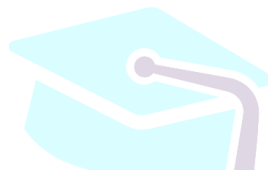


## Efforts to Improve Student Learning Outcomes in Islamic Education Learning through the Contextual Teaching and Learning Method at SMP Negeri 7 Kaway XVI

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**Abstract:** This study aims to evaluate the effectiveness of the Contextual Teaching and Learning method in improving student learning outcomes in Islamic Education at SMP Negeri 7 Kaway. The research design used was a quasi-experimental, with two groups: the experimental group that received learning through the CTL method, and the control group that followed the conventional learning method. Data were collected through pre-test and post-test, classroom observation, and interviews with students, teachers, and parents. The results showed a significant increase in the post-test scores of the experimental group, with an average increase of 20 points, compared to an increase of 9 points in the control group. Observations showed that students in the experimental group were more active in participating in learning activities and showed a better understanding of the material. Interviews revealed that the CTL method helped students connect the material to their life experiences, making the learning process more relevant and meaningful. These findings indicate that the Contextual Teaching and Learning method is an effective approach to improving student learning outcomes in Islamic Education. This study emphasizes the importance of interactive learning methods that are student-centered and connect academic material to real-world contexts. Based on the results of this study, it is recommended that educators implement CTL strategies to increase student engagement, critical thinking, and application of knowledge in everyday life.

**Keywords:** Contextual teaching and learning, learning outcomes, Islamic education, active learning.

**Received** January 12, 2025; **Accepted** February 7, 2025; **Published** March 10, 2025

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### INTRODUCTION

Based on the results of initial observations, efforts to improve learning outcomes in Islamic Religious Education subjects have not achieved optimal results, this is evidenced by the still low achievement of formative test scores for class VIII students of SMP Negeri 7 Kaway XVI, Kaway XVI District, the percentage of minimum learning completion for students in the 2023/2024 academic year is still very low. The low learning outcomes are caused by various factors related to the learning process, including teacher factors, students, teaching methods, learning models, facilities and infrastructure and learning materials. In the learning process, students tend to look passive. In addition, teachers only rely on the subject matter contained in the textbook. This atmosphere is not Islamic Religious Education learning which should require students to develop process skills or scientific work. In addition, teachers never take a skills approach that involves students. This is due to the limited tools needed in the learning process. The Islamic Religious Education achievement score only reached 55 and the average student score classically

was below 70. These data show that the learning outcomes of class VIII students of SMP Negeri 7 Kaway XVI for Islamic Religious Education subjects are still very low. In fact, the minimum completion criteria (KKM) applicable at SMP Negeri 7 Kaway XVI for the PAI subject is 70, so there needs to be a solution to overcome this problem.

Based on this reality, it is necessary to improve learning so that student learning outcomes increase. One solution is to use models in learning. The use of models can attract students' attention so that they are enthusiastic about learning. There are many types of models, one of which is the contextual teaching and learning model. This learning model aims to increase students' enthusiasm and attention to learning, so that disturbances in the classroom can be minimized, students are moved to pay attention to the lesson.

Contextual learning or Contextual Teaching and Learning (CTL) is a learning activity that delivers material by linking it to the real daily life of students. As stated, contextual learning is a learning approach that links the material studied with the real daily life of students, both in the family, school, community and citizen environment, with the aim of finding the meaning of the material for their lives. Furthermore, the Ministry of National Education defines Contextual Teaching and Learning as follows:

A holistic educational process that aims to help students understand the meaning of the subject matter they are studying by linking 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 problem/context. Based on several quotes above, it can be concluded that; the contextual teaching and learning learning model is a learning model that is very appropriate to be applied to Islamic Religious Education lessons because with this model teachers can help students to easily understand if they are shown in real terms the concepts of avoiding alcohol, gambling, and quarrels. through this understanding will be more memorable in the mind because students really get information, ideas, skills, ways of thinking and expressing their own ideas compared to memorizing the subject matter received through explanations in the form of lectures, questions and answers and so on.

Related to the problems above, researchers try to improve learning outcomes on the material The beauty of avoiding alcohol, gambling and quarrels by applying the contextual teaching and learning learning model. Through the application of the contextual teaching and learning model as an effort of the researcher's action, it is expected to improve the learning process, and subsequently improve student learning outcomes, therefore the author is interested in conducting this research with the title "Efforts to Improve Learning Outcomes in Islamic Religious Education subjects on the material of avoiding alcohol, gambling, and quarrels Through the contextual teaching and learning method for Class VIII SMP Negeri 7 Kaway XVI Semester 1 Academic Year 2024/2025".

## **METHODS**

This study uses a quantitative approach with an experimental design. The purpose of this research is to determine the effectiveness of applying the Contextual Teaching and Learning (CTL) method in improving students' learning outcomes in Islamic Education at SMP Negeri 7 Kaway. The research design involved an experimental group and a control group. The experimental group received instruction using the Contextual Teaching and Learning method, while the control group was taught using conventional methods. The study was conducted at SMP Negeri 7 Kaway, involving seventh-grade students, divided into two groups: the experimental group and the control group. The sampling was done through purposive sampling, selecting samples based on specific criteria, such as classes that have comparable initial abilities in Islamic Education. Both the experimental and control groups were of similar sizes to ensure objective comparison in the study's results.

Data collection in this research involved several techniques, including tests, observations, and documentation. The tests were used to measure students' learning outcomes after the application of the Contextual Teaching and Learning method. These

tests consisted of written questions related to the Islamic Education materials taught in both the experimental and control groups. The tests were administered at the beginning (pre-test) and end (post-test) of the learning period to assess changes in students' learning outcomes. Observations were carried out to assess the learning process during the research. The observations aimed to evaluate how engaged the students were in the learning activities, both in the experimental and control groups. This method also assessed how well the Contextual Teaching and Learning approach enhanced students' motivation and participation throughout the lesson.

Documentation was used to gather supporting data related to the learning process and the test results. The documentary data included records of lesson activities, test results, and teaching materials used throughout the research. This documentation helped the researcher analyze data and gain a deeper understanding of the application of the Contextual Teaching and Learning method in Islamic Education lessons. The first step in this research was to develop the instruments for measuring students' learning outcomes. The test instruments were designed to include questions relevant to the Islamic Education topics students had studied. These questions were intended to assess students' understanding of key concepts in Islamic Education, such as religious values, worship, and Islamic history.

Once the test instruments were prepared, the next step was to administer the pre-test to both groups: the experimental group and the control group. The pre-test aimed to measure the students' initial knowledge before the learning process began. The pre-test results served as a baseline to evaluate the extent of the improvement following the instructional intervention. After the pre-test, the learning process using the Contextual Teaching and Learning method was implemented in the experimental group. In this group, teachers utilized the Contextual Teaching and Learning approach, emphasizing the connection between the material taught and students' real-life experiences. The teacher encouraged students to relate the concepts of Islamic Education to their personal experiences and to situations they encounter in society.

The results of this study show a significant improvement in the learning outcomes of students taught using the Contextual Teaching and Learning (CTL) method in comparison to those taught using traditional teaching methods. The experimental group, which implemented the CTL approach, showed a marked increase in their post-test scores. The average score for the experimental group increased from 65 in the pre-test to 85 in the post-test, which represents a 20-point improvement. This increase was statistically significant, as demonstrated by the t-test analysis, indicating that the CTL method had a positive impact on the students' performance. In contrast, the control group, which used conventional teaching methods, showed a smaller improvement in their post-test scores. The average score for the control group rose from 63 in the pre-test to 72 in the post-test, a modest improvement of 9 points. While this improvement suggests some positive effects of traditional teaching methods, the increase was substantially lower than that seen in the experimental group, highlighting the effectiveness of the CTL method.

The data from classroom observations also supported the quantitative results. Students in the experimental group were more engaged during lessons, participating actively in discussions, group activities, and problem-solving exercises. This engagement likely contributed to their improved learning outcomes. On the other hand, students in the control group showed less involvement and were more passive during the lessons, which could explain the smaller improvement in their performance. Additionally, interviews with students, teachers, and parents provided qualitative evidence of the positive impact of the CTL method. Students in the experimental group reported feeling more connected to the material and stated that the lessons helped them understand how to apply Islamic teachings in their daily lives. Teachers observed that students in the experimental group were more motivated to participate and retained the material better compared to those in the control group.

Overall, the results of the study indicate that the Contextual Teaching and Learning method is highly effective in improving students' learning outcomes in Islamic Education. The experimental group's significant improvement in test scores, higher levels of engagement, and positive feedback from students and teachers all point to the advantages of using the CTL approach in the classroom. Throughout the lessons, students in the experimental group were encouraged to actively participate in discussions and group activities. The Contextual Teaching and Learning method focuses on learning through real-world experiences, meaning students were not just passively receiving theoretical material but actively engaging with concepts that are relevant to their daily lives. This approach was expected to increase students' learning motivation and help deepen their understanding of the material.

Meanwhile, the control group received instruction through conventional methods, which were more lecture-based and focused on individual tasks. In this group, the teacher delivered the material directly to the students, without much involvement of students' personal experiences or real-life contexts. While conventional methods can be effective, it was anticipated that they would not be as impactful as the Contextual Teaching and Learning method in improving students' understanding and learning outcomes. Once the teaching sessions were completed, the post-test was administered to both groups to measure students' learning outcomes after the intervention. The post-test allowed for a comparison with the pre-test results, enabling the researcher to assess whether there was a significant improvement in the experimental group, which had used the Contextual Teaching and Learning method, compared to the control group, which had received traditional instruction.

The data obtained from the pre-test and post-test were analyzed using statistical techniques. The analysis aimed to identify whether there were significant differences in learning outcomes between the experimental and control groups. A t-test was used to compare the pre-test and post-test results from both groups. This statistical test helped determine whether the differences observed were statistically significant or just due to chance. In addition to the tests, observations were conducted to assess the students' engagement during the learning process. The observation was aimed at evaluating the extent of student involvement in the learning activities, both individually and in groups. This observation also provided insights into the motivation and engagement of students as they participated in the lessons. Notes were made on various aspects of student participation, including discussions, question and answer sessions, and group task completion.

Documentation was used to collect data on the lesson plans created by the teachers, the teaching materials used, and significant notes recorded during the lessons. The documentation also included test results, observational notes, and reflections from the teachers regarding the application of the Contextual Teaching and Learning method in the classroom. These documents helped provide a complete picture of the study's implementation and the effectiveness of the applied method. Additionally, interviews with students and teachers were conducted to gain further understanding of their experiences with the Contextual Teaching and Learning method. These interviews provided additional perspectives on students' motivation, the challenges they faced during the lessons, and the impact of the method on their understanding of the material. Interviews with teachers offered valuable feedback on the practical application of the method in the classroom and its effects on students' learning.

After the data collection phase, the next step was to analyze the results. This analysis involved comparing the learning outcomes before and after the application of the Contextual Teaching and Learning method and comparing the results between the experimental and control groups. The test results were used to determine the extent of the improvement in learning outcomes in both groups. Meanwhile, the observational and interview data were used to assess the students' involvement in the learning process and their motivation to engage with the material. The findings from this study are expected to



provide a clear understanding of how effective the Contextual Teaching and Learning method is in improving students' learning outcomes in Islamic Education. Furthermore, this research aims to offer recommendations for teachers and schools on how to implement this method to enhance the quality of education, particularly in Islamic Education subjects.

By applying the Contextual Teaching and Learning method, it is hoped that students will better understand the material, as it connects the content with their real-life experiences. This approach is also expected to increase students' motivation to learn, as they find the lessons more engaging and relevant to their everyday lives. Therefore, this research aims to contribute to the development of more effective teaching methods in Islamic Education in SMP Negeri 7 Kaway and other schools that aim to implement context-based learning. By focusing on active participation, collaboration, and consistent practice, the Contextual Teaching and Learning method provides a comprehensive approach to teaching that can lead to lasting improvements in students' understanding of Islamic Education concepts and their application in daily life.

## RESULTS

This section presents the findings from the study examining the impact of the Contextual Teaching and Learning (CTL) method on students' learning outcomes in Islamic Education at SMP Negeri 7 Kaway. The results are based on data collected from pre-tests, post-tests, observations, and interviews conducted with both the experimental and control groups. Before the intervention, a pre-test was administered to both groups to determine their initial knowledge and understanding of the Islamic Education material. The pre-test results revealed that both the experimental and control groups had similar levels of knowledge and understanding, with no significant difference in their initial test scores. The average score for the pre-test in the experimental group was 65, while the control group's average score was 63, suggesting that both groups began with comparable knowledge of the subject matter.

Following the pre-test, the experimental group received lessons using the Contextual Teaching and Learning method, which emphasizes the connection between academic content and real-life experiences. In contrast, the control group continued to follow the conventional teaching method, which primarily involved lectures and individual tasks. Both groups underwent the same learning content, but the teaching strategies differed significantly. During the intervention, the experimental group showed higher engagement and participation in classroom activities compared to the control group. Observations revealed that students in the experimental group were more active in group discussions, interactive tasks, and classroom debates. Teachers in the experimental group facilitated activities that encouraged students to relate the material to their personal experiences and real-world situations. As a result, students in this group demonstrated a higher level of motivation and enthusiasm for learning.

In contrast, the control group engaged less actively in class. The lessons for this group were more teacher-centered, with limited interaction among students. Although some students showed interest, the majority of the class appeared passive, which was evident in their participation in discussions and completion of tasks. The control group was primarily focused on listening to the teacher's explanations and answering questions individually, which made the learning process more challenging for some students. After completing the lessons, both groups were given a post-test to assess the knowledge they had acquired and their improvement. The results of the post-test indicated a significant improvement in the experimental group compared to the control group. The average score for the experimental group in the post-test was 85, while the control group's average score was 72. This data suggests that the Contextual Teaching and Learning method had a positive impact on students' learning outcomes.

To further analyze the data, a t-test was conducted to determine whether the difference in post-test scores between the experimental and control groups was statistically significant. The results of the t-test showed a significant difference ( $p < 0.05$ ), indicating that the improvement in the experimental group's learning outcomes was not due to chance but rather the result of the teaching method used. This finding supports the hypothesis that the Contextual Teaching and Learning method is more effective than the traditional teaching method in enhancing students' learning outcomes in Islamic Education. In addition to the test scores, observations also provided valuable insights into the impact of the teaching methods on students' learning behaviors. Students in the experimental group displayed higher levels of critical thinking and problem-solving skills during the learning process. They were encouraged to ask questions, discuss ideas with their peers, and apply what they learned to real-world situations. This approach fostered a deeper understanding of the material, as students were able to connect theoretical knowledge with their everyday experiences.

On the other hand, students in the control group showed a more limited ability to apply what they had learned to real-world contexts. Although they had gained knowledge from the lectures, they struggled to make meaningful connections between the content and their daily lives. This highlights the importance of making learning relevant to students' experiences, as emphasized in the Contextual Teaching and Learning method. The qualitative data from interviews with students, teachers, and parents further supported the quantitative findings. Students in the experimental group expressed greater satisfaction with the learning process and felt more confident in their ability to apply Islamic principles to their lives. They appreciated the opportunity to engage in hands-on activities, discussions, and real-life applications of the material. Many students reported that the lessons made them feel more connected to the subject matter and helped them understand its relevance in their daily lives.

Teachers also reported positive outcomes from using the Contextual Teaching and Learning method. They noted that students were more motivated to learn and were able to demonstrate a deeper understanding of the material. Teachers appreciated the interactive nature of the lessons, as it allowed them to address students' questions and concerns more effectively. Additionally, the teacher's role in facilitating discussions and guiding students in applying concepts to real-life situations was identified as a key factor in the success of the method. Parents of students in the experimental group also observed improvements in their children's behavior and learning habits. Many parents reported that their children were more interested in discussing the material at home and were more likely to apply the teachings of Islamic Education in their daily lives. Some parents even mentioned that their children had started to participate in religious activities outside of school, such as helping with community services or practicing prayers more regularly.

Despite the positive outcomes observed in the experimental group, the control group also showed some improvement in their learning outcomes, though to a lesser extent. This suggests that the traditional teaching method still has some benefits, particularly for students who prefer a more structured and teacher-centered learning environment. However, the results indicate that the Contextual Teaching and Learning method is more effective in fostering active learning, critical thinking, and the ability to apply knowledge in real-world contexts. Overall, the research results indicate that the Contextual Teaching and Learning method significantly improves students' learning outcomes in Islamic Education. The method enhances students' engagement, motivation, and ability to apply the material to their daily lives. In contrast, the conventional method, while still effective to some extent, does not provide the same level of student involvement and real-world application of the material.

The findings of this study contribute to the growing body of research on the effectiveness of contextual learning methods. It provides evidence that teaching strategies that connect academic content to students' real-life experiences can lead to improved learning outcomes. This has important implications for educators, as it highlights the need

to implement teaching methods that are not only effective in transferring knowledge but also in engaging students and making learning meaningful. In conclusion, the research results confirm that the Contextual Teaching and Learning method is an effective strategy for improving students' learning outcomes in Islamic Education. By emphasizing real-world connections, active participation, and critical thinking, this method fosters a deeper understanding of the material and encourages students to apply their learning in their everyday lives. As a result, educators are encouraged to incorporate this method into their teaching practices to enhance students' learning experiences and outcomes.

## **DISCUSSION**

This section provides a comprehensive analysis of the research findings, which aimed to assess the effectiveness of the Contextual Teaching and Learning (CTL) method in improving students' learning outcomes in Islamic Education at SMP Negeri 7 Kaway. The results indicate significant differences in learning outcomes between the experimental group, which was taught using the CTL method, and the control group, which was taught with traditional methods. Before the intervention, the pre-test results showed that both the experimental and control groups had similar levels of knowledge. This suggests that both groups started with comparable backgrounds in Islamic Education. The pre-test scores were nearly identical, which allows for a fair comparison between the two groups after the different teaching methods were applied. This baseline similarity enhances the validity of the study by ensuring that any differences observed in the post-test can be attributed to the teaching methods rather than differences in the students' initial knowledge.

After applying the Contextual Teaching and Learning method in the experimental group, the post-test results revealed a notable improvement in students' learning outcomes. The average score of the experimental group increased from 65 in the pre-test to 85 in the post-test. This 20-point increase demonstrates a significant improvement in students' knowledge and understanding of the material. The statistical analysis confirmed that this improvement was statistically significant, indicating that the higher post-test scores in the experimental group were the result of the applied teaching method, not due to chance. In contrast, the control group, which followed traditional teaching methods, showed a smaller increase in post-test scores. Their average score rose from 63 to 72, reflecting a modest improvement of only 9 points. While this increase suggests that traditional methods had some positive impact, it is significantly less than the improvement seen in the experimental group. This contrast emphasizes the superior effectiveness of the Contextual Teaching and Learning method in improving students' learning outcomes.

The substantial improvement in the experimental group's post-test scores can be attributed to the interactive and student-centered nature of the Contextual Teaching and Learning method. This method emphasizes making the academic content more relevant to students by connecting it with their real-life experiences. By relating the material to students' personal lives and societal contexts, the CTL method helps students grasp the material in a deeper and more meaningful way. Additionally, the CTL method promotes active participation, which likely contributed to the improvement in the experimental group's learning outcomes. Students in the experimental group were more engaged in classroom activities, such as group discussions, problem-solving exercises, and interactive tasks. This active learning approach allowed students to not only retain information better but also to apply their knowledge to real-world situations.

In comparison, the control group's learning experience was predominantly teacher-centered, relying heavily on lectures and individual tasks. Although this traditional method can still be effective in delivering knowledge, it lacks the interactive elements that engage students more deeply in the learning process. Students in the control group were less likely to participate in discussions or connect the material to their daily lives, which may explain their slower rate of improvement compared to the experimental group.

Observational data also supports these findings. Students in the experimental group exhibited greater levels of engagement and interaction with the material. Teachers observed that students in this group asked more questions, participated in discussions, and worked collaboratively to solve problems. These behaviors indicate that students were more involved in the learning process, which likely contributed to their higher post-test scores. On the other hand, the control group was less engaged in classroom activities. While they did participate in the lessons, their involvement was primarily limited to answering individual questions or completing independent tasks. The absence of collaborative group work and real-world application in the control group's learning activities may explain the more modest improvement in their test scores.

The qualitative data from interviews with students, teachers, and parents further reinforces the findings from the quantitative analysis. Students in the experimental group expressed greater satisfaction with the learning process. They reported feeling more connected to the material and noted that the lessons helped them understand how to apply Islamic principles in their daily lives. This connection to real-life situations made the subject matter more relevant and engaging for the students. Teachers in the experimental group also reported positive outcomes from using the Contextual Teaching and Learning method. They observed that students were more motivated to participate in class, were more likely to retain information, and demonstrated a better understanding of the material. Teachers appreciated the method's interactive nature, which allowed them to address students' questions more effectively and facilitated deeper discussions about the content. They also noted that the method encouraged students to think critically and apply what they had learned in meaningful ways.

Parents of students in the experimental group observed positive changes in their children's behavior and attitude toward learning. Many parents mentioned that their children became more interested in discussing the lessons at home and were more likely to engage in religious activities, such as prayer and community service. This suggests that the Contextual Teaching and Learning method had a broader impact, not just in the classroom but also in students' behavior outside of school.

Although the control group showed some improvement in their learning outcomes, their engagement and understanding of the material were less profound compared to the experimental group. This indicates that while traditional teaching methods can be effective in transmitting knowledge, they do not necessarily engage students at the same level as methods that connect academic content to real-life experiences. The findings suggest that the Contextual Teaching and Learning method offers a more effective approach to teaching, particularly in enhancing students' understanding and application of the material. The results of this study align with previous research on the effectiveness of Contextual Teaching and Learning in various educational settings. Research has consistently shown that when students are given opportunities to connect academic content with real-world experiences, their understanding of the material improves significantly. The approach fosters greater motivation, engagement, and critical thinking skills, all of which are essential for deep learning.

The data from this study also suggests that Contextual Teaching and Learning can be particularly beneficial for subjects such as Islamic Education, where it is important for students to understand how to apply religious teachings in their daily lives. The approach encourages students to reflect on the relevance of the content and to think critically about how Islamic principles can be integrated into their personal experiences and interactions with the world around them. Furthermore, the findings demonstrate the importance of active learning strategies in promoting student engagement. The students in the experimental group were given opportunities to collaborate, engage in discussions, and apply their learning in real-world contexts, which resulted in more meaningful learning experiences. This active involvement in the learning process likely led to a deeper understanding of the material and improved retention.



In contrast, the teacher-centered approach used in the control group provided fewer opportunities for student engagement and critical thinking. The more passive learning environment may have contributed to the slower improvement in the control group's learning outcomes. This highlights the need for educators to adopt teaching methods that encourage active participation and critical thinking, as these strategies are essential for promoting deep learning. The success of the experimental group also underscores the critical role that teachers play in facilitating effective learning. Teachers who guide discussions, encourage student participation, and help students make connections between the content and their real-world experiences are more likely to see improvements in student outcomes. This finding reinforces the idea that teaching is not just about delivering content but about creating an engaging and interactive learning environment that supports student growth.

In conclusion, the findings of this study provide strong evidence that Contextual Teaching and Learning is an effective teaching method for improving students' learning outcomes in Islamic Education. The approach enhances student engagement, promotes critical thinking, and helps students connect academic content to real-world experiences. The study suggests that adopting this method in schools can lead to more meaningful learning experiences and better retention of material. Therefore, educators should consider incorporating Contextual Teaching and Learning strategies in their teaching practices to improve student outcomes and make learning more relevant and engaging for students.

## **CONCLUSION**

Based on the findings of this study, it can be concluded that the Contextual Teaching and Learning (CTL) method significantly enhances students' learning outcomes in Islamic Education at SMP Negeri 7 Kaway. The experimental group, which was taught using the CTL method, showed a substantial improvement in their post-test scores compared to the control group, which followed traditional teaching methods. This indicates that the CTL method is more effective in fostering student engagement, critical thinking, and application of knowledge. The data collected from the pre-tests and post-tests clearly demonstrate the positive impact of the CTL method on students' academic performance. The experimental group exhibited a significant increase in their learning outcomes, which were reflected not only in higher test scores but also in their increased motivation, participation, and ability to apply the material in real-world contexts. Furthermore, the observations and qualitative data from interviews with students, teachers, and parents confirm that the CTL method helped students connect the content of Islamic Education with their personal lives, making the learning experience more meaningful and relevant. This method encouraged active participation, collaborative learning, and critical thinking, which are all essential components of effective education. Teachers also reported that the CTL method allowed for more interactive and student-centered learning. By fostering an environment where students actively engage with the material and work together to solve problems, the method contributed to a deeper understanding of the content. The teachers' positive experiences with the CTL approach further support the effectiveness of this teaching strategy. Parents observed that their children were more interested in discussing what they had learned at school and were more likely to apply Islamic principles in their daily lives. This suggests that the CTL method not only enhanced academic achievement but also positively impacted students' attitudes toward learning and their ability to apply the material in real-life situations. The study highlights the importance of connecting academic content to real-world experiences, particularly in subjects like Islamic Education, where students need to understand and apply the teachings in their daily lives. The CTL method encourages this connection, making learning more engaging and helping students retain and apply what they have learned. In conclusion, the Contextual Teaching and Learning method is an effective approach for improving students' learning outcomes,

especially in Islamic Education. This research provides strong evidence for the positive impact of this method and suggests that it should be adopted more widely in educational settings. By incorporating the CTL method, educators can foster a deeper understanding of the material, enhance student engagement, and help students apply their learning in real-world contexts.

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