Efforts to Improve Student Learning Outcomes in Islamic Religious Education Learning with a Contextual Approach

Aisyah ✉, Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia
Maisarah, SMP Negeri 1 Pidie Jaya, Indonesia

✉ *aisyah.idris@ar-raniry.ac.id*

Abstract: Based on the initial data obtained by students of class IX.1 SMP Negeri 1 Bandar Baru, it can be seen that their learning outcomes are still far from expectations, student learning completeness is still below 50% and student learning motivation is still very low. This is likely due to the lack of variety in the approaches and learning methods used by teachers in implementing the learning process. This study aims to determine and test the extent to which the application of the contextual learning approach can improve the learning outcomes of students of class IX.1 SMP Negeri 1 Bandar Baru. This type of research is classroom action research. The objects of this study were students of class IX.1 SMP Negeri 1 Bandar Baru totaling 26 people. Data were collected using test and non-test techniques, observation sheets, questionnaires and field notes, then the data obtained were described and analyzed using comparative descriptive analysis techniques for quantitative data. Comparative descriptions were carried out by comparing the results of daily tests starting from the initial conditions of cycle 1 and cycle 2 values, while qualitative descriptive analysis was guided by the results of observations and reflections for each cycle. The findings of this study indicate that using a contextual learning approach in class IX.1 of SMP Negeri 1 Bandar Baru has been proven to be able to improve student learning outcomes. This can be proven from 26 students, in cycle I 18 people or 71.5% completed and in cycle II increased to 21 people or 82.3%. Thus it can be concluded that using a contextual learning approach can significantly improve student learning outcomes.

Keywords: islamic religious education, contextual approach, learning outcomes.

INTRODUCTION

Education plays a very important role in ensuring the development and survival of a nation. Directly or indirectly, education is a conscious effort to prepare the growth and development of children through activities, guidance, teaching and training for life in the future. This is a shared responsibility between the government, community members and parents. To achieve this success, it requires continuous support and active participation from all parties. Teachers have a heavy duty to achieve the goals of national education, namely improving the quality of Indonesian people, whole people who believe in and fear God Almighty, have noble character, personality, discipline, work hard, are tough, responsible, independent, intelligent and skilled and are physically and mentally healthy, and must also be able to foster and deepen a sense of love for the homeland, strengthen the spirit of nationalism and a sense of social solidarity. In line with that, national

education will be able to realize human development and build themselves and be responsible for national development. Ministry of Education and Culture (1999)

In Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Article 1 paragraph 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals and skills needed by themselves, society, nation and state. From this Law it can be understood that the learning atmosphere must be formed in a conscious and planned effort so that quality learning is created. Quality learning will not be achieved if it is not supported by all components of learning and a conducive learning atmosphere. The reality is that the learning process still has many teachers who teach traditionally, the lecture method interspersed with questions and answers still dominates the learning process. As a result, what is called the term "Teacher Center" occurs, not "Student Center", learning is centered on the teacher, not on the student, so that students do not have the opportunity to develop their potential to the maximum. In fact, student activity in the learning process can stimulate and develop their talents, critical thinking and solve problems in their daily lives (Martinis Yamin, 2007: 77).

According to Sanjaya (2010:2) the quality of learning can be seen from two equally important sides, namely the process side and the learning outcome side. The learning process is related to the student's behavioral patterns in studying the learning material, while the learning outcome is related to changes in behavior obtained as an influence of the learning process. Thus the learning process can be considered as a system and its success can be determined by the various components that form the system itself. If mapped, there are many components that influence the learning process and outcomes, starting from components that come from within that are directly related to the learning process, to external components that are not directly related to the learning process. Among the many influential components, the teacher is one of the most determining components, because the teacher is the spearhead who is directly related and integrated with students as objects and subjects of learning. Therefore, the quality or otherwise of the learning process depends greatly on the teacher's ability and behavior in managing learning. According to Herlina (2003:5) the quality of learning is influenced by: 1) the teacher's ability to apply the curriculum and teaching methods effectively by creating a pleasant teaching atmosphere through multi-directional interaction; 2) the ability of teachers to seek and develop new knowledge about various learning methods both as individual initiatives and as collective efforts between teachers; 3) the ability to reflect on learning and design learning models and implement learning improvements according to relevant learning methods. If teachers have the abilities as stated above and are able to apply them in the learning process, an active, innovative, creative, effective and enjoyable learning atmosphere will be created or better known as PAIKEM. Many learning models can create a PAIKEM learning atmosphere, as stated by Hamzah B. Uno (2007: 10) including the Concept Attainment Model put forward by Jerome Brunner, Inquiry Training by Richar Suchman, Advance Organizer by David Ausubel and others. Ismail (2008: 73) also put forward several PAIKEM learning models such as Active Debate, Jigsaw Learning, Index Card Match, Card Sort, Team Quiz, Role Play, Contextual Teaching and Learning and so on. All of these learning models essentially aim to create a fun learning atmosphere. If the learning atmosphere is fun, of course the students' learning motivation will grow and if the students' learning motivation has grown well. it can be seen that there are still many students who skip class hours, often go in and out of class during the learning process and often chat with friends and like to fiddle with their cellphones while studying. The results of the author's interviews with Islamic Religious Education teachers who teach in different classes and several other subject teachers show that they also feel the same way as what the author found.

Based on the author's experience, the symptoms of student learning observed during the learning process include: (1) at the beginning of the meeting, when the teacher

asked questions about the learning material that had been discussed previously, students seemed less responsive to the questions and it could be seen that students did not have any initial preparation in learning; (2) During the learning activities, students only wrote down the learning material on the board; (3) when the teacher delivered the learning material, some students did not pay attention, this resulted in the teacher being more dominant, so that students did not follow the learning that was taking place; (4) most students were less able to solve the questions given by the teacher; (5) students were less active and waited more for the teacher's presentation than seeking and finding the knowledge and skills they needed themselves. These symptoms of student learning are estimated to have an impact on the low learning outcomes of Islamic Religious Education. Starting from problems like this, the author tried to make the learning process more effective by using a cooperative learning strategy with a Contextual model. The author chose a cooperative learning strategy with a Contextual model because this learning strategy has advantages, including being able to increase active student participation in learning process activities. Through this learning, students will be given the opportunity to work together with fellow students in completing structured tasks and a student will become a source of learning for other students.

METHODS

This research is a classroom action research. The classroom action research model used is the Kemmis & Mc Taggart model with four steps, namely 1) planning; 2) action; 3) observation; and 4) reflection. The subjects of the study were students of Class IX.1 SMP Negeri 1 Bandar Barut with a total of 26 students, consisting of 9 boys and 17 girls. The reason for choosing this subject is that in addition to the author teaching in this class, there were also problems that needed to be considered.

The data collected in each activity is described and analyzed using qualitative analysis techniques. Qualitative analysis techniques use interactive analysis techniques developed by Miles and Huberman, as quoted by Suwarsih (2007:190), the interactive analysis consists of three components of activities that are interrelated with each other: data reduction, data exposure, and drawing conclusions. The data of this study were collected using observation techniques, questionnaires, tests and field notes. Observation sheets are used at each meeting. This sheet is filled in by the observing teacher, who observes student activities, such as: attention to learning activities, student creativity in group discussions, creativity in asking questions, student creativity in answering questions, student accuracy in expressing opinions, and student moods in the learning process. The second observation sheet is used to observe teacher activities during the learning process. The questionnaire in this study was used to obtain feedback or impressions and messages from students about the learning process they were following. In addition to the questionnaire, students were also given the freedom to write their suggestions for the learning that was taking place. Tests were given to students to determine their level of ability to receive learning materials. Field notes are written notes about what is heard, seen, experienced, and thought in the context of data collection and reflection on data in classroom action research. Field notes are made in each meeting and refined outside of class hours. Data reduction is the process of selecting, determining focus, simplifying, summarizing and changing the "raw" data in the field notes. In this process, sharpening, selecting, focusing, eliminating less meaningful data and arranging it in such a way that final conclusions can be drawn and verified. After being reduced and ready to be disclosed, it means that the analysis stage reaches the disclosure of data. Various types of action research data that have been reduced are presented in the form of matrix narratives, graphs, and/or diagrams. Furthermore, conclusions are drawn. Drawing conclusions about the improvements and changes that occur is carried out in stages starting from temporary conclusions drawn at the end of cycle I and the final conclusion at the end of cycle II. Temporary conclusions and final conclusions are interrelated. The data

collected is very large and consists of field notes and researcher comments, pictures, photos, documents in the form of reports, biographies, articles and so on. Organizing and processing the data aims to find themes and working hypotheses which are ultimately developed into a substantive theory.

RESULTS

FIRST CYCLE

Cycle I was first implemented on Wednesday, November 1, 2021, starting with conducting an initial test on students to determine the level of student knowledge about the material to be taught. The second meeting was held on Wednesday, November 10, 2021, the activities carried out were the researcher preparing a learning design containing steps for learning activities with material on understanding Islamic law regarding animal slaughter procedures, making instruments used in the classroom action research cycle and compiling learning evaluation tools. The actions taken by the researcher at the beginning of learning were to open learning by providing apperception and motivation to students that were closely related to the learning material to be studied. The researcher conveyed competency standards, basic competencies, indicators, learning objectives, and how students can understand the learning material.

Meanwhile, the core learning activities begin with a brief explanation of the learning material. Researchers observe student activities during the learning process. Learning is closed by giving students assignments to identify and observe the procedures and processes of slaughtering sacrificial animals. At the beginning of the implementation of cycle I, it was not in accordance with the plan, because some groups of students were not yet accustomed to the conditions of being skilled at asking and discussing and expressing opinions, some groups of students did not fully understand the steps of learning using a contextual approach. To overcome this, the teacher intensively provides students with an understanding of the conditions in the questioning technique for working on assignments in groups and how to participate in working on assignments in groups (discussing) and working together with groups, the teacher helps students how to understand the steps of learning using a contextual approach. Cycle I is carried out in two meetings, each meeting is 2x40 minutes, the steps carried out are four stages which include; planning, implementation, observation, and reflection of observation results. The implementation of research in cycle I refers to the research steps that have been formulated in the research procedure section which begins with preparing learning tools in the form of a Learning Implementation Plan (RPP) with Competency Standards (SK) "Understanding Islamic law on animal slaughter procedures" and Basic Competencies (KD) 1. Explaining animal slaughter procedures, then explaining the learning material Understanding Islamic law on animal slaughter procedures using a contextual approach. Based on the analysis of the research results in cycle I above, it can be seen that out of 26 students, the positive activity when students asked the teacher at meeting I was 2 people or 7.7%. At meeting II out of 26 students, there were 8 students asking the teacher or increasing to 30.8%. So the average number of students asking the teacher was 5 people or 19.2%. This shows that students are still embarrassed to ask the teacher. Student activity in carrying out group discussions in completing assignments at meeting I was 14 people or 53.8%. At the second meeting, students who carried out group discussions in completing assignments increased to 19 people or 73.1%. The average activity of completing group assignments was 16 people or 61.5%. This shows that students' motivation to ask their fellow group members is still lacking. Students' activity in completing assignments seriously at the first meeting was 15 people or 57.7% and at the second meeting increased to 24 people or 92.3%. Judging from the average, students who actively completed assignments seriously were 19 people or 73.1%. This shows that students are motivated to do assignments because they are driven by curiosity. Students' active and cooperative activities at the first meeting

were 9 people or 34.6% and at the second meeting increased to 14 people or 53.8%. Judging from the average, students who were active and cooperative were 11 people or 42.4%. This shows that students' activity in working together is still lacking, they are still self-centered.

Negative student activities, at the first meeting, students who often feel sleepy while studying were 4 people or 15.4%, at the second meeting it had decreased to 2 people or 7.7%. The average percentage of students who feel sleepy while studying was 3 people or 11.5%. This shows that students have begun to realize that being sleepy during the learning process will be detrimental to them. In the activities of students who are still working on other tasks while the teaching and learning process is taking place, at the first meeting there were 7 people or 26.9% and at the second meeting it had decreased to 5 people or 19.2%. The average percentage of students who work on other tasks while the teaching and learning process is taking place is 6 people or 23.1%. This shows that students are aware of focusing on the ongoing lesson first and working on other tasks during breaks or at home. The activities of students who like to be noisy while studying at the first meeting were 19 people or 73.1% and at the second meeting it had decreased to 12 people or 46.2%. The average number of students who like to be noisy while studying is 15 people or 57.7%. This shows that students' awareness of the benefits of learning or seeking knowledge has begun to grow. The activity of students who like to go in and out of class while studying at meeting I was 6 people or 23.1%, and at meeting II it had decreased to 2 people or 7.7%. Judging from the average of students who like to go in and out of class while studying at 4 people or 15.4%. This shows that students' motivation to learn has started to improve. While students who were indifferent to learning at meeting I were 8 people or 30.8%, at meeting II it had decreased to 3 people or 11.5%. The average number of students who were indifferent to learning was 5 people or 19.2%. This shows that there has been a change in students' attitudes to study well. From the results of the study above, it can be seen from the method of giving assignments in groups, where the most dominant positive student activity is completing assignments seriously with an average of 61.5%. While in terms of negative activities, the most prominent student activity is being noisy while studying with an average of 57.7%. The observation results also showed that 18 students (69.2%) were active in discussions, 5 students (19.2%) were active in answering questions, while only 3 students (11.5%) were active in asking questions, 9 students (34.6%) were active in submitting opinions, and 10 students (38.5%) were willing to draw conclusions.

The results of the study also showed that student learning outcomes in cycle I showed that out of 26 students who obtained a passing grade, 18 students or 71.5% were successful and 8 students or 28.5% were unsuccessful. This shows that there has been an increase in student learning outcomes before the cycle I test and after the cycle I test. Student learning completion before cycle I was 61.4%, while student learning completion after the test in cycle I was 71.5% or an increase in learning outcomes of 10.1%. Although there has been an increase, the increase is still low and needs to be improved so that this study will be continued in cycle II.

The data obtained are processed quantitatively (percentage) and qualitatively (description in words). From the results of this reflection, the results achieved and the shortcomings found in cycle I will be visible or illustrated. Then, cycle II actions are carried out again to correct the shortcomings in cycle I. Based on the results of cycle I, a plan for cycle II is prepared again. Based on the results of the notes in the learning process and student learning outcomes, which cause there to still be students who do not dare to express their opinions in discussions related to learning materials, lack of willingness of students to ask questions, many are still afraid to speak up or express their opinions in their groups. Teachers are not evenly distributed in providing guidance and motivation for students to dare to express their opinions in discussions, teachers pay less attention to the activities of students who are discussing in their groups. According to the observer, in cycle I, the learning process has been carried out well, but some of the core activities have

not been implemented, and there is also a lack of student motivation in discussing. The teacher (researcher) will re-implement the implementation of learning in cycle II as implemented in cycle I, but the implementation will be in a better way to find solutions to the obstacles faced in cycle I, including: providing students with an understanding and comprehension of the importance of implementing this method, so that students no longer feel awkward, providing students with the opportunity to express any obstacles they may have in implementing this method, and encouraging students who have not been active in discussions.

SECOND CYCLE
The program and implementation plan of the learning made by the author together with the observer in implementing the learning using a contextual learning approach with learning materials about the Definition and provisions of the Hajj and Umrah. The planning carried out by the researcher is to make learning preparations such as the Learning Implementation Plan with learning materials about the Definition and provisions of the Hajj and Umrah. Furthermore, preparing the textbooks that will be used, and the forms of assignments for each group. In addition, the researcher also studied again the notes on student learning activities, for students who were still not active were given the opportunity to be active like other students.

In the initial stage, the teacher (researcher) conducts apperception and explains the importance of this approach being applied to the subject of Islamic Religious Education, then continued with learning activities, including 1) Learning begins with conducting apperception and motivation to students, during the learning process, the researcher continues to observe student activities; 2) The teacher (researcher) delivers and explains the learning material to be studied in accordance with the learning steps in the RPP and students are guided by the existing source books; 3) The teacher (researcher) carries out learning using a contextual learning approach with the material Understanding and provisions of the Hajj and Umrah. Students are given material through cards to be worked on in their groups at the same time the cards function to form group members, the teacher asks students to think about how to solve the problems given by the teacher, then the teacher asks students to discuss what they have thought about then the teacher asks each group to attach and present the results of their group work in front of the class; 4) The teacher (researcher) carries out the learning process with the best possible classroom management so that students do not encounter difficulties in understanding the concept of learning materials on the Definition and provisions of the Hajj and Umrah, and pays attention to students discussing in their groups which are more skilled and those who understand the learning material and pay attention to students who are skilled at asking questions in discussions will be assessed directly by the teacher; 5) If there are still students who still experience obstacles in learning, the teacher provides individual and group guidance; 6) At the end of the learning, the teacher (researcher) and students summarize the learning material on the Definition and provisions of the Hajj and Umrah. The teacher (researcher) provides feedback on each meeting that has been studied by looking for activity scores obtained by students in discussions, if there are several other students who get a score below seventy (minimum completion criteria = 70) then the teacher can decide whether learning can be continued or repeated on the learning material that has been studied. If there are no students who get a score below the average of seventy, then they can continue to the next learning material. The results of the study in cycle II showed that the average completion of learning outcomes in Cycle I was 71.5 and in cycle II was 82.3 while the increase in test scores from cycle I to cycle II was 10.8. In addition, it is also known that in Cycle I there were 8 students who had not completed or were below the completion standard (KKM.75), while in Cycle II this number decreased, where the number of students who had not completed was only 5 students.

DISCUSSION

Based on the description of the research results that have been conducted through cycle I and cycle II, it turns out that student learning activities and learning outcomes have increased from before, although there are still a small number of students whose activities and learning outcomes have not increased. In cycle II, there was an increase in student activity both in terms of student activity paying attention and listening to teacher information, asking the teacher, answering teacher questions, taking notes, thinking, noting what is thought, discussing with partners, noting discussion results, being serious in discussions, asking other groups, answering questions from other groups, and students correcting wrong answers.

Likewise, when viewed from student learning outcomes, there was an increase in student learning outcomes from Cycle I to Cycle II, where the average completion of learning outcomes in Cycle I was 71.5 and in Cycle II was 82.3, while the increase in test scores from Cycle I to Cycle II was 10.8. In addition, it is also known that in Cycle I there were 8 students who had not completed or were below the completion standard (KKM75), while in Cycle II this number decreased, where the number of students who had not completed was only 5 students. In the learning process according to the stages of learning with a contextual learning approach, the learning process takes place as usual. The results of the analysis show that student activity and learning outcomes have increased from Cycle I to Cycle II. This is due to the increasing self-confidence of students in their abilities so that it can increase students' interest and motivation in learning.

CONCLUSION

Based on the results of Classroom Action Research conducted in class IX.1 of SMP Negeri 1 Bandar Baru using a contextual learning approach, the following can be concluded: 1) By using a contextual learning approach at SMP Negeri 1 Bandar Baru, student learning outcomes can be improved with learning completeness from 61.4% to 82.3% or an increase of 20.9% from the value before the research was conducted; 2) In Cycle I, there were 8 students who had not completed or were below the completeness standard (minimum completeness criteria = 70), while in Cycle II this number decreased, where the number of students who had not completed was only 5 people.

REFERENCES

Arikunto, Suharsimi, 1993. Manajemen Pengajaran Secara Manusiawi. Jakarta: Rineka Cipta.

Arikunto, Suharsimi, 2006. Penelitian Tindakan Kelas. Jakarta: Bumi Aksara.

--------------------.2006. Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipta.

B. Uno, Hamzah. 2008. Profesi Kependidikan . Jakarta. Bumi Aksara. Depdiknas, 2003.Pendekatan Kontekstual. Dirjen Pendidikan Dasar Dan

Menengah Direktorat Pendidikan Lanjutan Pertama. Jakarta. Depdiknas

Djamarah ,Bahri Syaiful. 2006.Strategi Belajar Mengajar, Jakarta: PT Rineka Cipta.

Hamalik, Oemar. 2001. Proses Belajar Mengajar. Jakarta : Bumi Aksara. Hamalik, Oemar, 2001. "Psikologi Belajar Mengajar". Bandung : Sinar Baru

Algesindo

--------------------.   1989. Metodologi Pengajaran Ilmu Pendidikan BerdasarkanKompetensi. Bandung : Mandar Maju.

Herlina, Lina. 2003. Isu- isu Aktual Sekolah dalam Dunia Pendidikan.

Bandung; PPPGF.

Iskandar, 2009 . Penelitian Tindakan kelas. Jakarta: Gaung Persada. Jamaludin. 2003. Pembelajaran yang Efektif. Jakarta : CV Mekar Jaya. Lie , Anita. 2002."Cooperative Learning" Mempraktekkan Cooperative. Madya, Suwarsih. 2007. Penelitian Tindakan Kelas. Jakarta: Depdiknas.

Maleong, Lexy J. 1993. Metodologi Penelitian Kualitatif   Bandung: Remaja   Rosda Karya

Mudjiono dan Dimyati. 2006. Belajar dan Pembelajaran. Jakarta: Rineka Cipta. Nasution. 1992. Berbagai Pendekatan Dalam Proses Belajar Mengajar.

Jakarta: Bumi Aksara.

------------, 1988. Belajar Dan Mengajar, Bandung:Bina Aksara.

Rasyad. A . 2003. Teori belajar dan Pembelajaran. Jakarta: Uhamka Press. Sanjaya. 2006. Pendekatan Kontekstual. Jakarta: Rineka Cipta.

Sanjaya, Wina, 2010. Penelitian Tindakan Kelas. Jakarta. Kencana

Silverius, Suke. 1991. Evaluasi Hasil Belajar Dan Umpan Balik . Jakarta : Grasindo.

Sudjana, Nana. 2006. Penilaian Hasil Proses Belajar Mengajar. Bandung: PT RemajaRosda Karya.

-----------------, 2006. "Dasar-dasar Proses Belajar Mengajar". Bandung : Sinar Baru Algesindo

Soejono, AG 1980, Didaktik Metodik Umum.Solo: Bina Aksara.

Usman,Uzer. 2006. Menjadi Guru Profesional. Bandung: Remaja Rosda Karya. Winkel, 1996. Psikologi Pengajaran, Bandung: Rosda Karya