

APPLICATION OF CONTEXTUAL TEACHING AND LEARNING MODELS TO IMPROVE AQIDAH AKHLAK LEARNING OUTCOMES

Arni Arni^{1*}, Askar Askar², Sagir Muh. Amin³, & M. Iksan Kahar⁴

^{1,2,3,4} Islamic Education Department, Postgraduate, Institut Agama Islam Negeri Palu

ABSTRACT

This study investigate the Application of Contextual Teaching and Learning Models to Improve Aqidah Akhlak Learning Outcomes in State Islamic Senior High School in Morowali Regency. This study used a case study qualitative method. Data were gathered through direct observation, in-depth interview, and written document analysis. In-depth interview involving the school principal, religious teachers, and students. This study found that implementation of the Contextual Teaching and Learning (CTL) model in the Aqidah Akhlak subject at MAN Morowali facilitates students in comprehending and actively engaging in the learning process. This approach emphasizes student-centered learning, where students independently seek and discover the learning material. It creates meaningful learning experiences by linking the content to real-life contexts within social and cultural environments. Teachers play a pivotal role in encouraging active student participation, enabling them to identify and apply knowledge.

ARTICLE INFORMATION

Keywords:

Learning Models,
Contextual Teaching
and Learning,
Learning Outcomes,
Aqidah Akhlak.

1. Introduction

Improving the quality of education is primarily determined by teachers as educators in achieving the expected educational goals (Hoy, Bayne-Jardine, & Wood, 2000). In other words, teachers occupy the central point of education. For

teachers to carry out their duties well, they must first understand things related to the learning process and the educational process in general. Thus, the teacher's very important role is to activate and streamline the learning process in

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schools, including using appropriate teaching methods.

Using appropriate teaching methods is an alternative to overcome the problem of low student absorption of lessons and improve teaching quality (Sivarajah et al., 2019). The application of a teaching method must be reviewed in terms of its effectiveness, efficiency, and suitability to the characteristics of the subject matter and the conditions of the students, which include ability, learning speed, interests, time available, and social conditions.

An educator should be able to provide the best service to students, and an educator should act as a facilitator in teaching, not as the main source of learning (Bourner, 1997; Yakovleva & Yakovlev, 2014). However, the fact that happens is that educators or teachers dominate all aspects of education, and students are only used as passive objects whose job is only to listen and memorize. So, students tend to become forgetful and lazy because learning seems boring. Many students become lazy and bored when studying certain subjects, one of which is the subject of moral aqidah.

The study of aqidah akhlak is very important and significantly impacts children's moral or behavioral development. However, the fact is that the moral education that has been implemented in the National Education program can be said to be less successful. With evidence of the increasing moral decay occurring among teenagers, especially those still sitting in Senior High School. This is caused by environmental influences and the lack of

interest among children in studying aqidah akhlak because it is considered boring. Therefore, efforts are needed from the aqidah akhlak subject teachers to make it a favorite subject and to dispel the students' perception that aqidah akhlak is a boring subject.

This shows that the subject of Aqidah Akhlak requires a different approach from before and differs from the teaching methods of other subjects in order to attract students' interest in learning Aqidah Akhlak. Therefore, the methods/models used in teaching aqidah akhlak must receive careful attention from educators because they have a significant impact on its success.

To address the existing issues, it is necessary to implement a method or alternative for educators (teachers) to enhance conducive student learning outcomes, thereby motivating students to develop their creative potential. One alternative that teachers can use is the Contextual Teaching and Learning (CTL) model approach (Glynn & Winter, 2004).

Learning model Contextual Teaching and Learning is a learning concept that emphasizes the connection between learning materials and students' real-life world (O'Sullivan, 2006; Suryawati, Osman, & Meerah, 2010). As such the students can relate and apply their learning competencies in everyday life. Students will feel the importance of learning and gain a deep understanding of what they will study. Through the above explanation, a learning model is needed that can attract students' interest (Bell, Urhahne, Schanze, & Ploetzner, 2010) in learning Akidah Akhlak,

especially with the problems identified in the surrounding environment, particularly at a State Islamic Senior High School level.

2. Literature Review

2.1 Contextual Teaching and Learning Learning Model

A model is an intentional effort made by educators to transfer knowledge, organize, and create an environmental system using various methods (Bell et al., 2010; Schofield, 2004). The models can help learners to engage in learning activities effectively and efficiently to achieve optimal results.

Learning is a system that consists of various components that are interconnected with one another. These components include: objectives, materials, methods, and evaluation. Teachers must consider these learning components when selecting and determining which learning models will be used in the teaching activities.

A learning model is an educational activity that must be carried out by teachers and students so that learning objectives can be achieved effectively and efficiently (Checa-Morales, De-Pablos-Heredero, Díaz Ocampo, Torres, & García, 2022). Based on the above understanding, it can be concluded that a learning model is a teaching process to students through a conceptual framework that describes systematic procedures in organizing learning experiences to achieve specific learning objectives and serves as a guideline for lesson designers and teachers in

designing and implementing the learning process.

The CTL model is highly needed in Islamic Religious Education, especially in the scope that teaches morals, because it is a form of character education aimed at shaping students' behavior to have commendable conduct. It is necessary to implement this in school learning so that students' knowledge is not only cognitive (knowledge) but also affective (attitude) and psychomotor (skills) domains. In addition, the CTL model should be able to shape commendable behaviors (humility, obedience, contentment, and patience). These behaviors are among the important aspects of supporting and implementing value-based learning in communal life.

From the explanation that states the importance of the CTL (Contextual Teaching and Learning) model in the learning of aqidah akhlak, it is known that an activity can be considered effective if it has achieved the goals set in the learning of aqidah akhlak. The goal to be achieved is to shape and produce individuals who become true Muslims, have firm faith, perform good deeds, and possess noble character so that they can stand alone in serving Allah Swt, being devoted to the nation, homeland, religion, and even fellow human beings.

The efforts that educators must undertake in teaching aqidah akhlak to convey Islamic values in students' lives in accordance with the goals of Islamic Religious Education require them to be skilled and innovative in selecting and using effective teaching models in delivering the material. If students'

learning outcomes can achieve the set goals, then students will successfully attain good achievement scores. In order to improve students' achievement scores, teachers must first assess students' understanding of the subject matter, their knowledge, and their creativity in problem-solving. All of that is very important for teachers to see the students' development during the teaching and learning process.

Contextual Teaching and Learning is a learning concept that can help teachers connect the material they teach with the real-world situations (Juniwati, Yusrizal, & Khaldun, 2020; Tari & Rosana, 2019). The students are encouraged to link their knowledge with its application in their lives as family and community members. To strengthen the applicability of learning experiences for students, it is necessary to provide more opportunities for students to do, try, and experience themselves (learning to do), rather than just being passive listeners who receive all the information the teacher conveys. Therefore, through contextual learning, teaching is not merely the transformation of knowledge from the teacher to the students by memorizing a number of concepts that seem detached from real life, but rather, it emphasizes the effort to facilitate students in seeking life skills from what they have learned. Thus, learning will be more meaningful if schools are closer to the community environment (not in a physical sense), but functionally, what is learned in school is always connected with the situations and life problems

occurring in the surrounding environment (family and community).

2.2 Application of Contextual Teaching and Learning

Using the CTL model, a match will be found between the abundant opportunities in Indonesia, which can be obtained from various media, and the learning materials provided so that students will easily remember them. By analyzing real problems at each meeting, the potential of students' minds will be created because they train their thinking processes.

Reality continuously: The five senses will maintain the actual, then be connected with past data that has been obtained, and then the actuality will be assessed from an Islamic perspective. By frequently presenting actual material, educators indirectly encourage students to be sensitive to the issues around them. From there, awareness will emerge in students to be able to move and change their environmental conditions with good and evil, at least doing so to their peers. Thus, the results of learning aqidah morals do not only include the aqliyah perspective, but also include the qolbiyah and amaliyah perspectives.

Some of the learning principles of Contextual Teaching and Learning are as follows:

1. Interdependence

This principle creates a meaningful connection between the learning process and real-life contexts so that students believe that learning is an essential aspect of life in the future. This principle invites

educators to recognize their relationship with other educators, students, and their environment (Shimizu et al., 2020). Working together (collaboration) helps students learn effectively in groups, interact with other people, express ideas to each other, listen to each other to find problems, collect data, process data, and determine alternative problem solutions. The principle is to unite the various experiences of each student to achieve high academic standards by identifying goals and motivating students to achieve them.

2. Difference (Diferensiasi)

The principle of differentiation is to encourage students to produce diversity, difference, and uniqueness. The creation of independence in learning (self-regulated learning) which can construct students' interest in learning independently in a team context by correlating teaching materials with real life, to achieve goals meaningfully.

Creation of critical and creative thinking among students in collecting, analyzing, and synthesizing data to solve problems. Creation of students' ability to identify personal potential in order to create and develop the most appropriate learning style so that they can actively develop their potential as optimally as possible. , creative, effective, and innovative so as to produce something useful.

3. Self-Knowledge

The principle of self-regulation learning states that the learning process is regulated, maintained, and realized by the students themselves in order to realize their full potential (Dignath,

Buettner, & Langfeldt, 2008; Lavasani, Mirhosseini, Hejazi, & Davoodi, 2011). Students must consciously accept responsibility for their own decisions and behavior, assess alternatives, make choices, develop plans, analyze information, and create solutions by critically assessing evidence. Through interaction between students, new understanding and views will be gained, as well as discovering their personal interests, strengths, imagination, ability to survive, and limitations.

4. Authentic Assessment

Use of authentic assessment (Villaruel, Bloxham, Bruna, Bruna, & Herrera-Seda, 2018). Namely challenging students to be able to apply a variety of new academic information and skills to contextual situations in a significant way. Things that a teacher must pay attention to when using the contextual learning process, namely:

- a. In contextual learning, students are seen as developing individuals. Their level of development and experience will largely determine learning ability. Thus, the role of the teacher is not as an instructor or ruler who imposes will, but rather the teacher is a guide to students so that they can learn according to their stage of development.
- b. Learning for students is a process of solving every challenging problem. Thus, the teacher's role is to select materials that are considered important for students to learn.
- c. Learning for students is a process of looking for connections or connections between new things and things that

are already known. Thus, the teacher's role is to help each student find connections between new experiences and previous experiences.

2.3 *Aqidah Akhlak Learning in the Contextual Teaching and Learning Model*

The student's learning outcomes are measured through an evaluation system, which is an effort to determine the level of student's abilities and to what extent they have absorbed the lessons taught by the teacher. The cognitive domain is related to thinking abilities, including understanding, memorizing, applying, analyzing, synthesizing, and evaluating skills (Bennett, Deane, & W. van Rijn, 2016). Learning outcomes are also the results that are expected to be achieved by students, which are important for teachers to know in order to design or plan teaching appropriately and meaningfully. Learning outcomes describe how well students have mastered the learning objectives of the taught topic. A person's success in mastering a science topic or learning outcomes can be determined through the use of tools (such as science achievement tests). The ability to answer test results based on measurements (which can be in the form of scores or grades) is one of the indicators of a person's success in learning. In Bloom's taxonomy, there are three domains of learning outcomes: cognitive, affective, and psychomotor.

Intellectual learning outcomes consist of six aspects: knowledge or memory, understanding, application, analysis, synthesis, and evaluation.

Bloom distinguishes these six aspects in his taxonomy, which are arranged in a pyramidal hierarchy. Learning outcomes that are higher than knowledge are understanding. The affective domain includes five ability levels: Receiving, responding, valuing, organizing, and characterizing with a value or value complex. Meanwhile, psychomotor learning results manifest in the form of skills and individual action abilities.

The learning outcomes of students are measured through an evaluation system, which is an effort to determine the level of student's abilities and to what extent they have absorbed the lessons taught by the teacher. The measurement of the learning outcomes of moral theology is viewed from the cognitive domain, which is related to thinking abilities, including understanding, memorizing, applying, analyzing, synthesizing, and evaluating.

3. Methodology

This study used a qualitative multi-case study method. A qualitative research method is a naturalistic research method that is conducted in natural settings (Nurdin, Scheepers, & Stockdale, 2022; Yin, 2011). Qualitative methods will produce descriptive data, then analyze and interpret it with a thematic approach (Nurdin & Pettalongi, 2022). This research case study was conducted at Madrasah Aliyah Morowali, Central Sulawesi province, Indonesia. The high school is located in Bungku Tengah District, and belonging to the Indonesian Department of Religion.

Data was gathered through direct observation, in-depth interviews, and written document analysis. This study was conducted at Madrasah Aliyah Morowali, Central Sulawesi Province, Indonesia. In-depth interviews involved the principal, religious education teachers, students, and educational staff at Madrasah Aliyah Morowali, serving as the primary data sources for this research. Meanwhile, written document analysis focused on the strategies employed by religious education teachers at the school to understand the learning model for the Aqidah Akhlak subject. Data analysis in this study was carried out by thematic data analysis as suggested by Corbin and Strauss (Corbin & Strauss, 1990). The thematic analysis referred to in this study is by finding themes in data from observations, in-depth interviews, and written document analysis. The data analysis process was completed if no new themes were found in the data (Rusli, Hasyim, & Nurdin, 2021; Rusli & Nurdin, 2021). Data verification was carried out by comparing data from three sources: observation, in-depth interviews, and written document analysis.

4. Result and Discussion

4.1 Application of the Contextual Teaching and Learning (CTL) Model

Based on the results of observations by researchers at the Morowali State Madrasah Aliyah, the K13 curriculum has been implemented, so the learning model is starting to be different, which is usually monotonous like the lecture method. Now, it has been adapted to the

K13 curriculum, and one of the models in K13 learning is the CTL model. In CTL learning, students not only understand the material the teacher provides but can understand and apply it in everyday life based on what they have learned or obtained in class. In teaching, there needs to be preparation regarding what is needed in the teaching and learning process. Likewise, when implementing a learning model, there needs to be preparation for its implementation; in other words, there needs to be planning. As stated by a participant, a teacher of moral aqidah, as follows:

In my opinion, the CTL learning model is one of the most effective learning models and has a big influence on students' success in learning because this model is more focused on students being active in the class so that interaction occurs between friends or with the teacher which makes the class atmosphere conducive. So far, the CTL model has had a success rate of approximately 70% because many students are happy with this model. Students have more opportunities to do, try, and experience for themselves (learning to do), while the teacher's job is only to be a facilitator. Meanwhile, 30% of students who are not active in class tend to be quiet because many factors cause this, such as lack of self-confidence and environmental influences (friends, family) who lack motivation, so students become quiet in class.

The participant also added some preparations in implementing the CTL model in the learning process, he said:

In implementing the CTL learning model, what needs to be prepared is preparing material and assignments to be solved by students and not forgetting the RPP so that learning runs as it should according to the expected goals. Once everything is ready, teach because if the planning is good, the results will be closer to something good.

From several interviews above, it can be concluded that before teachers carry out learning, they need to pay attention to good and thorough planning, especially in preparing lesson plans. The lesson plan is the first reference that teachers must have and implement in the teaching and learning process so that the results obtained are optimal.

The results of the researcher's observations when the lesson was carried out, were learning about moral aqidah about despicable morals, the teacher applied the CTL learning model in accordance with the RPP, with the following stages:

1. Constructivism

During the researcher's observations in class X MIA, before the lesson began, the head of the class educated. The moral aqidah teacher conveys the learning objectives and discussion topics for the moral aqidah subject. The material that will be discussed is about avoiding despicable morals (cunning, greedy, unjust and discrimination). From the results of

observations in class X MIA, a teacher needs to study life experience and knowledge and then provide opportunities for students to discover and deepen their knowledge.

2. Execute as far as possible for all topics.

In the learning process, the teacher only becomes a facilitator, and students actively search for learning material by providing encouragement or motivation from the teacher.

4.2 Implications of Implementing the CTL Learning Model in Improving Learning Outcomes

A teacher must adapt the situation and conditions in teaching to new breakthroughs implemented in curricular and extracurricular activities, namely using teaching methods that are appropriate at that time. Therefore, learning models really support the success of an educator or teacher in learning, so an educator must know many teaching methods so that they are not said to have failed in achieving the expected teaching goals. A participant stated that:

To improve the learning outcomes of moral aqidah at MAN Morowali in general, it is still necessary to develop its systematic application to students regarding the components and learning of the Islamic religion.

To improve Aqidah Akhlak's learning outcomes, efforts need to be made to empower teachers because teachers are one of the factors that directly seek to influence, guide, and develop students' abilities, including the

learning achievements that students have achieved in each field of study that has been taught. In this case, the role of the teacher is very important in the teaching and learning process. Based on the results of observations made by researchers, the changes that occurred in the implementation of the contextual teaching and learning model were seen from the increase in Aqidah Akhlak learning outcomes at Morowali State Madrasah Aliyah.

Viewed from the learning process in the X MIA class, the efforts of the moral education teacher in creating new learning methods and student learning outcomes aim to achieve learning outcomes that fundamentally show a change between the state before and after learning, from initially not knowing to knowing, from unable to able, and from initially poor performance to good performance.

Based on the observations at MAN Morowali, the learning outcomes of each student are certainly not the same as one another; some are high, some are moderate, and some are low. The academic achievements among them are certainly not the same because each person's abilities and opportunities differ. There is also another factor that proves the application of contextual teaching and learning in the subject of Aqidah Akhlak is classified as good, as shown by the students of class X MIA at MAN Morowali, whose knowledge and skills results are satisfactory. On average, the students received good grades, as can be seen in the table showing the students' scores in the aqidah akhlak subject in the

even semester. This proves that the implementation of the contextual teaching and learning model in the subject of aqidah akhlak at MAN Morowali is good and runs well with the teachers' active involvement in selecting and adjusting teaching methods to the subject matter to be delivered.

Based on the observations above, it can be concluded that the implementation of the contextual teaching and learning model in the X MIA MAN Morowali class has been running well. This can be seen from the methods used in the teaching of aqidah akhlak, from the process of aqidah akhlak learning activities, and the activity of teachers and students in the teaching and learning process, resulting in satisfactory outcomes. Everything is proven by the results in knowledge and skills.

Teachers must adjust to the situation and conditions in teaching by using an appropriate learning model at that time. Therefore, the model greatly supports the success of an educator or teacher in the teaching and learning process, which is why an educator must know many teaching methods so that they are not considered to have failed in achieving the expected teaching goals.

Based on the results of research and interviews conducted by the researcher in the field, it was found that the implications of implementing the Contextual Teaching And Learning model lead to changes in students becoming more active and able to understand the material in learning. These changes are observed from the student's learning outcomes in the

subject of aqidah akhlak in the assessments conducted by the teacher, namely the assessment of knowledge aspects and skill aspects (performance).

5. Conclusion

The implementation of the Contextual Teaching and Learning (CTL) model in the Aqidah Akhlak subject at MAN Morowali facilitates students in comprehending and actively engaging in the learning process. This approach emphasizes student-centered learning, where students independently seek and discover the learning material. It creates meaningful learning experiences by linking the content to real-life contexts within social and cultural environments. Teachers play a pivotal role in encouraging active student participation, enabling them to identify and apply knowledge through experiential learning activities effectively. The application of the CTL model has demonstrated significant implications, particularly in fostering students' activeness and comprehension during the learning process. This is evidenced by improvements in student performance in Aqidah Akhlak as assessed by teachers through evaluations in two key aspects: knowledge (oral tests) and skills (performance). Teachers must adapt their instructional strategies to align with the current classroom dynamics, selecting appropriate learning models to maximize educational outcomes. The choice of a teaching model is critical to the success of educators in facilitating effective teaching and learning processes. Therefore, educators are encouraged to

familiarize themselves with diverse teaching methods to ensure they meet the desired instructional objectives and outcomes.

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