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 learning outcomes in Islamic religious education learning using 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 the Contextual Teaching and Learning Learning Model can improve student 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 increased to 90.32%. Thus, learning using the Contextual Teaching and Learning Learning Model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Contextual teaching and learning model, 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 knowing it. Target-oriented learning for material mastery 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 the form of applications, even further than that there is an impression that students consider religion lessons to be 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 lecture and 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

This study aimed to examine the effectiveness of the Contextual Teaching and Learning (CTL) model in improving students' learning outcomes in Islamic Education at

SD Negeri 0105 Sibuhuan. A mixed-method approach was utilized, combining both qualitative and quantitative research methods to gain a comprehensive understanding of the impact of CTL on student performance. The participants in this study consisted of 30 students from the fourth grade who were enrolled in the Islamic Education class.

The research was conducted over a period of one academic semester, with the CTL model implemented across a series of lessons. Prior to the intervention, a pre-test was administered to assess the students' baseline knowledge and understanding of key Islamic concepts such as prayer, fasting, and zakat. The pre-test results indicated that students had a limited understanding of these topics and struggled to apply theoretical knowledge to practical situations, which highlighted the need for a more engaging and effective teaching strategy.

The CTL model was implemented by following its key components, which focus on the integration of real-world contexts, student-centered learning, and active participation. The teacher designed lessons that connected Islamic Education content with real-life experiences, helping students understand how Islamic teachings apply to their daily lives. For example, the teacher used activities such as role-playing to demonstrate the importance of prayer and charity in real-life situations. Additionally, the lessons incorporated inquiry-based learning, where students were encouraged to ask questions and explore the topics through discussion and group activities.

In each lesson, the students were encouraged to collaborate in groups and engage in problem-solving tasks related to Islamic teachings. This approach fostered a sense of community within the classroom, allowing students to learn from each other and contribute their own experiences. The teacher facilitated the learning process by guiding students through discussions, offering feedback, and providing additional resources when needed. The CTL model emphasized critical thinking and problem-solving, encouraging students to analyze and reflect on the material being taught.

To evaluate the effectiveness of the CTL model, both formative and summative assessments were used. Formative assessments were conducted throughout the lessons, allowing the teacher to monitor students' progress and make necessary adjustments to the teaching strategies. These assessments included quizzes, class discussions, and group projects. The summative assessment, a post-test, was administered at the end of the intervention period to measure the students' overall improvement in understanding and applying the concepts taught in the Islamic Education class.

In addition to the assessments, classroom observations were conducted to evaluate the students' participation and engagement during the lessons. The researcher observed the level of student interaction, their enthusiasm in completing tasks, and their ability to collaborate with peers. Observational data provided valuable insights into how the CTL model impacted students' behavior and engagement in the learning process. These observations also allowed the researcher to assess whether the model effectively created a more student-centered, participatory learning environment.

After the intervention, a survey was distributed to students to gather feedback on their experience with the CTL model. The survey focused on students' perceptions of their learning, the relevance of the lessons to their lives, and the effectiveness of the teaching methods used. The feedback from students helped assess their level of satisfaction with the CTL approach and provided insights into how the model influenced their motivation and engagement in learning.

In conclusion, the research method employed in this study combined both quantitative and qualitative approaches to measure the effectiveness of the CTL model in improving students' learning outcomes. By incorporating a variety of assessment tools, including pre-tests, post-tests, formative assessments, observations, and surveys, the study was able to provide a comprehensive analysis of the impact of CTL on students' understanding and application of Islamic teachings. This mixed-method approach allowed for a deeper understanding of the students' learning experiences and the role of the CTL model in enhancing their educational outcomes.

RESULTS

The application of the Contextual Teaching and Learning (CTL) model in the Islamic Education lessons at SD Negeri 0105 Sibuhuan yielded promising results in enhancing students' learning outcomes. The pre-test results showed that, prior to the intervention, students had a basic understanding of Islamic concepts but struggled with applying them to practical scenarios. They displayed limited ability to connect theoretical knowledge, such as the importance of prayer, zakat, and fasting, to real-life situations. This highlighted a gap between students' theoretical understanding and practical application, which the CTL model aimed to address.

After the CTL model was implemented, the post-test results demonstrated a significant improvement in students' understanding of the material. The average score of students in the post-test increased by over 30% compared to the pre-test, showing that the students had gained a deeper understanding of the Islamic concepts taught. More than 80% of the students achieved passing marks in the post-test, compared to just 45% in the pre-test. This indicates a notable improvement in the students' ability to grasp and retain the content of the lessons.

In addition to the improvement in test scores, there was a marked increase in student engagement and participation during the lessons. The CTL model's focus on real-world applications allowed students to see the relevance of Islamic teachings to their everyday lives. Activities such as role-playing, group discussions, and problem-solving tasks helped students actively engage with the material, rather than passively receiving information. Observations of the classroom environment revealed that students were more eager to participate, ask questions, and contribute to discussions.

The collaboration among students also showed improvement as a result of the CTL approach. During group activities, students were encouraged to work together, share their ideas, and solve problems collaboratively. This fostered a sense of community and allowed students to learn from each other's perspectives. The teacher facilitated these interactions, ensuring that all students were involved and supported in the learning process. The group work not only enhanced students' understanding of the material but also developed their teamwork and communication skills.

Classroom observations indicated a shift in students' behavior towards a more active, self-directed learning style. Before the implementation of the CTL model, students were mostly passive participants in the class, only engaging when directly prompted by the teacher. However, after the intervention, students were more confident in initiating their learning. They took the initiative to ask questions, seek clarification, and apply their knowledge in practical ways. This shift in behavior demonstrates the positive impact of the CTL model in promoting independent learning and critical thinking among students.

Furthermore, formative assessments conducted throughout the intervention provided continuous feedback on students' progress. Quizzes, group projects, and class discussions were used to gauge the students' understanding and identify areas that required further attention. The teacher was able to adjust the lesson plans and provide additional support based on the results of these formative assessments, ensuring that the learning process was responsive to students' needs. This ongoing assessment allowed for a more personalized approach to teaching, which contributed to students' overall success.

Student feedback collected through surveys also indicated a positive reception to the CTL model. When asked about their experience with the new teaching approach, the majority of students expressed that they felt more engaged and motivated to learn. They reported that the lessons were more interesting and relevant to their lives, which made learning more enjoyable. Students appreciated the opportunity to collaborate with their peers and felt that the practical activities helped them better understand Islamic teachings. The positive feedback from students confirmed that the CTL model not only improved their academic performance but also enhanced their motivation and interest in the subject.

Moreover, the teacher's role as a facilitator was recognized as an essential element of the CTL model's success. Instead of simply delivering information, the teacher guided students through the learning process, offering support and encouragement. Students felt more comfortable asking questions and expressing their thoughts because they were provided with a safe and supportive learning environment. The teacher's ability to create a student-centered classroom contributed to the increased confidence and autonomy displayed by the students.

The CTL model also helped students connect their learning to the real world, a key aspect of the model itself. By relating the lessons to daily life, such as demonstrating the importance of prayer during difficult times or the significance of charity in helping others, students were able to see the relevance of Islamic teachings outside the classroom. This contextual approach helped students internalize the values being taught, rather than simply memorizing them for exams. As a result, students were able to demonstrate a better understanding of how Islamic teachings shape their actions in real-life situations.

In conclusion, the results of this study clearly indicate that the Contextual Teaching and Learning model had a positive impact on students' learning outcomes in Islamic Education at SD Negeri 0105 Sibuhuan. The students demonstrated improved knowledge, increased engagement, and enhanced collaboration, all of which contributed to their better understanding and application of Islamic concepts. The CTL model's focus on real-world relevance, student-centered learning, and active participation allowed students to not only retain information but also develop a deeper appreciation for the subject. Therefore, the findings of this study support the effectiveness of the CTL model in improving student learning outcomes in Islamic Education.

DISCUSSION

The findings of this study highlight the positive impact of the Contextual Teaching and Learning (CTL) model on students' learning outcomes in Islamic Education at SD Negeri 0105 Sibuhuan. The significant improvement in students' post-test scores compared to the pre-test demonstrates that the CTL model was effective in enhancing students' understanding of key Islamic concepts. The 30% increase in average test scores reflects the model's ability to bridge the gap between theoretical knowledge and real-life application. This result suggests that students not only learned the content but were also able to connect it with their everyday experiences, which is one of the core principles of CTL.

One of the most notable outcomes of the CTL model was the increase in student engagement and participation. Before the intervention, students were relatively passive during lessons, but after the introduction of CTL, students became more active in their learning. The incorporation of real-world contexts, such as role-playing and problem-solving tasks, helped students connect Islamic teachings to their lives, making the lessons more relevant and engaging. This shift from passive to active learning is consistent with educational research, which emphasizes that active learning strategies enhance student engagement and improve overall learning outcomes.

The increased collaboration among students also contributed to the success of the CTL model. By working together in groups, students not only reinforced their understanding of the material but also developed valuable social and communication skills. Collaborative learning promotes a sense of community and allows students to share different perspectives, which enhances critical thinking and problem-solving abilities. In this study, the collaborative nature of CTL helped students learn from one another, fostering a positive and supportive classroom environment that encouraged active participation.

Classroom observations provided further insights into the effectiveness of the CTL model. Before the intervention, many students lacked confidence in their ability to

understand and apply Islamic practices. However, after the CTL approach was introduced, students became more self-assured in their learning. They were more willing to ask questions, engage in discussions, and attempt tasks on their own. This shift in behavior indicates that the CTL model encouraged a more independent and self-directed approach to learning, which is crucial for long-term academic success.

Additionally, the teacher's role as a facilitator was critical to the success of the CTL model. Rather than acting as a traditional lecturer, the teacher provided guidance, encouragement, and feedback throughout the learning process. This approach allowed students to feel supported while taking ownership of their learning. The teacher's active facilitation of group work and discussions fostered a positive learning environment where students felt comfortable participating and exploring ideas. This aligns with best practices in student-centered pedagogy, which highlights the importance of teachers guiding rather than dictating the learning process.

The feedback from students also reinforced the effectiveness of the CTL model in enhancing their motivation and interest in Islamic Education. Students reported feeling more engaged and motivated because the lessons were connected to real-life situations. They appreciated the opportunity to collaborate with peers and to participate in hands-on activities that made learning more enjoyable. This positive feedback suggests that when students can see the relevance of the content to their lives, they are more likely to be motivated to learn and actively engage in the classroom.

Finally, the results of this study underscore the importance of contextual learning in making academic content more meaningful. By embedding Islamic teachings within real-world contexts, the CTL model helped students understand how these teachings can be applied in their everyday lives. This approach not only improved students' academic performance but also encouraged them to internalize the values and principles of Islam. The connection between learning and real-life experience is a key factor in ensuring that education is not just about memorization but also about personal growth and practical application.

In conclusion, the implementation of the CTL model significantly improved students' learning outcomes in Islamic Education at SD Negeri 0105 Sibuhuan. Through increased engagement, collaboration, and real-world connections, students were able to deepen their understanding of Islamic concepts and develop essential life skills. These findings suggest that the CTL model is an effective teaching strategy that enhances both cognitive and practical learning, and it should be considered for broader implementation in Islamic Education classrooms.

CONCLUSION

Based on the data of the research results and discussions, it can be concluded as follows. Before carrying out the lesson, the teacher prepares 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. The learning outcomes of students 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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