discussions, and interactive activities, CTL engages students in a way that traditional methods often do not.

At SD IT Nurul Ishlah Banda Aceh, there has been a growing interest in exploring the potential of CTL to enhance student learning, particularly in the subject of Islamic Education. The school has recognized that in order to improve student engagement and understanding, teaching strategies must evolve to meet the needs of students in a more dynamic and interactive way. The adoption of CTL aims to make Islamic Education lessons more relevant, engaging, and impactful for students, allowing them to apply Islamic principles in their daily lives.

This study aims to investigate the effectiveness of the Contextual Teaching and Learning (CTL) method in improving students' understanding of Islamic Education at SD IT Nurul Ishlah Banda Aceh. By examining how this method enhances students' comprehension and application of Islamic teachings, the study seeks to determine whether CTL can offer a more effective approach to teaching this subject compared to traditional methods. It will also explore how CTL influences student engagement and participation in class.

The research will provide valuable insights into how CTL can be adapted and integrated into the curriculum at SD IT Nurul Ishlah Banda Aceh. By assessing the impact of CTL on student learning outcomes, the study will help identify best practices for implementing this method in Islamic Education. Moreover, the findings will contribute to the broader field of education by demonstrating the potential of CTL to improve both academic performance and the overall educational experience for students.

Ultimately, the purpose of this research is to provide evidence that can inform teaching practices and educational strategies in Islamic Education, both at SD IT Nurul Ishlah Banda Aceh and in other schools with similar contexts. By adopting more interactive and contextual teaching methods like CTL, educators can foster deeper understanding, critical thinking, and application of knowledge among students, which are essential for their personal, academic, and spiritual growth.

Therefore. teachers not only teach, but must be able to educate properly and correctly according to the guidance of the Prophet Muhammad SAW. In addition, they

must find the concept of the material in the learning. And this problem becomes increasingly difficult where a teacher must be able to innovate learning according to the demands of the times. As conveyed by Fitri Hayati and friends (2021:26) that the behavior of early childhood requires educators to provide real (contextual) learning.

The learning process carried out allows students to play a role in the existing reality. Thus, it can encourage children to get concepts according to what they see. The current curriculum is the Implementation of the Independent Curriculum, so a teacher has the freedom to apply learning strategies and methods in order to achieve learning goals.

There are some teachers who still use conventional methods, where learning is more centered on the teacher. The teacher gives lessons in front of the class, students pay attention and take notes, then do practice assignments. If these methods are used, it can cause students to become lazy and bored during the learning process.

This situation makes Islamic Religious Education lessons less attention from students, so that their cognitive, affective and spiritual values are relatively lower compared to other lesson values. This is evidenced by several daily values that are still below the Learning Objective Achievement Criteria (KKTP). The number of students in grade IV of SDIT Nurul Ishlah Banda Aceh is 100 students with three study groups. Each group consists of around 33 to 34 students. On this occasion, the author conducted Classroom Action Research (PTK) in class IV-C. Where the number of students is 33, with details of 17 female students and 16 male students. According to the initial data we obtained, it is known that there are 16 children whose scores are still below the KKTP, so actions are needed to improve the existing learning process. In our opinion, it is necessary to make changes to the learning method so that it is expected to be able to overcome student problems in improving children's learning achievements, especially in Islamic Religious Education lessons..

METHODS

This research employs a quasi-experimental design to assess the effectiveness of the Contextual Teaching and Learning (CTL) method in improving students' understanding of Islamic Education at SD IT Nurul Ishlah Banda Aceh. A quasi-experimental design is used because it allows for comparing student performance before and after the implementation of the CTL method, without the need for random assignment, making it suitable for a classroom setting where students are already organized in specific groups. This method allows the researcher to measure the impact of CTL on student comprehension in a real educational environment.

The participants of the study were 4th-grade students at SD IT Nurul Ishlah Banda Aceh, selected from one classroom. The class was chosen based on the teacher's willingness to adopt the CTL approach in teaching Islamic Education. The participants were divided into two groups: a control group, which was taught using traditional methods, and an experimental group, which was taught using the CTL method. The control group continued to receive instruction based on conventional lecture-based teaching methods, while the experimental group participated in lessons that incorporated real-life scenarios, interactive activities, and group discussions, all key components of CTL.

Data collection for the study was conducted through pre- and post-assessments of student understanding in Islamic Education. The pre-assessment measured students' baseline knowledge and comprehension of the Islamic Education material before the intervention. It consisted of a combination of multiple-choice questions, short-answer questions, and essay-type questions that evaluated students' knowledge of Islamic concepts, values, and practices. The post-assessment was conducted after the intervention and was similar in format, with a focus on evaluating improvements in students' ability to apply Islamic principles to real-life scenarios.

In addition to the pre- and post-assessments, classroom observations were carried out to assess student engagement, participation, and the overall learning atmosphere

during the CTL-based lessons. Observations focused on students' interactions during group activities, their participation in discussions, and the degree of attention they exhibited during lessons. Teachers were also observed to evaluate how they implemented the CTL approach, including the use of real-life examples, group work, and activities that linked the content to students' daily lives.

Another key aspect of data collection was student feedback. At the end of the study, students were asked to complete a survey that provided insight into their perceptions of the CTL method. The survey consisted of both closed and open-ended questions that asked students about their experiences with the CTL-based lessons, how they felt about the use of real-life examples and group work, and whether they found the lessons more engaging and relevant compared to traditional teaching methods. The feedback from students helped to gauge the effectiveness of CTL from their perspective.

Data analysis was performed using both quantitative and qualitative methods. The pre- and post-assessment results were analyzed using statistical methods to determine if there was a significant difference in student performance before and after the implementation of the CTL method. The analysis compared the mean scores of both the control and experimental groups to assess whether the CTL method led to improved understanding of Islamic Education content. A paired sample t-test was used to analyze the pre- and post-test results of the experimental group, while an independent sample t-test was used to compare the two groups' performance.

In addition to statistical analysis, the qualitative data from classroom observations and student feedback were analyzed thematically. The researcher identified key themes that emerged from the data, such as changes in student engagement, increased participation in discussions, and the application of Islamic values in real-life situations. The qualitative analysis helped provide a deeper understanding of the impact of the CTL method beyond just the test scores, highlighting the ways in which the method influenced students' attitudes and behavior.

The CTL method in this study involved several key strategies: teachers linked the Islamic Education content to real-life contexts, engaged students through group activities, and encouraged students to think critically about how Islamic teachings could be applied in their daily lives. For instance, when teaching about honesty, the teacher used real-life scenarios where students had to discuss situations where honesty was crucial, helping them make connections between Islamic teachings and practical actions. Group work and discussions allowed students to work collaboratively and share their perspectives, fostering a deeper understanding of the material

Teachers were trained on how to effectively implement CTL strategies in their lessons. This included preparing lesson plans that incorporated real-life scenarios, encouraging student participation, and providing guidance during group activities. Teachers were also encouraged to use visual aids, multimedia, and storytelling techniques to make the lessons more engaging and relevant to students' lives. The use of various instructional strategies aimed to enhance student understanding and maintain a high level of student engagement throughout the lessons.

The study was conducted over a period of ix weeks, during which both the experimental and control groups were taught the same units in Islamic Education. The experimental group received CTL-based lessons twice a week, while the control group received traditional lessons. At the end of the six weeks, both groups took the post-assessment, and their progress was compared to the pre-assessment results to evaluate the effectiveness of the CTL method.

To ensure the validity and reliability of the results, the study followed rigorous procedures in data collection and analysis. The pre- and post-assessments were designed to measure specific learning outcomes related to Islamic Education, and the same assessments were administered to both groups to ensure consistency. In addition, classroom observations were conducted by an independent researcher to avoid bias and ensure that the implementation of the CTL method was consistent across all lessons.

The results of this study provide important insights into the impact of the Contextual Teaching and Learning (CTL) method on student learning in Islamic Education. By integrating real-life scenarios and encouraging active participation, CTL not only helped students improve their comprehension of Islamic principles but also made the material more relevant and engaging. The findings suggest that when students can relate what they are learning to their own lives, they are more likely to understand and apply the material.

Furthermore, the study highlights the importance of active learning strategies in enhancing student engagement and motivation. The CTL method, with its emphasis on group work, discussions, and practical applications of knowledge, created an interactive classroom environment where students were motivated to actively participate and think critically. This approach helped students gain a deeper understanding of the material and reinforced the idea that learning is not just about memorizing facts but about understanding and applying knowledge.

Overall, this study demonstrates the potential of the Contextual Teaching and Learning (CTL) method to improve student understanding in Islamic Education at SD IT Nurul Ishlah Banda Aceh. The positive results from the pre- and post-assessments, as well as the increased engagement observed in the classroom, suggest that CTL is an effective teaching approach that can be used to enhance student learning. This approach helps students connect what they are learning to real-life situations, making the content more meaningful and applicable to their lives.

Based on the findings, it is recommended that SD IT Nurul Ishlah continue to integrate CTL into its Islamic Education curriculum. Future research could explore the long-term effects of CTL on student achievement and investigate its potential application in other subjects. By continuing to refine and implement effective teaching strategies such as CTL, educators can foster a more engaging and meaningful learning experience for students, ultimately contributing to their academic success and personal growth.

RESULTS

The results of this study aimed to investigate the impact of the **Contextual Teaching and Learning (CTL)** method on improving student understanding in Islamic Education at SD IT Nurul Ishlah Banda Aceh. The study focused on how the CTL approach, which emphasizes the connection between academic content and real-life situations, influenced students' comprehension of Islamic concepts. Data were collected through pre- and post-assessments, classroom observations, and student feedback, providing a comprehensive understanding of the method's effectiveness.

At the beginning of the study, a pre-assessment was conducted to measure students' baseline understanding of the Islamic Education material. The pre-assessment involved multiple-choice questions and open-ended questions that tested students' comprehension of key Islamic concepts, including values, history, and religious practices. The results indicated that while some students had a basic understanding of the material, many others struggled to connect theoretical knowledge to practical applications.

After the implementation of the CTL method, students engaged in learning activities that linked Islamic teachings to their daily lives. Teachers used real-world scenarios, group discussions, and interactive exercises to help students see the relevance of Islamic values in their everyday experiences. This approach helped students understand not only the theoretical aspects of Islamic teachings but also how to apply them in various contexts, such as in their relationships with others and in their communities. The CTL method fostered a deeper understanding of how Islamic principles could be translated into action.

The post-assessment results revealed a significant improvement in students' understanding of the material. After the CTL-based lessons, students demonstrated a clearer comprehension of Islamic concepts and were able to apply them to practical situations. The majority of students showed improved performance in answering both

multiple-choice and open-ended questions. This indicated that the CTL method was effective in helping students connect theoretical knowledge to real-life situations, which is a key element of the CTL approach.

Additionally, classroom observations supported these findings. Teachers noted a higher level of engagement during lessons, with students actively participating in discussions and activities. The CTL method encouraged students to think critically and reflect on the Islamic teachings in relation to their daily lives. Teachers also observed that students were more motivated and interested in learning, as they could see the practical application of what they were studying. This shift in engagement levels suggested that the CTL approach had successfully enhanced students' involvement in the learning process.

Another important finding was the increase in students' ability to work collaboratively. The CTL method encourages group-based learning, which promotes teamwork and communication among students. Teachers reported that students worked together effectively during group discussions and were more open to sharing their ideas with peers. This collaborative environment fostered a sense of community in the classroom, which is crucial for deepening understanding and enhancing the learning experience.

Moreover, the CTL method also supported the development of critical thinking skills. Students were encouraged to ask questions, explore different perspectives, and critically analyze the material they were studying. This approach helped students not only retain information but also understand its broader implications. As a result, students demonstrated improved problem-solving abilities and a greater capacity to make connections between Islamic teachings and their personal experiences.

Student feedback gathered at the end of the study revealed that the majority of students felt the CTL method had positively impacted their learning. Many students expressed that they enjoyed the interactive activities and found the lessons more interesting compared to traditional teaching methods. They appreciated how the lessons were connected to their daily lives, making the material feel more relevant and meaningful. This positive feedback reinforced the effectiveness of the CTL approach in enhancing student understanding and engagement.

However, despite the overall success, some challenges were identified. A few students initially struggled with the open-ended questions and group activities, as they were not used to this type of active learning. Some students needed additional support to build their confidence in participating in discussions and expressing their thoughts. Teachers addressed these challenges by providing extra guidance and creating a supportive classroom environment where students felt comfortable sharing their ideas.

Furthermore, the implementation of the CTL method required teachers to be more flexible and adaptable in their teaching strategies. Teachers had to design lessons that incorporated real-world scenarios and fostered student interaction, which was time-consuming and required careful planning. However, the benefits of this approach outweighed the challenges, as it led to significant improvements in student understanding and engagement.

The study also found that the CTL method not only enhanced students' understanding of Islamic Education but also had a positive effect on their moral development. By connecting Islamic principles to real-life situations, students were able to better understand how to apply values such as honesty, respect, and kindness in their daily lives. This practical application of Islamic teachings helped students develop stronger moral foundations, which is a central goal of Islamic Education.

In terms of long-term impact, the results suggest that the CTL method has the potential to create lasting improvements in students' learning habits. Students became more independent in their learning, taking responsibility for their understanding and actively seeking ways to apply what they had learned. This shift toward more independent learning is a significant step toward fostering lifelong learning skills, which are essential for students' future academic and personal development.

In conclusion, the study provides strong evidence that the **Contextual Teaching and Learning (CTL)** method is an effective approach for improving student understanding in Islamic Education at SD IT Nurul Ishlah Banda Aceh. The use of real-life scenarios, group-based learning, and interactive activities significantly enhanced students' comprehension of Islamic teachings and their ability to apply them practically. The positive results from the pre- and post-assessments, along with the increased student engagement observed in the classroom, suggest that the CTL method can be a powerful tool in fostering deeper understanding and promoting active learning.

Based on the findings, it is recommended that SD IT Nurul Ishlah continue to implement the CTL method in Islamic Education and explore its application in other subjects as well. The success of the method in this study suggests that it could be beneficial in other areas of the curriculum, helping students connect academic learning to their daily lives and improve their overall educational experience. Further research could explore the long-term effects of the CTL method on student achievement and its potential adaptation in different educational contexts.

By incorporating the CTL method into their teaching practices, teachers can create a more engaging and effective learning environment that encourages critical thinking, problem-solving, and moral development. The approach's emphasis on connecting academic content to real-world contexts is not only beneficial for Islamic Education but also for other subjects, offering a model for more interactive and student-centered learning.

DISCUSSION

The results of this study demonstrate that the Contextual Teaching and Learning (CTL) method significantly enhances students' understanding of Islamic Education at SD IT Nurul Ishlah Banda Aceh. The study aimed to investigate whether connecting academic content with real-life situations could help students better comprehend and apply the teachings of Islam. The data collected through pre- and post-assessments, classroom observations, and student feedback provided valuable insights into the effectiveness of the CTL method in improving students' listening comprehension, engagement, and application of Islamic principles.

The pre-assessment data indicated that before the implementation of CTL, many students had a basic understanding of Islamic concepts but struggled to make connections between theoretical knowledge and real-life applications. They were able to recall some of the facts, but they found it challenging to relate those facts to their everyday experiences. This initial data highlighted the need for an approach that could help students see the relevance of Islamic teachings in their daily lives, which was a key objective of using the CTL method in this study.

Once the CTL method was introduced, students engaged in lessons that used real-world scenarios and interactive activities to help them connect Islamic teachings to practical situations. For example, students were encouraged to think about how the values of honesty, kindness, and respect could be applied in their interactions with family, friends, and their community. By actively participating in discussions and group activities, students were able to understand that Islamic principles were not just theoretical concepts but values that could be integrated into their daily actions and decisions. The stories, case studies, and activities made the lessons more relatable, and students began to see the practical relevance of the material

The post-assessment results showed a significant improvement in students' understanding. After the CTL-based lessons, students performed better on both multiple-choice and open-ended questions. They were able to recall more details from the lessons and answer questions with greater accuracy. Furthermore, students demonstrated an increased ability to apply Islamic principles in hypothetical real-life situations. For example, when asked how they would handle conflicts or challenges in their daily lives,

students were able to explain how Islamic values could guide their actions. This demonstrated that the CTL method helped students not only understand the material but also internalize it and apply it in practical contexts.

Classroom observations further supported these findings. Teachers noted a noticeable increase in student engagement during CTL-based lessons. Students were more attentive, participated more actively in discussions, and showed a greater interest in the subject matter. This increase in engagement is a key indicator of the effectiveness of the CTL method, as it suggests that students were more involved in the learning process and motivated to learn. The interactive nature of the CTL method, which encourages students to connect new information to their own experiences, appeared to play a significant role in fostering this increased engagement.

One of the most striking observations was the level of participation in group discussions. CTL encourages collaborative learning, and students worked together to explore the themes and moral lessons of the lessons. This collaborative environment fostered teamwork and communication skills, as students had the opportunity to share their thoughts, listen to their peers, and reflect on different perspectives. Teachers observed that students were more confident in expressing their opinions and were eager to discuss the material with one another. This collaborative learning environment not only helped improve understanding but also helped students develop valuable interpersonal skills.

In addition to improving understanding and engagement, the CTL method also contributed to the development of critical thinking skills. Students were encouraged to analyze, evaluate, and reflect on the material they were learning. They were not merely memorizing facts; instead, they were engaging in deeper cognitive processing by questioning, discussing, and applying what they learned. This approach promoted active learning, which is essential for developing critical thinking and problem-solving skills. By challenging students to think critically about Islamic principles and their applications, the CTL method helped students gain a more profound and nuanced understanding of the material.

Student feedback provided additional evidence of the effectiveness of the CTL method. Many students reported that they enjoyed the lessons and found them more interesting and relevant compared to traditional lecture-based methods. They appreciated the opportunity to connect what they were learning to their own lives and felt that the CTL method made the material more meaningful. This positive response from students indicates that the method not only improved their understanding but also fostered a more enjoyable and engaging learning experience. By making the content relatable, CTL helped students see the value of what they were learning beyond the classroom.

Despite these positive outcomes, some challenges arose during the implementation of the CTL method. One challenge was the time required to prepare and implement CTL-based lessons. Teachers had to invest more time in planning lessons that incorporated real-world scenarios, group discussions, and interactive activities. While the additional planning time was necessary to ensure that the method was implemented effectively, it posed a challenge in terms of balancing time for other aspects of the curriculum. Teachers had to carefully manage their time to ensure that they could cover all the necessary content while maintaining the interactive and engaging nature of CTL lessons.

Another challenge was ensuring that all students participated actively in the group discussions and activities. While the CTL method encourages student involvement, some students were initially hesitant to speak up or share their opinions. Teachers addressed this challenge by creating a supportive and inclusive classroom environment, where students felt safe to express their thoughts. Positive reinforcement and encouragement helped build students' confidence, and over time, more students became comfortable participating in discussions. This gradual increase in participation contributed to a more collaborative and interactive classroom environment.

The CTL method also requires teachers to be flexible and adaptive in their teaching strategies. As students engaged in group activities and discussions, teachers had to be responsive to their needs, providing guidance and support when necessary. Teachers also needed to be creative in developing real-world scenarios and examples that were relevant to the students' lives. The ability to adapt and tailor lessons to students' interests and needs was key to the success of the CTL method in improving student understanding.

Another factor that contributed to the success of the CTL method was the alignment between the curriculum and real-life contexts. Teachers were able to draw on students' existing knowledge and experiences, making the lessons more relevant and engaging. This approach helped students connect the Islamic concepts being taught to their daily lives, reinforcing the practical value of the lessons. By bridging the gap between theory and practice, the CTL method made the material more meaningful and applicable.

The improved student outcomes were also evident in their increased confidence in applying Islamic principles. Students were able to better articulate their understanding of the material and explain how they would apply Islamic teachings in different scenarios. This ability to translate theoretical knowledge into practical action is one of the key goals of Islamic Education and was successfully supported by the CTL method. By helping students connect what they learned to real-life situations, the CTL method contributed to the development of moral reasoning and ethical decision-making.

In conclusion, the Contextual Teaching and Learning (CTL) method proved to be highly effective in enhancing student understanding of Islamic Education at SD IT Nurul Ishlah Banda Aceh. By making the content relevant to students' lives and encouraging active participation, the CTL method helped students deepen their comprehension and apply Islamic principles in practical situations. The positive results from the pre- and post-assessments, increased engagement observed in the classroom, and the students' ability to apply what they learned all highlight the effectiveness of this approach in improving learning outcomes

Given the success of this method, it is recommended that SD IT Nurul Ishlah continue to implement the CTL approach in Islamic Education and explore its application in other subjects. The CTL method's ability to foster engagement, critical thinking, and real-world connections makes it a valuable pedagogical tool that can benefit students in various areas of learning. Future research could explore the long-term effects of CTL on student achievement and its impact on other educational settings, providing further insights into its potential for enhancing education.

Incorporating Contextual Teaching and Learning in Islamic Education has the potential to create a more engaging and relevant learning experience, ultimately leading to better educational outcomes. As education evolves, it is important to continue adapting teaching methods to meet the needs of students. By integrating real-life scenarios and fostering active engagement, teachers can help students develop not only a deeper understanding of academic content but also the critical thinking and problem-solving skills necessary for their future success.

CONCLUSION

In conclusion, this study clearly demonstrates that the Contextual Teaching and Learning (CTL) method significantly enhances students' understanding of Islamic Education at SD IT Nurul Ishlah Banda Aceh. The results show a marked improvement in students' ability to comprehend and apply Islamic principles after the CTL-based lessons were implemented. The CTL method's focus on real-life applications and active participation played a crucial role in improving students' retention and understanding of the material, highlighting its effectiveness as a teaching approach. The pre- and post-assessment results revealed that students in the experimental group, who were taught using the CTL method, exhibited a higher level of comprehension compared to the control group, which was taught through traditional lecture-based methods. Students in the experimental group

showed greater accuracy in recalling information and a better ability to apply Islamic teachings to real-life scenarios. These results indicate that the CTL method fosters a deeper connection to the material, allowing students to internalize and apply the lessons more effectively. Classroom observations also supported these findings. Teachers noted that students were more engaged and motivated during the CTL-based lessons, as the interactive nature of the method encouraged active participation. Students were observed to be more focused during group discussions and activities, demonstrating a greater willingness to contribute and collaborate with their peers. This increased engagement is a clear indicator that CTL successfully captured students' interest, making the learning process more enjoyable and impactful. The implementation of real-life scenarios and interactive discussions in the CTL method helped students see the relevance of Islamic teachings in their daily lives. For instance, when discussing Islamic values such as honesty and respect, students were encouraged to relate these values to their own experiences.

REFERENCES

Arikunto, S. (2002). Prosedur Penelitian. Bandung: Rineka Cipta.

Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? AL-ISHLAH: Jurnal Pendidikan, 14(1), 697–708.

Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. HTS Theological Studies, 79(1), 1–7.

Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidimpuan. English Education: English Journal for Teaching and Learning, 5(1), 44–57.

Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. Jurnal Inovasi Teknologi Pendidikan, 5(1), 61–69. https://doi.org/10.21831/jitp.v5i1.16212

Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. Jurnal Basicedu, 4(4), 1004–1015.

Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama, 15(1), 371–380.

Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. Psikohumaniora: Jurnal Penelitian Psikologi, 8(2), 227–240.

Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' HTS Teologiese Studies/Theological Studies, 79(1), 8164.

Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). Jurnal Perawat Indonesia, 4(1), 295–307. https://doi.org/https://doi.org/10.32584/jpi.v4i1.454

Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. FORUM PAEDAGOGIK, 11(2), 127–143.

Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. JPI (Jurnal Pendidikan Indonesia), 12(2), 210–222.

Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan, 5(6), 780–791.

Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran, 12(1), 41–53.

Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. Mimbar Sekolah Dasar, 6(1), 11–20. https://doi.org/10.17509/mimbar-sd.v6i1.16415

Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran, 11(2), 215–226.

Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. Al-Murabbi:Jurnal Pendidikan Agama Islam, 5(1), 1–8.

Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. Lectura: Jurnal Pendidikan, 12(1), 29–40.

Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. AL-ISHLAH: Jurnal Pendidikan, 15(2), 1888–1903.

Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. https://doi.org/10.32528/ijhs.v13i1.4864

Pebtiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. Jurnal Pacu Pendidikan Dasar, 3(1), 269–277. https://doi.org/https://doi.org/10.22021/pacu.v3i1.411

Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. Journal of Indonesian Primary School, 1(4), 93–104.

Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. Al Urwatul Wutsqa: Kajian Pendidikan Islam, 2(1), 1–8.

Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning, 6(2), 241–252.

Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. Jurnal Pendidikan Manajemen Perkantoran (JPManper), 2(2), 188–201.

Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. Jurnal Pendidikan Tambusai, 7(2), 16078–16084. https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918

Sugiyono. (2018). Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta.