

Improving Students' Learning Ability in Islamic Religious Education Learning through the Contextual Teaching and Learning Method at SMA Negeri 1 Baktiya Barat

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Abstract: Islamic Religious Education is one of the subjects given from elementary to high school. PAI examines a set of events, facts, concepts and generations related to faith and belief in Allah swt. Through PAI subjects, students are directed to be able to become peace-loving world citizens. In the future, students will face tough challenges due to the life of a global society or are constantly changing at all times. Seeing the above reality and the problems faced in the implementation of teaching and learning activities, teachers must be able to find the right learning model by actively and creatively involving students. The author tries to apply one of the learning methods, namely the Contextual Teaching And Learning method, to reveal whether the Contextual Teaching And Learning method can improve students' learning abilities. In the Contextual Teaching And Learning method, students are more active in solving to find problems, while teachers play the role of mentors or provide instructions on how to solve problems. The purpose of this research is to improve the learning ability of students to learn Islamic Religion zakat material through the Contextual Teaching And Learning method for grade XI of SMA Negeri 1 Baktiya Barat North Aceh Regency. From the results of the study, it can be seen that the Contextual Teaching And Learning method in the zakat material of class XI shows an increase in the average class of 66, the initial condition of 66, the first cycle 76, and in the second cycle 86.

Keywords: Learning ability, contextual teaching and learning, Islamic education.

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INTRODUCTION

Students' Learning Ability, Through the Contextual Teaching Method and Islamic Religious Education (PAI) plays an important role in shaping the character and morals of students in Indonesia. As a subject taught from elementary to intermediate levels, PAI not only aims to transfer religious knowledge, but also to instill the values of faith and noble morals. One of the important materials in PAI is zakat, which is one of the pillars of Islam and has a significant social impact.

However, in practice, many students have difficulty understanding the concept of zakat, both in terms of theory and practice. This is due to learning methods that are still conventional, such as lectures and memorization, which are less able to relate the material to the real lives of students. According to research, conventional lecture-based learning provides only 11% of the level of meaning for students, while approaches that relate material to real-life contexts can significantly improve students' understanding and engagement

One method that can be used to improve student understanding is Contextual Teaching and Learning (CTL). CTL is a learning approach that emphasizes the association of subject matter with the context of students' daily lives, so that students can see the relevance of the material to their experiences and needs. This approach aims to help students find meaning in the material being studied and build a deeper understanding through hands-on experience and reflection

The application of CTL in PAI learning at the high school level has shown positive results. Research at SMAN 1 Sindangbarang shows that the application of CTL in PAI learning can increase student involvement and help them relate the material to real situations. In addition, CTL can also improve students' critical thinking skills in understanding religious concepts. In the context of zakat material, the application of CTL can help students understand the concept of zakat not only as a religious obligation, but also as a tool to achieve social welfare. By relating zakat material to the social situation around students, they can see firsthand the benefits of zakat and the importance of their role in society. This is in line with the educational goal of PAI to form students who are not only intellectually intelligent, but also have high social and moral concern.

However, the application of CTL in PAI learning also faces challenges. Some of the factors that affect the implementation of CTL include teachers' readiness to adapt this method, the availability of supporting resources, and support from schools. Research at SMK Negeri 2 Kotabumi shows that although the implementation of CTL can improve student motivation and learning outcomes, there are still obstacles in terms of teacher readiness and existing facilities

Therefore, a systematic and planned effort is needed in implementing CTL in PAI learning. Teachers need to be involved in training and professional development to improve their understanding and skills in applying this approach. In addition, support from schools in terms of providing supporting resources and facilities is also very important for the successful implementation of CTL. This study aims to analyze the application of the CTL method in PAI learning on zakat materials in grade XI of SMA Negeri 1 Baktiya Barat North Aceh Regency. Through this study, it is hoped that a clear picture can be obtained of the effectiveness of the CTL method in increasing students' understanding and involvement in zakat materials, as well as the factors that affect the success of its implementation. Thus, this research is expected to contribute to the development of PAI learning methods that are more effective and relevant to the needs of students, and can be a reference for teachers and schools in improving the quality of PAI learning in the future.

METHODS

This class action research was carried out in class XI of SMA Negeri 1 Baktiya Barat, considering that the author is a permanent teacher who teaches Islamic Religious Education (PAI) subjects in that class. This research lasted for three months in the even semester of the 2020/2021 school year, from February to April 2021 to be precise. The division of research time can be seen in Table 3.1, which contains activities ranging from submitting proposals, preparing research designs, implementing cycles I and II, analyzing results, to writing research reports. The implementation of the research is carried out on effective days in accordance with the schedule of lesson hours that have been set by the school.

The location of the research is at SMA Negeri 1 Baktiya Barat, North Aceh Regency, with a total of 65 class XI students, consisting of 25 male students and 40 female students. The research is focused on class XI Science 1 which has 25 students as a sample, considering that this class represents the characteristics of students who are relevant to the research material.

The data sources of this research include all grade XI students of SMA Negeri 1 Baktiya Barat, peers who act as observers and collaborators, as well as school documents

in the form of previous student learning outcomes. Data is collected through test, observation, and documentation techniques to obtain a comprehensive picture of students' learning abilities and learning implementation.

Data collection techniques are carried out by several methods. First, the test technique is used to measure students' cognitive learning outcomes, in the form of a written test with a description question format related to zakat material. Second, observations were carried out by researchers and collaborating teachers using observation sheets to assess student activities during learning, such as involvement in group discussions and class questions and answers. Third, documentation in the form of previous learning outcomes and student worksheets (LKS) are used to strengthen research data. The data collection tool includes a written test of 10 multiple-choice questions, student observation sheets, collaborator teacher observation sheets, and worksheets relevant to the material.

Data validation is carried out to ensure the accuracy and reliability of the research results. Validation of learning outcomes includes theoretical and empirical validation. Theoretical validation includes face validity (test display), content validity (content suitability), and construct validity (suitability of question construction) based on Basic Competency (KD) and indicators achieved. Empirical validation is carried out by analyzing question items through making grids, writing question items, and assigning scores. The validation of the learning process is carried out using triangulation techniques, including triangulation of sources by observing students, teachers, and collaborators, as well as triangulation of methods through the application of the Contextual Teaching and Learning (CTL) method to obtain complete and relevant data.

Data analysis was carried out using a comparative descriptive approach. This technique is used to analyze students' learning abilities by comparing test results between cycles and the achievement of performance indicators that have been set. Observation and interview data were analyzed descriptively based on the results of observation and reflection to determine the success and weakness of the learning process. This research procedure follows the class action research (PTK) model with two cycles. Each cycle carries out one learning using a Learning Implementation Plan (RPP) and ends with an assessment of learning outcomes. Each cycle consists of four stages: planning, execution, observation, and reflection.

The planning stage includes the preparation of lesson plans, syllabus, teaching aids, observation sheets, worksheets, question instruments, and teaching materials that are in accordance with the zakat material. The implementation stage is carried out with a standard process, starting from preliminary activities in the form of greetings, prayers, perceptions, student attendance, motivation, and class management to create fun learning. Core activities include exploration, elaboration, and confirmation, while closing activities include learning conclusions, conveying moral messages related to the nation's character, and providing follow-up in the form of homework.

The observation stage is carried out by observers of students and researchers to assess the implementation of learning and student activities. The results of the observations are summarized in an observation sheet that has been prepared and described by the observer. These results were then confirmed with the research teacher to find out the successes and obstacles that occurred during the learning process. The reflection stage is carried out based on the results of observation confirmation with the research teacher, so that it can be agreed on the success and failure of learning. Reflection is a reflection of the successes and weaknesses of the implementation of learning carried out by researchers. Thus, through this procedure, classroom action research can provide a systematic overview of the effectiveness of the application of the CTL method in improving students' learning ability in zakat material in grade XI of SMA Negeri 1 Baktiya Barat.

With all these stages, the research aims to produce significant improvements in the PAI learning process, especially zakat materials, so that students not only understand the concept theoretically but are also able to apply it in real life. The CTL approach is expected

to make students more active, creative, and critical in learning, while teachers play the role of supervisors who provide direction and guidance according to the context of student needs. The systematic process of planning, implementation, observation, and reflection is expected to ensure the achievement of research objectives and provide input for the development of PAI learning strategies in the future.

RESULTS

The results of the study showed a significant increase in the learning ability of grade XI students of SMA Negeri 1 Baktiya Barat in the subject of Islamic Religious Education (PAI), especially Zakat material, through the application of the Contextual Teaching and Learning (CTL) method. In the initial condition, learning still uses conventional methods without adequate supporting media, so that student involvement in the teaching and learning process is low. The classroom atmosphere tends to be passive, students only receive explanations from the teacher without actively participating, and the average score of students only reaches 66 with 12 students (48%) completing and 13 students (52%) not completing them, below the Minimum Completeness Criterion (KKM) 70. This condition shows the need for more innovative learning methods to improve students' understanding and skills in understanding zakat material (Slavin, 2018; Santrock, 2020).

The implementation of the first cycle begins with careful planning, where the Learning Implementation Plan (RPP) is prepared according to the Zakat material with an allocation of 2 x 45 minutes per face-to-face. Students are divided into five heterogeneous groups based on academic abilities, attitudes, and behaviors, so that learning can run more effectively. Teachers facilitate students using the CTL method with student worksheets (LKS), encouraging them to actively discuss, ask questions, and find solutions to problems contextually. Student activity in the first cycle showed an increase compared to the initial condition, although it was still limited. The average score of student activity reached 62.5%, with student participation in asking, discussing, and doing tests increasing, but some students still tended to be passive due to their lack of courage in expressing their questions or answers (Johnson & Johnson, 2017; Arends, 2017).

Teacher activity in the first cycle also increased, although still not optimal, with an average score of 66.6%. Teachers begin to use question-and-answer strategies, involve students in discussions, utilize the media and learning resources available in the school environment, and provide attention through verbal and non-verbal reinforcement. This shows that teachers are able to adjust learning strategies to the CTL method even though they still need further improvement so that all students actively participate (Brown, 2019; Woolfolk, 2020).

The results of the final test of the first cycle showed that 18 students (72%) achieved learning completeness with a score of ≥ 70 , while 7 students (28%) were still incomplete. The average student score increased to 76 compared to 66 in the initial condition. Although there is a significant improvement, the 75% completeness target has not been fully achieved, so it needs to be continued in cycle II (Joyce et al., 2015; Hmelo-Silver et al., 2007). Reflection after cycle I showed a reduction in the number of students who had not completed from 13 students to 7 students and an increase in the average grade from 66 to 76, indicating that the application of the CTL method was beginning to be effective in increasing student involvement, learning motivation, and material comprehension (Prince & Felder, 2006; Duffy & Cunningham, 1996).

Based on the evaluation of cycle I, improvement actions were carried out in cycle II with an emphasis on strengthening student participation in groups and increasing creativity in learning. Students were again divided into five heterogeneous groups, but the teacher emphasized the use of more interactive strategies, facilitating more active discussions, and providing opportunities for students to relate zakat materials to their real-life context. This is in line with the principles of CTL which emphasizes the relevance of learning to students' daily experiences (Slavin, 2018; Johnson & Johnson, 2017).

The results of observation of student activities in cycle II showed a significant increase to an average of 87.5%. Students are more active in asking questions, submitting responses, and participating in group discussions, which reflects increased motivation and learning engagement. Teacher activity also increased with an average score of 86.6%, indicating better material readiness, effective question and answer strategies, appropriate media use, and optimal attention to students during learning (Arends, 2017; Santrock, 2020).

The student learning outcomes in cycle II showed that all 25 students (100%) completed with an average score of 86. This means that each student has managed to achieve a minimum learning completion according to KKM 70, showing the effectiveness of the application of the CTL method in improving PAI learning achievement, especially Zakat material (Brown, 2019; Woolfolk, 2020). Reflection at the end of cycle II showed that the number of students who had not completed decreased from 7 students in cycle I to 0 students, while the average score increased from 76 in cycle I to 86 in cycle II. This improvement indicates that the CTL method not only improves conceptual understanding but also fosters students' critical thinking skills, creativity, and activeness in learning (Prince & Felder, 2006; Duffy & Cunningham, 1996; Hmelo-Silver et al., 2007).

Students are no longer passively receiving information, but actively looking for solutions, discussing, and relating concepts to real experiences. The role of teachers as facilitators and directors of contextual learning successfully improves students' learning interactions and motivates them to achieve better academic achievement. The increase in the grade point average from 66 in the initial condition to 76 in cycle I and 86 in cycle II confirms the success of the CTL method in improving student learning achievement (Slavin, 2018; Joyce et al., 2015; Johnson & Johnson, 2017; Arends, 2017; Brown, 2019; Woolfolk, 2020; Santrock, 2020; Hmelo-Silver et al., 2007; Prince & Felder, 2006; Duffy & Cunningham, 1996). The results of this study provide empirical evidence that the application of contextual learning methods not only increases students' academic grades but also fosters an active and creative learning attitude. In addition, CTL-based learning helps students understand the relevance of the material in daily life, so that they are able to internalize PAI values, especially regarding the obligation of zakat, honesty, and social responsibility. These findings indicate that the CTL method is highly recommended to be applied consistently in PAI learning in order to achieve effective educational goals, improve academic achievement, and form the character of students who are faithful, devout, and responsible towards society.

DISCUSSION

Based on the results of the study, the application of the Contextual Teaching and Learning (CTL) method in Islamic Religious Education (PAI) Zakat material in grade XI of SMA Negeri 1 Baktiya Barat showed a significant increase in both the cognitive and affective aspects of students. In the initial condition, most students showed low engagement in the learning process, with an average grade of only 66 and 52% of students incomplete. This condition reflects that conventional learning methods that have been applied previously have not been able to optimize students' learning potential, as shown by the results of previous research that emphasized the importance of active involvement of students in the learning process so that learning achievement can increase (Slavin, 2018; Santrock, 2020).

Significant improvements began to be seen in cycle I, where the application of the CTL method made students more active in the learning process. Student activity increased to an average of 62.5%, with the teacher's activity score reaching 66.6%. The results of the final test of the first cycle showed that 72% of students completed with an average score of 76, an increase compared to the initial condition. This indicates that students are beginning to be able to relate zakat material to their daily real experiences, so that the understanding of the concept is deeper and meaningful. These findings are in line with the

CTL principles that emphasize contextual learning that is relevant to students' real lives, as well as supporting constructivism theories that emphasize active and collaborative learning (Johnson & Johnson, 2017; Arends, 2017).

The increase in student involvement in cycle I can also be seen from their ability to ask questions relevant to the material, discuss in groups, and complete the assigned assignments completely. This activity shows that students not only receive information, but also begin to build their own understanding through exploration and discussion, in accordance with the principles of problem-based learning that are part of the CTL strategy (Hmelo-Silver et al., 2007; Prince & Felder, 2006). In addition, increased student involvement indicates a more positive change in learning motivation, which is an important indicator of the success of PAI learning in shaping students' character (Brown, 2019).

However, the first cycle has not fully achieved classical learning completion, because 28% of students still have not achieved KKM. Based on reflection, this limitation is caused by several factors, including students who still lack the courage to express their opinions and questions in front of the class, as well as a fairly heterogeneous variety of academic abilities. Therefore, in cycle II, the CTL learning strategy is strengthened by emphasizing more active interaction and the use of more interesting learning media. The implementation of this strategy is in accordance with the findings of Joyce et al. (2015) and Woolfolk (2020), who stated that strengthening student participation through interactive methods can increase learning effectiveness.

In cycle II, student activity increased drastically to an average of 87.5%, while the teacher's activity score reached 86.6%. This shows that improving teachers' strategies in facilitating the learning process has a direct impact on student engagement. Teachers are able to provide clearer directions, make optimal use of learning media, and encourage students to relate the material to the real-life context. More active teacher involvement is also in line with the research of Woolfolk (2020) and Brown (2019) which shows that the role of teachers as active facilitators is able to encourage students to learn more independently and creatively.

The student learning results in cycle II showed 100% completeness with an average score of 86. All students successfully achieved KKM, which signifies the effectiveness of the CTL method in improving academic achievement. This improvement also shows that the application of the CTL method not only impacts students' cognitive abilities, but also on affective aspects, such as positive attitudes towards learning, confidence in asking questions, and higher motivation to learn. These findings are in line with the research of Duffy and Cunningham (1996) which emphasized the importance of integrating students' real experiences in the learning process to meaningfully improve conceptual understanding.

In addition, the CTL method is able to shape students' critical thinking skills, analytical skills, and creativity. In the context of learning zakat material, students are invited to explore concrete examples, calculate zakat according to the provisions, and convey their understanding through group discussions. This process supports active learning that is in line with the principles of constructivism, in which students build knowledge based on their own experiences and social interactions (Prince & Felder, 2006; Hmelo-Silver et al., 2007). Thus, CTL-based learning not only improves academic achievement but also shapes students' character, such as responsibility, honesty, and discipline, which are the main goals of Islamic Religious Education (PAI) (Santrock, 2020).

Reflections on the results of the study show that increased student and teacher involvement directly contributes to learning success. The increase in the grade point average from 66 in the initial condition to 76 in cycle I and 86 in cycle II shows a consistent upward trend. This confirms that the application of the CTL method has a positive effect in the short and long term, because students are able to apply the concept of zakat in real life, increase understanding, and strengthen learning motivation. These

findings are supported by Slavin (2018) who emphasizes the importance of active engagement and contextual relevance in improving student learning outcomes.

The results of this study prove that the CTL method is very effective in improving students' learning ability in PAI zakat materials. This success is achieved through a combination of interactive teacher strategies, active student involvement, the use of relevant learning media, and strengthening the relationship between the material and the real experience of students. Thus, the CTL method can be recommended as an innovative learning strategy to improve students' academic achievement, motivation, creativity, and character, especially in Islamic religious education subjects.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the learning ability of students through the Contextual Teaching and Learning (CTL) method is as follows: a) The learning ability of students through the Contextual Teaching and Learning (CTL) method has increased, namely in the initial condition the number of completions is 12 (48%), the average score is 66, in the first cycle students who complete 18 (72%), the average score is 76, and in the second cycle the number of students completed 25 (100%) students, the average NIAI was 86%; b) Through the Contextual Teaching and Learning (CTL) method, students can improve students' learning abilities, students can work in groups or individually.

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