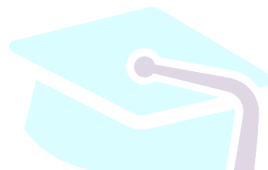


## Application of Contextual Approach to Student Learning Motivation in Islamic Education Learning Points at SD Negeri Leungah

Saifan A. Rajab ✉, SD Negeri Leungah, Indonesia

✉ [teungkusaifan@gmail.com](mailto:teungkusaifan@gmail.com)



**Abstract:** In Islamic Religious Education learning, many methods are found that are still conventional and monotonous, where the explanation of the material focuses more on the teacher. This often makes it difficult for students to understand lessons and reduces their level of activity, so that the learning atmosphere becomes less conducive. This research was conducted at SDN Leungah to identify the impact of using a contextual approach in PAI learning. The contextual approach aims to create a more meaningful, relevant and applicable learning experience. By connecting the learning material with students' real experiences and the problems they face every day, this approach is expected to motivate students to be more active in learning and understand Islamic teachings in more depth. This has the potential to shape students' character to have more noble character, in accordance with Islamic values. This research uses a descriptive qualitative approach, with data collection through direct interviews, observation and documentation. Interviews were conducted with teachers and students, while observations were carried out in class to see directly the implementation of the contextual approach in the learning process. The research results show that the application of a contextual approach in PAI learning has a significant impact on students' understanding. Students not only memorize religious concepts, but can also understand the meaning and practical application of Islamic teachings in everyday life. In addition, this approach succeeded in creating a more dynamic and enjoyable learning atmosphere, with increased student active participation in the learning process. Overall, the contextual approach has proven to be effective in improving the quality of PAI learning at SDN Leungah.

**Keywords:** Contextual approach, learning motivation, learning outcomes.

**Received;** July 12, 2024 **Accepted;** August 12, 2024 **Published;** September 30, 2024

**Citation:** Rajab, S. A. (2024). Application of Contextual Approach to Student Learning Motivation in Islamic Education Learning Points at SD Negeri Leungah. *Jurnal Profesi Guru Indonesia*, 1(3), 283–295.

Published by Mandailing Global Edukasia © 2024.

### INTRODUCTION

Education is an effort to prepare human resources that have expertise and skills according to the demands of national development. In accordance with Law Number 20 of 2003 (Mahbubi, 2013), Chapter I Article 1 paragraph (1) about the National education system, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by themselves, the community, the nation and the country (Mahbubi, Sahrur, & Mahfudi, 2024). Nowadays, the learning process of Islamic Religious Education (PAI) in schools is

still limited to the delivery of "knowledge about Islam" and pays less attention to the internalization of Islamic values in students (Mahbubi & Hasanah, 2024).

This is reflected in the dominance of the lecture method used by teachers in the PAI learning process (Sartiwi, 2023). So that the challenge faced in religious education, especially Islamic religious education as a subject, is how to implement Islamic religious education not only to teach knowledge about religion but how to direct students to have the qualities of faith, piety and noble morals (Mahbubi, 2013). So what is urgent right now is how the effort made by Islamic religious education teachers to develop learning methods that can expand students' understanding of the teachings of their religion, encourage them to practice it and at the same time can shape their morals and personality (Mahbubi & Makkiyah, 2024). Islamic Religious Education has an important role in shaping the character and morals of students in order to become responsible individuals, with noble morals, and oriented towards Islamic values in everyday life. However, in practice, there is often a gap between the theoretical understanding of religion learned in school and practical application in everyday life (Warsah et al., 2020). This can cause students to have difficulty in understanding the relevance of religious teachings to the real situation they face. The classical learning system that is text-based and uses conventional learning methods is considered less relevant to the progress of the current education system. Textual learning strategies are the most practiced by teachers in delivering material (Mahbubi & Purnama, 2024).

Learning that is oriented towards material mastery is considered to fail to produce active, creative, creative and innovative students (Abdullah & Wafa, 2022). Because learning that only emphasizes material mastery, students only gain knowledge from that material without knowing the essence of the content of the material. Therefore, there needs to be a more meaningful change in learning so that it can equip students to face the life problems they face now or in the future (Mahbubi & Karomah, 2024). One of the ways to overcome the above problems is by trying to apply the contextual learning approach. The awareness of the need for a contextual approach in learning is based on the fact that most students are unable to connect what they learn with how it is used in real life. This is because the understanding of academic concepts that they acquire is only something abstract, it has not yet touched the practical needs of their lives, both in the work environment and in society (Tohet et al., 2024).

The contextual learning approach is one of the approaches that is considered effective in overcoming the gap. Contextual learning tries to present learning material by relating it directly to the students' life situations, so that they can understand and apply religious teachings in their daily lives in a more relevant and meaningful way, creating an active and pleasant learning atmosphere so that it can foster the students' learning spirit and motivation to learn. In classroom learning, students' learning motivation tends to be low (Mahbubi & Aini, 2024). This is due to the fact that in learning, the teacher has not yet developed an interesting learning strategy or method that encourages the interest and motivation of students to be active in the learning. In improving student learning performance, learning motivation is very important (Mahbubi & Istiqomah, 2024). Learning motivation is one of the important aspects that affect the success of the learning process. In the context of PAI, learning motivation is not only related to cognitive aspects, but also includes affective and spiritual dimensions

(Mahbubi, Sahrur, & Rahman, 2024). Therefore, an effective approach in increasing students' learning motivation needs to consider the context and unique characteristics of PAI subjects. So it is very important for an educator to choose a learning approach that suits the needs of the students, thus learning will run smoothly and in accordance with the purpose of learning. Learning motivation is influenced by various factors, including the learning approach applied by the teacher. One of the learning approaches that is currently being the focus of attention is the contextual learning approach. This approach emphasizes on providing a real context in the learning process to improve student understanding and its connection with everyday life (Rahman & Mahbubi, 2024).

The other purpose of contextual learning is to equip students with more realistic knowledge and abilities because the core of this learning is to bring theoretical matters closer to practicality. So that in the implementation of learning, this method is tried to be able to absorb lessons that are applied in real situations (Nasikhah & Badrus, 2020). Learning will be more meaningful if the child 'experiences' what he learns, not just 'knows' it. Learning that is oriented towards the target of material mastery is indeed proven to help children in 'remembering' but only in a short period of time, unable to equip children to solve problems in real life. Encouraging students to apply their knowledge both in the lives of families, schools, communities and citizens, with the aim of finding the meaning of the material for their lives (Mahbubi, 2024). Based on the description above, it can be concluded that the implementation of learning with a contextual approach to Islamic religious education subjects is very important, because it will greatly help students speed up their understanding in knowing, appreciating and practicing the teachings of Islam as well as increase their learning motivation.

## METHODS

This type of research uses a descriptive qualitative type of research by presenting all the relevant data obtained in the research results as well as objectively describing contextual learning in students at SDN Leungah Kec. Seulimeum Kab. Aceh Besar. Qualitative research was chosen to obtain a more detailed, objective, and in-depth picture of the students' experiences in applying Islamic teachings in daily life as well as the implementation of the contextual approach in PAI learning. Which qualitative research approach is a method that focuses on in-depth observation. Therefore, the use of qualitative methods in this research can produce a more comprehensive study of the phenomenon (Djaali, 2021). The data collection technique uses the method of interviewing the relevant parties, namely one of the teachers who teach the PAI subject, as well as using observation and documentation methods by going directly to the field and directly seeing how the learning process is carried out by teachers and students (Mahbubi, Gunawan, Rosid, et al., 2024). This technique was chosen based on the consideration that the documentation technique is considered to be the most suitable for the nature of the research object in the form of the application of a contextual model done by the teacher in students' PAI learning in the classroom (Iskandar, 2023). The research subject focuses on students at SDN Leungah Kec. Seulimeum Kab. Aceh Besar

After the various data have been collected, then attempt to describe or re-evaluate the collected data regarding the application of the contextual approach and how to motivate it in PAI learning at SDN Leungah. Data obtained from interviews and observations will be analyzed thematically, by identifying general patterns and themes that emerge from the students' experiences. This analysis will help in understanding the students' perspective and understanding of the application of religious teachings in their daily lives, as well as the obstacles and challenges they may face. In addition, the results of this research are expected to provide valuable input for Islamic teachers in planning and implementing learning that is more relevant to the lives of students. By understanding the context of students' lives, teachers can devise more effective and interesting learning strategies for them, so that students can feel the real benefits of Islamic religious education. In addition to practical benefits, this research is also expected to provide theoretical contributions in the field of Islamic religious education.

The results of this research can be an important contribution to the development of contextual learning theory and a deeper understanding of the relationship between religious theory and the context of students' lives. Finally, this research is expected to provide a more complete picture of the importance of a contextual learning approach in Islamic religious education and how it can help students better understand, internalize, and apply religious teachings in their daily lives. With a stronger understanding of religion

and relevant applications, it is hoped that students can become better individuals and be able to make a positive contribution to society and the nation as a whole.

## RESULTS

In Leungahada State Elementary School, it is a formal institution and Islamic education board that focuses on building the character of students with the aim of forming their morals. Through programs such as familiarization, rules, and various activities carried out at SDN, with the hope of fostering good morals in students. This SDN is located in the middle of the community with a strategic location in the interior of Leungah Village, Seulimeum District, Aceh Besar Regency. The cool rural atmosphere supports a more comfortable and conducive learning process. This SDN wants to realize that achievement through its noble vision, which is: "To be a superior SDN that prints a generation with noble character, intelligence, and character based on Islamic values." The following is a researcher's analysis of education in shaping the morals of female students in SDN (Halim et al., 2023). Contextual-based learning is based on the results of John Dewey's research which concluded that students will learn well if what they learn is related to what they already know and to activities or events that will happen around them (Nasikhah & Badrus, 2020). This learning emphasizes high thinking power, knowledge transfer, collecting and analyzing data, solving certain problems both individually and in groups.

The contextual learning approach is a method in which the teaching and learning process is connected to the daily activities of students in the family, school, community, and country (Barus et al., 2023). Contextual learning is an approach in which the teacher relates the learning material to the students' daily lives, so that the students are motivated to apply the knowledge they get in their daily lives (Abdullah & Wafa, 2022). Essentially, the contextual process is a process that involves understanding, adaptation, organizing, integration, reflection, as well as the re-creation of concepts that are dynamic and open to the public (Amin, 2020). Contextual-based learning is teaching that relates learning to the real life that students face and encourages them to relate the knowledge they have acquired by applying it to their daily life activities as family members, citizens, and professionals at work. This method helps students understand the relationship between abstract concepts and their application in practical situations. With this approach, students can master the concepts through the process of discovery, reinforcement, and deep understanding, enabling them to apply them in everyday life (Mahbubi & Aini, 2024).

Contextual learning approach in PAI learning. PAI learning aims to form student character in accordance with Islamic values, both in cognitive, affective, and psychomotor aspects. One of the approaches used to achieve this goal is the contextual approach or Contextual Teaching and Learning (CTL). This approach connects the subject matter with the students' daily lives, so that learning becomes more meaningful and relevant (Johnson, 2002). The author has conducted a direct interview with one of the teachers who teach PAI Learning, in his interview he explained that the contextual approach is one of the methods he chooses to overcome challenges in learning. This approach aims to connect the subject matter with the students' real life, so that they can understand the concepts in a deeper and more relevant way (Mahbubi, Haydar, et al., 2023).

At SDN Leungah, a contextual approach is applied with several main strategies. As stated by the teacher in the PAI Learning section, the teacher begins by presenting problems that are relevant to the students' lives (Sanjaya, 2013). For example, in the lesson about zakat, the teacher gave an example of a poor family in the surrounding area who needed help. Students are invited to discuss and find solutions based on Islamic teachings, such as the obligation of zakat and charity. Thus, students not only understand the concept of zakat theoretically, but also realize the importance of applying zakat in real life (Mahbubi, Yaqin, et al., 2023). In addition, teachers provide direct experience to students. For example, in learning about prayer, students are invited to practice how to pray correctly in the school mosque. This direct experience helps students to understand



and appreciate the importance of worship in Islam. This activity not only improves students' psychomotor skills, but also strengthens their affective aspects. Teachers also apply project-based learning. Students were given the task of making a work related to PAI material, such as making a video about the story of the prophet or a poster about Islamic values. This project allows students to develop their creativity and critical thinking skills. In addition, students can work collaboratively, which is also an important value in Islam (Mahbubi & Husein, 2023).

After the learning process, the teacher asks students to reflect. This reflection aims for students to be able to evaluate their understanding and how they can apply Islamic values in their daily lives. Through reflection, students can internalize the lessons they have learned and commit to putting them into practice. Evaluation in a contextual approach is done through authentic methods. Teachers not only evaluate students based on written tests, but also through performance evaluations, such as project presentations and student involvement in discussions. This authentic assessment ensures that students not only understand theory, but are also able to apply it in real situations (Mahbubi, Aziz, et al., 2022). The teacher notes that with the contextual approach, students become more enthusiastic in learning. They understand and remember the material more easily because it is directly related to their experience. In addition, this approach also encourages students to think critically and creatively in solving problems, as well as increase cooperation between them. Although the contextual approach provides many benefits, this teacher also admits that there are challenges. One of the main challenges is the limited time to prepare teaching materials that are relevant to the students' local context. In addition, some students initially had difficulty understanding the material presented through situations they had not yet experienced. However, with the help of additional guidance and adjustment of teaching methods, this challenge can slowly be overcome (Mahbubi, Multazam, et al., 2022).

At the end of the interview, the teacher conveyed that the contextual approach is a very effective method in improving the quality of learning at SDN Leungah. He recommends that other teachers also try to apply this approach in their learning. He also suggested that schools provide adequate training and resources to support the wider application of this method. With the right support, the contextual approach can be a very useful tool in developing a deep and relevant understanding for students (Mahbubi et al., 2021). It can be concluded that the application of the contextual approach at SDN Leungah provides positive results. Students become more active in the learning process and are able to connect their studies with their lives. They not only learn about Islam theoretically, but also practice Islamic values in daily life. The contextual approach in learning Islamic Religious Education (PAI) at SDN Leungah provides various significant benefits in improving the quality of religious education for students. By relating the subject matter to the context of real life, this approach helps students understand and internalize Islamic teachings more deeply (Dewantara et al., 2024).

One of the main benefits of the contextual approach is the improvement of students' understanding of Islamic teachings. By connecting the subject matter with real situations experienced by students, learning becomes more relevant and meaningful, so that students can see the practical application of religious teachings in everyday life (Mahbubi & Istiqomah, 2024). By using a contextual approach, according to Muhammad Jauhar, there will be benefits for educators and students, among others: Benefits for students, namely being able to: Relate subjects to work or life, relate subject content to everyday experiences, transfer skills, give impressions and obtain evidence, master abstract problems through concrete experiences, and learn together. Benefits for educators, namely being able to: Make teaching a meaningful experience, relate subject principles to the world of work, and make a link between the academic and vocational or industry parties. In addition, this approach encourages the development of critical and creative thinking skills. Students are invited to analyze and solve problems related to Islamic

values in the context of their lives, which in turn increases their ability to make decisions that are in accordance with religious principles (Mahbubi & Aini, 2024).

The contextual approach also increases the active participation of students in the learning process. Through methods such as group discussions, simulations, and case studies, students become more involved and motivated to learn, because they see the direct relevance between the material learned and their life experiences (Barus et al., 2023). At SDN Leungah, the application of a contextual approach in PAI learning has shown positive results. Students not only understand religious concepts theoretically, but are also able to apply them in everyday behavior, such as improving discipline in worship and behaving in accordance with Islamic morals. Overall, the contextual approach in PAI learning at SDN Leungah plays an important role in shaping the character of students based on Islamic values, as well as preparing them to face the challenges of life by adhering to strong religious principles. Some of the above benefits are the answer to the question "why is the contextual approach an alternative". Whether we realize it or not, our classes have been unproductive. Every day the class is filled with lectures, while students are "forced" to accept the material and memorize it. However, with the application of a contextual approach in learning, the class becomes productive, and students are empowered (Abdullah & Wafa, 2022).

## DISCUSSION

The central aim of Islamic education is not merely the transmission of religious knowledge but also the cultivation of a deep-seated faith, ethical conduct, and a lifelong commitment to Islamic principles. Achieving this multifaceted goal necessitates pedagogical approaches that resonate with students' lived experiences, fostering intrinsic motivation and a meaningful connection to the subject matter. Traditional methods of Islamic education, often characterized by rote memorization and teacher-centered instruction, may sometimes fail to adequately engage students and cultivate a genuine enthusiasm for learning Islamic teachings. In response to these challenges, educational research has increasingly emphasized the importance of contextual learning approaches. Contextual learning posits that students learn best when they can connect new information with their prior knowledge and experiences, applying what they learn in meaningful and relevant contexts. By bridging the gap between abstract concepts and real-world applications, contextual learning aims to enhance student engagement, motivation, and ultimately, learning outcomes. The application of a contextual approach within the realm of Islamic education holds significant promise for transforming the learning experience. By framing Islamic teachings within familiar contexts, drawing upon students' daily lives, and encouraging them to explore the relevance of Islamic principles to their own experiences, educators can foster a deeper sense of connection and purpose in learning. This approach can move Islamic education beyond the realm of theoretical knowledge and into the realm of practical application and personal relevance.

Student learning motivation, an intrinsic drive to engage in the learning process, is a critical factor influencing academic achievement and long-term learning. When students are motivated, they are more likely to be actively involved in classroom activities, persist in the face of challenges, and develop a genuine interest in the subject matter. Conversely, a lack of motivation can lead to disengagement, poor performance, and a negative perception of learning. The contextual approach has been shown to positively influence student learning motivation across various subject areas. By making learning relevant and meaningful, it taps into students' intrinsic curiosity and desire to understand the world around them. When students see the direct application of what they are learning to their own lives and experiences, their motivation to engage with the material is naturally enhanced. Negeri Leungah Elementary School, as a primary educational institution, plays a crucial role in laying the foundation for students' understanding and appreciation of Islamic teachings. Exploring and implementing pedagogical approaches that can

effectively enhance student learning motivation in Islamic education learning points within this school is therefore of significant importance for fostering a positive and enduring relationship with their faith.

This discussion aims to explore the potential benefits and practical applications of a contextual approach to enhance student learning motivation in Islamic education learning points at Negeri Leungah Elementary School. It will delve into how Islamic teachings can be effectively contextualized to resonate with the students' experiences, thereby fostering a greater sense of relevance, engagement, and intrinsic motivation in their learning journey. By examining the principles of contextual learning and considering their specific application within the framework of Islamic education, this discussion will explore strategies for connecting Islamic concepts to students' daily lives, utilizing real-world examples, and encouraging active application of Islamic principles in familiar contexts. The goal is to identify pedagogical practices that can move Islamic education beyond rote memorization and cultivate a genuine enthusiasm for learning and living according to Islamic values among the students at Negeri Leungah Elementary School.

The implementation of a contextual approach in Islamic education at Negeri Leungah Elementary School could involve various strategies, such as using storytelling that draws upon local cultural contexts and relatable scenarios to illustrate Islamic principles, connecting Islamic teachings to current events and social issues relevant to the students' lives, and encouraging students to explore the practical application of Islamic ethics and values in their daily interactions and decision-making. Furthermore, a contextual approach can foster a more student-centered learning environment where students are encouraged to ask questions, share their own experiences, and actively construct their understanding of Islamic concepts. This active engagement and the opportunity to connect learning to their personal realities can significantly enhance their motivation and make the learning process more meaningful and impactful.

By making Islamic education learning points relevant and applicable to the students' lives at Negeri Leungah Elementary School, educators can cultivate a deeper sense of purpose and intrinsic motivation in their learning journey. This approach has the potential to move Islamic education beyond the mere acquisition of knowledge towards the development of a living faith that informs students' actions and shapes their character in meaningful ways. The exploration of a contextual approach in this setting acknowledges the unique cultural and social context of the students at Negeri Leungah Elementary School. Tailoring the learning experiences to their specific backgrounds and experiences can enhance the relevance and impact of Islamic education, fostering a stronger connection to their faith and a greater motivation to learn and live according to its principles.

Ultimately, the application of a contextual approach to student learning motivation in Islamic education learning points at Negeri Leungah Elementary School holds the promise of creating a more engaging, relevant, and meaningful learning experience for students. By connecting Islamic teachings to their lives and encouraging active application, educators can foster a deeper sense of purpose, enhance intrinsic motivation, and cultivate a lifelong commitment to Islamic values. This discussion serves as a preliminary exploration of the potential benefits and practical considerations for implementing a contextual approach in Islamic education at Negeri Leungah Elementary School, paving the way for further research and the development of effective pedagogical strategies that can enhance student learning motivation and foster a deeper understanding and appreciation of Islamic teachings.

The theoretical underpinnings of a contextual approach in Islamic education resonate with core Islamic principles that emphasize the relevance of faith in daily life and the importance of understanding religious teachings within the context of human experience. The Quran itself often utilizes storytelling, parables, and references to historical events to convey its messages, effectively contextualizing divine guidance within relatable narratives. This inherent contextualization within Islamic scripture provides a

strong foundation for adopting a similar approach in Islamic education. Moreover, the emphasis on practical application ('amaliyah) in Islam further supports the integration of contextual learning. Islamic teachings are not meant to be abstract theories but rather guiding principles for everyday conduct and decision-making. A contextual approach can bridge the gap between theoretical knowledge and practical application by encouraging students to explore how Islamic values and ethics apply to real-life situations they encounter in their families, communities, and broader society.

At Negeri Leungah Elementary School, the specific socio-cultural context of the students should be a key consideration in implementing a contextual approach. Understanding the local customs, traditions, and daily experiences of the students can inform the selection of relevant examples, scenarios, and activities used to contextualize Islamic teachings. This culturally sensitive approach can enhance student engagement and make the learning process more meaningful and relatable. For instance, when teaching about honesty (sidq), educators could use stories or examples drawn from the students' own community or local folklore that illustrate the importance and consequences of honesty in everyday interactions. Similarly, when discussing the concept of helping others (ta'awun), teachers could encourage students to reflect on instances of cooperation and mutual support within their school or neighborhood.

The implementation of a contextual approach can also foster critical thinking skills among students. By presenting Islamic teachings within real-world scenarios and encouraging students to analyze and apply these principles in different contexts, educators can move beyond rote memorization and promote a deeper understanding of the underlying values and rationale behind Islamic guidelines. This can empower students to think critically about their faith and its relevance in a constantly evolving world. Furthermore, a contextual approach can enhance the relevance of Islamic education in the eyes of the students. When they see that Islamic teachings are not confined to textbooks or religious ceremonies but have direct implications for their daily lives and the challenges they face, their motivation to learn and understand these teachings is likely to increase. This sense of relevance can transform Islamic education from a perceived obligation into a meaningful and personally enriching pursuit.

The role of the teacher is crucial in the successful implementation of a contextual approach. Teachers need to be facilitators who can guide students in making connections between Islamic teachings and their own experiences. This requires pedagogical skills in creating engaging activities, posing thought-provoking questions, and fostering a classroom environment where students feel comfortable sharing their perspectives and exploring the relevance of Islamic principles in their lives. Assessment methods in a contextualized Islamic education should also reflect this approach. Instead of solely relying on tests of factual recall, assessments could include tasks that require students to apply Islamic principles to real-world scenarios, analyze case studies, or reflect on their own experiences in light of Islamic teachings. This form of assessment can provide a more authentic measure of students' understanding and their ability to integrate Islamic values into their lives.

The potential benefits of a contextual approach for enhancing student learning motivation in Islamic education at Negeri Leungah Elementary School are significant. By making learning relevant, engaging, and applicable to their daily lives, this approach can foster a deeper connection to their faith, enhance intrinsic motivation, and cultivate a lifelong commitment to Islamic values and principles. This exploration underscores the importance of moving beyond traditional, teacher-centered methods in Islamic education and embracing pedagogical approaches that actively involve students in the learning process and connect Islamic teachings to their lived realities. A contextual approach offers a promising framework for achieving these goals and fostering a generation of young Muslims who are not only knowledgeable about their faith but also deeply motivated to understand, apply, and live according to its principles.



Implementing a contextual approach in Islamic education at Negeri Leungah Elementary School necessitates a shift in pedagogical practices, moving away from a purely didactic model towards more interactive and student-centered methods. Teachers can incorporate activities such as role-playing scenarios that simulate real-life situations requiring the application of Islamic ethics, group discussions where students share their experiences and perspectives on Islamic principles, and project-based learning where students explore the relevance of Islamic teachings to contemporary issues within their community. For instance, when teaching about Zakat (obligatory charity), teachers could organize a classroom simulation where students explore different scenarios of wealth distribution and discuss the Islamic principles guiding the process. When discussing the importance of respecting elders (birr al-walidayn), students could be encouraged to interview their grandparents or older community members about their life experiences and reflect on how Islamic teachings emphasize their value and the importance of filial piety.

The use of storytelling, a time-honored method of conveying moral and ethical lessons in Islamic tradition, can be particularly effective within a contextual framework. Teachers can share stories from the Quran and Hadith that illustrate Islamic principles in relatable contexts, encouraging students to draw parallels between the narratives and their own lives. Furthermore, students can be encouraged to create their own stories or scenarios that demonstrate their understanding and application of Islamic values in everyday situations. Integrating local cultural elements, where appropriate and in alignment with Islamic teachings, can further enhance the relevance and engagement of Islamic education. Drawing upon familiar cultural practices and traditions to illustrate Islamic principles can make the learning process more meaningful and accessible for students at Negeri Leungah Elementary School. However, it is crucial to ensure that any cultural integration is consistent with core Islamic beliefs and values.

The assessment of student learning within a contextual approach should move beyond rote memorization and focus on evaluating students' ability to apply Islamic principles and concepts in meaningful contexts. This can include tasks such as analyzing case studies, developing solutions to ethical dilemmas based on Islamic teachings, and reflecting on their own behavior and decision-making in light of Islamic values. Portfolios of student work that demonstrate their application of Islamic learning in different contexts can also be a valuable assessment tool. The implementation of a contextual approach requires ongoing professional development and support for teachers. Training programs can equip teachers with the pedagogical skills and resources needed to design and facilitate contextualized learning experiences in Islamic education. Collaboration among teachers to share best practices and develop relevant learning materials can also be highly beneficial.

The leadership at Negeri Leungah Elementary School plays a vital role in fostering a supportive environment for the implementation of a contextual approach. This includes providing teachers with the necessary resources, time for collaboration and planning, and recognition for their efforts in adopting innovative pedagogical practices. A school-wide commitment to contextual learning can create a more engaging and meaningful learning experience for all students. The potential impact of a contextual approach on student learning motivation in Islamic education extends beyond academic achievement. By fostering a deeper connection to their faith and an understanding of its relevance in their daily lives, this approach can contribute to the development of students' moral and ethical character, shaping them into responsible and engaged members of their community who are motivated to live according to Islamic values. In conclusion, the application of a contextual approach to student learning motivation in Islamic education learning points at Negeri Leungah Elementary School holds significant promise for creating a more engaging, relevant, and meaningful learning experience for students. By connecting Islamic teachings to their lived realities, fostering active application, and promoting critical thinking, this approach can enhance intrinsic motivation and cultivate a lifelong

commitment to Islamic values and principles. The successful implementation of this approach requires a shift in pedagogical practices, ongoing teacher support, and a school-wide commitment to student-centered learning.

The successful adoption of a contextual approach in Islamic education at Negeri Leungah Elementary School also necessitates a careful consideration of the resources available and the potential need for curriculum adaptation. Existing textbooks and learning materials may need to be supplemented with resources that facilitate contextualization, such as case studies, real-world examples, and multimedia materials that connect Islamic teachings to contemporary issues and the students' local environment. Teachers may need access to professional development opportunities that focus specifically on designing and implementing contextualized Islamic education lessons. This training should equip them with strategies for identifying relevant contexts, developing engaging activities, and facilitating student-centered discussions that encourage the application of Islamic principles in diverse situations. Collaborative planning time among teachers can also be invaluable for sharing ideas and developing contextualized learning resources.

Furthermore, the school administration can play a crucial role in supporting the implementation of a contextual approach by providing the necessary time, resources, and encouragement to teachers. This may involve allocating time for lesson planning and curriculum development, providing access to relevant digital tools and materials, and fostering a school culture that values innovative and student-centered teaching methodologies. The assessment of the effectiveness of a contextual approach on student learning motivation and outcomes in Islamic education at Negeri Leungah Elementary School should be an ongoing process. Regular data collection through student surveys, classroom observations, and analysis of student work can provide valuable insights into the impact of the implemented strategies and inform necessary adjustments.

The potential for a contextual approach to foster a stronger sense of Islamic identity among students is also a significant consideration. By connecting Islamic teachings to their daily lives and encouraging them to see the relevance of their faith in navigating the complexities of the modern world, this approach can help students develop a deeper and more meaningful connection to their religious identity. Moreover, a contextual approach can promote interdisciplinary connections, linking Islamic teachings to other subjects such as social studies, science, and language arts. For example, when learning about environmental stewardship in science, teachers can draw upon Islamic principles that emphasize the responsibility of humans as custodians of the Earth. These interdisciplinary connections can further enhance the relevance and meaningfulness of Islamic education.

The implementation of a contextual approach should also be sensitive to the diverse backgrounds and experiences of the students within Negeri Leungah Elementary School. Recognizing and valuing the unique perspectives and prior knowledge that students bring to the classroom can enrich the learning process and make Islamic education more inclusive and relevant for all. In conclusion, the successful and sustainable implementation of a contextual approach to enhance student learning motivation in Islamic education at Negeri Leungah Elementary School requires a multifaceted effort involving curriculum adaptation, teacher professional development, administrative support, ongoing assessment, and a commitment to valuing the diverse experiences of students. By thoughtfully integrating these elements, educators can create a transformative learning environment that fosters a deeper understanding, greater motivation, and a more meaningful connection to Islamic teachings for their students. The ultimate aim is to cultivate not just knowledgeable but also deeply engaged and intrinsically motivated young Muslims who are equipped to live their faith in a relevant and meaningful way within their specific context.

The long-term vision for implementing a contextual approach in Islamic education at Negeri Leungah Elementary School should extend beyond immediate gains in learning motivation and academic outcomes. The ultimate goal is to cultivate a generation of young

Muslims who possess a deep-seated understanding of their faith, a strong sense of Islamic identity, and the ability to apply Islamic principles thoughtfully and ethically in all aspects of their lives. A contextual approach, by making Islamic teachings relevant and applicable, can contribute significantly to this long-term vision. Furthermore, the insights gained from implementing a contextual approach at Negeri Leungah Elementary School can potentially serve as a model for other Islamic educational institutions facing similar challenges in engaging students and fostering a deeper connection to their faith. Sharing best practices, developing contextualized learning resources, and documenting the impact of this approach can contribute to the broader advancement of Islamic education pedagogy.

The ongoing evaluation of the contextual approach should also consider its impact on students' social and emotional development. By encouraging empathy, ethical decision-making, and a sense of responsibility towards their community, contextualized Islamic education can contribute to the holistic development of well-rounded individuals who are motivated to contribute positively to society in accordance with Islamic values. The sustainability of a contextual approach requires a continuous commitment from all stakeholders, including school administrators, teachers, students, parents, and the wider community. Fostering a collaborative culture where the relevance of Islamic teachings in daily life is consistently emphasized and explored can ensure the long-term success and impact of this pedagogical shift. In conclusion, the adoption of a contextual approach to enhance student learning motivation in Islamic education at Negeri Leungah Elementary School represents a significant step towards creating a more engaging, relevant, and meaningful learning experience for students. By connecting Islamic teachings to their lived realities, fostering active application, and promoting critical thinking, this approach has the potential to cultivate a deeper understanding, stronger motivation, and a lifelong commitment to Islamic values, ultimately shaping students into informed, engaged, and ethically grounded individuals. The journey towards a fully contextualized Islamic education requires ongoing effort, collaboration, and a shared vision for the future of Islamic learning.

## CONCLUSION

The conclusion from the application of the contextual approach in PAI learning at SDN Leungah is that this method is very effective in increasing students' learning motivation. By relating the teaching material to the context of real life, students are able to see the direct relevance between what they learn and their everyday experiences. This makes learning more meaningful and interesting, so students are more motivated to actively participate in the learning process. The contextual approach provides opportunities for students to engage in discussions, group work, and practical activities that make them better understand and internalize religious values. This helps students not only in understanding Islamic teachings theoretically but also in practicing them in their daily lives. In addition, this approach encourages students to think critically and creatively, which further strengthens their involvement in the learning process. With increased learning motivation, students at SDN Leungah show improvement in academic performance and a positive attitude towards PAI learning. They become more disciplined in performing worship and show behavior that is in accordance with Islamic teachings. Therefore, the application of the contextual approach in PAI learning at SDN Leungah has succeeded in creating a conducive learning environment, where students feel motivated and enthusiastic to learn and practice religious values in their lives.

## REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Apriyanti, I., & Rahayu, S. (2024). Efforts to Improve Student Learning Outcomes through the Problem Based Learning Model in Islamic Education Learning at SD Negeri

- 104325 Kampung Manggis. *Journal of Indonesian Primary School*, 1(2), 61–68.
- Elistiana, V., Novita, N., & Ginting, F. W. (2024). A Development of E-Module Learning Media based on SETS (Science, Environment, Technology, and Society) on Sound Wave Material. *Indonesian Journal of Education and Social Humanities*, 1(2), 20–32.
- 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.
- 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, D. S. (2024). Implementation of ChatGPT to Improve Students' Critical Thinking Abilities. *Indonesian Journal of Education and Social Humanities*, 1(2), 33–39.
- 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.
- Indrawati, N., & Desky, A. Y. D. (2024). How to Improve Elementary School Student Learning Outcomes by Implementing the Articulation Type Cooperative Learning Model? *Journal of Indonesian Primary School*, 1(2), 32–37.
- Jannah, A., Lubis, A. H., & Julia, N. M. (2024). Development of Number Card Media in Mathematics Learning for Elementary School Students. *Journal of Indonesian Primary School*, 1(3), 12–23.
- Latifah, I., & Safrida, I. (2025). Improving Students' Language Skills with Punakawan Wayang Media at RA Mansyaul Huda: A Classroom Action Research. *Journal of Indonesian Primary School*, 2(1), 13–24.
- Lubis, A. H. (2024). Improving Elementary School Students' Reading Skills Using Picture Word Cards: How is This Possible? *Journal of Indonesian Primary School*, 1(2), 9–18.
- Lubis, A. H., & Lubis, S. S. W. (2024). Development of Newsletter Media in Thematic Learning for Elementary School Students. *Indonesian Journal of Education and Social Humanities*, 1(1), 28–36.
- Mauliana, I., Ulfa, N., & Fitria, A. (2024). Improving Student Learning Outcomes with the Problem Based Learning Model: Classroom Action Research at the State Islamic Primary School. *Indonesian Journal of Education and Social Humanities*, 1(2), 1–8.
- Misqa, L., Oviana, W., Hayati, Z., & Jannah, M. (2024). Improving Student Learning Outcomes in Mathematics Learning through a Contextual Teaching and Learning Approach in Elementary Schools. *Journal of Indonesian Primary School*, 1(2), 19–26.
- Muliawati, I., & Aldin, A. (2024). The Effectiveness of the Problem Based Learning Model on Elementary School Students' Mathematics Learning Outcomes. *Journal of Indonesian Primary School*, 1(2), 27–31.
- Nurliza, M., Lubis, A. H., & Lubis, S. S. W. (2024). Word Square Model Used by Poster Media to Improve Primary School Student Learning Outcomes. *Journal of Indonesian Primary School*, 1(1), 19–28.
- Rahayu, L., & Daud, R. M. (2024). SAS Method assisted by Picture Story Books to Improve Elementary School Students' Beginning Reading Ability. *Journal of Indonesian Primary School*, 1(1), 37–46.



- 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.
- Simamora, R. (2024). A Survey Research: What is the Role of the Mendeley Application in the Student Environment? *Indonesian Journal of Education and Social Humanities*, 1(2), 40–45.
- Simaremare, S., & Siregar, R. (2024). Effectivity of the Microsoft Excel Application on Student Understanding in Statistics Courses. *Indonesian Journal of Education and Social Humanities*, 1(2), 9–19.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.

