

Implementation Of The Contextual Teaching And Learning (CTL) Learning Model For Islamic Religious Education To Develop Religious Attitudes

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Contextual Teaching and Learning, Islamic Education Subject, Attitude, Religious Motivation

Abstract

Education is the key to developing children's religious attitudes. Children's age has consequences for changes in the educational process they receive. Therefore, with increasing age and changes in their behavior, appropriate education must be provided. This research is a qualitative descriptive study. The location of the study was SMAN 16 Surabaya. The data collection methods were observation, interviews, questionnaires, and documentation. Qualitative analysis was used for data analysis. The steps in the data analysis technique are as follows: The results of this study indicate that the teaching of Islamic religious education subjects fosters religious motivation through a contextual teaching and learning approach at SMAN 16. This approach is implemented in stages. Teachers deliver material using a contextual approach in the classroom during the lesson. In this study, teachers motivate students from a religious perspective. The implementation of contextual learning in Islamic religious education subjects at SMAN 16 Surabaya is running well.

Kata kunci:

Pembelajaran Contextual Teaching and Learning, Mata Pelajaran IRE, Sikap, Motivasi Beragama

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Abstrak

Pendidikan menjadi kunci utama dalam pembentukan sikap beragama anak. Pertambahan usia anak memiliki konsekuensi pada perubahan proses pendidikan yang mereka terima, oleh sebab itu, dengan bertambahnya usia anak dan berubahnya perilaku mereka maka harus disertai pendidikan yang tepat. Penelitian ini merupakan penelitian diskriptif kualitatif. Sedangkan lokasi penelitian ini di SMAN 16 Surabaya. Adapun metode pengumpulan datanya adalah: observasi, wawancara, angket dan dokumentasi. Teknik analisis data dengan menggunakan analisis kualitatif. Adapun langkah-langkah dalam teknik analisis data. Hasil penelitian ini adalah bahwa pembelajaran mata pelajaran pendidikan agama Islam untuk menumbuhkan sikap motivasi beragama melalui pendekatan pembelajaran contextual teaching and learning di SMAN 16 yakni dilakukan secara bertahap, guru menyampurkan materi dengan pendekatan kontekstual di dalam kelas ketika pembelajaran sedang berlangsung, dalam penelitian ini guru memotivasi siswa dari segi keagamaannya. Implementasi pembelajaran kontekstual pada mata pelajaran pendidikan agama Islam di SMAN 16 Surabaya berjalan dengan baik

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INTRODUCTION

Religious education plays a vital role in a child's educational process. A lack of religious education in a student's soul can lead to actions inconsistent with religious attitudes. If religious attitudes are ingrained in a person, religious obedience will emerge. To achieve these goals, a teacher must pay attention to the development of his or her students, especially in Islamic religious education, as religious education in schools is crucial for fostering and perfecting a student's religious attitudes (Zakiyah Darajat, 2010). Schools are formal institutions that

prepare students and quality human resources. In this regard, religious education and character education play a crucial role in developing the morals, attitudes, and attitudes of students, not only in cognitive skills but also in affective and psychomotor skills. (Totok Suharto, 2011)

Learning is a process that serves to guide students in life, namely guiding their self-development according to the developmental tasks that must be undertaken by the students. These developmental tasks encompass the integrity of life, both individually and as a society, and also as God's creatures. Thus, viewed broadly, humans who live and develop are humans who are always changing, and these changes are the result of learning. Not all learning outcomes occur consciously and directed, and there is a tendency that unconscious and unplanned changes are more likely to give rise to behavioral changes that are outside the target point (Sadirtman, 2003).

Contextual Teaching and Learning can be described as a learning approach that experiences and demonstrates the natural conditions of knowledge. Through relationships inside and outside the classroom, the contextual learning approach makes experiences more relevant and meaningful for students in building knowledge that they will apply in their lives. Contextual Teaching and Learning presents a concept that links the subject matter learned by students to the context in which the material is used, and is related to how someone learns or the student's learning style. Subjects will be more meaningful if students learn the subject matter that will be presented through the context of their lives, and find meaning in the learning process, so that learning will be more meaningful and enjoyable. Students will work hard to achieve learning goals, and then students will reuse their knowledge and abilities in contexts outside of school to solve real-world problems, both independently and in groups (Muhammad Enoh, 2004).

Learning is not memorizing or remembering. Learning is a process characterized by changes in a person. Changes resulting from the process can be demonstrated in various forms, such as changes in knowledge, experience, attitudes and behavior, skills, abilities and capabilities, reactivity, receptivity, and other aspects of an individual, so that learning can be meaningful. (Nana Sudjana, 2010) Speaking of meaningful learning, there are several strategies that can be used in the teaching and learning process. One strategy currently being developed is the Contextual Teaching and Learning approach.

The teaching and learning process, especially Islamic Religious Education (IRE) learning, carried out by teachers so far is still dominated by memorization and textual aspects. As a result, students only know the theory of Islamic Religious Education (IRE) lessons, but the values contained in the IRE lessons are less understood to be practiced in everyday life. The IRE learning process should

touch three learning domains, namely the cognitive, psychomotor, and affective domains. Law Number 20 of 2003 states that: Graduate competencies are qualifications of graduate abilities that include attitudes, knowledge, and skills of students that must be met or achieved by them from an educational unit at the elementary and secondary education levels.

Given the reality on the ground, most of the teaching techniques used by our teachers in schools tend to be monotonous and boring, thus decreasing student motivation. Therefore, the author is interested in conducting research related to Contextual Teaching and Learning (CTL) and its impact on the implementation of students' religious attitudes and motivation.

RESEARCH METHODS

This research uses a qualitative descriptive approach, which attempts to describe a specific setting, object, or event in detail and depth. In qualitative descriptive research, humans are the primary data source, and the research results are in the form of words or statements that reflect the actual situation (Yatim Rianto, 2001). This research was conducted in one of the schools in SMAN 16 Surabaya Located on Jalan Raya Prapen Tenggilis Mejoyo Surabaya, The data collection techniques in this study were carried out using observation, interview, and documentation techniques. First, observation (Nazir, 1985) to find data about the general picture of learning by directly observing the implementation of learning in schools. Second, interviews (Arikunto, 1998) are data collection techniques to obtain information by interviewing the principal, the teacher concerned and the students concerned, while the interviews that the author conducted were structured and unstructured interviews (Dedi Mulyana, 2003). Third, documentation to collect data in the form of syllabus notes, lesson plans, textbooks, student worksheets and other documents related to Islamic religious learning. For data analysis in this study using Single Site Data Analysis, namely single site analysis begins by reviewing all the data that has been collected from various techniques that have been implemented.

RESULTS AND DISCUSSION

Implementation of Contextual Teaching and Learning

At SMAN 16 Surabaya, the implementation of Contextual Teaching and Learning has been going very well. This success is inseparable from the active participation of all teachers and educational staff who consistently support and facilitate teaching and learning activities, particularly in Islamic religious education (IS) at SMAN 16 Surabaya. This sentiment was also expressed by Mr. Roby Rodhiyana, a IRE (Islamic Religious Education) teacher at SMAN 16 Surabaya: Contextual Teaching and Learning (TCL) is

being promoted as a new alternative learning strategy. It has been tried and implemented here for a long time. Until now, our education system has been dominated by the view that knowledge is a set of facts to be memorized. Classes still focus on the teacher as the primary source of learning strategies. Therefore, a new learning strategy is needed that empowers students more. A strategy that doesn't require students to memorize facts, but rather one that encourages them to construct knowledge in their own minds. Furthermore, professional teachers with personal qualities, such as being attentive, facilitators, helpful, and hopeful, are crucial in this regard. The qualities needed are those who care about humanity, are dedicated to sharing their knowledge and skills, and possess a high level of awareness and view students as individuals growing into adults who need support. Teachers must be open-minded and able to help students become more open, collaborative, and act as facilitators in learning activities.

The application of contextual learning in Islamic Religious Education (IRE) to improve students' religious motivation at SMAN 16 Surabaya was determined by researchers through observation sheets and observations conducted over a three-month period, both inside and outside the classroom. The observation sheets examined how the components and aspects of contextual learning were applied in the classroom during Islamic Religious Education lessons.

The implementation of contextual learning at SMAN 16 Surabaya has implemented seven principles in contextual learning, namely: the principle of constructivism, questioning, inquiry, modeling, learning community, reflection, and authentic assessment, but the weight of the implementation is still less than optimal. We can see the seven principles as follows.

Constructivism

Constructivism is the philosophical foundation of the contextual approach, namely that knowledge is constructed by humans bit by bit, the results of which are expanded through a limited (narrow) context. Knowledge is not a set of facts, concepts, or rules ready to be acquired and remembered. Humans must construct that knowledge and give it meaning through real-life experiences. Typically, what is seen (sight) is not necessarily the same as what is received (perceived). The formation of knowledge involves our interpretation of the event. The constructivist learning model demonstrates that learning is an active process of making sense of an experience, and this process is heavily influenced by what a person already knows. Therefore, in every learning activity, teachers must achieve or reach a common understanding with students. In the constructivist model, learning involves negotiating an exchange of ideas.

Inquiry

Inquiry is a core part of contextual learning activities. The knowledge and skills students acquire are not expected to be the result of memorizing a set of facts, but rather the result of independent discovery. Teachers must always design activities that foster

inquiry, regardless of the material being taught. The steps for inquiry activities are as follows: 1) Formulate the problem (in the subject) 2) Observe or conduct observations. 3) Analyze and present learning outcomes

Questioning

A person's knowledge always begins with asking questions. Questioning is a key strategy in contextual learning. Questioning is seen as a teacher's activity to encourage, guide, and assess students' thinking skills. For students, questioning is a crucial part of contextual learning, which involves exploring information, confirming what is already known, and directing attention to aspects they are unfamiliar with. Getting students into the habit of asking questions is highly beneficial. It develops their reasoning skills by training them to express their opinions, ideas, or assessments about various things, both those they experience and events that occur in their environment. To develop children's abilities, teachers should provide opportunities for them to ask questions, provide comments, or express their opinions about the material they read or are explaining to their teachers.

Reflection

Reflection is also an important part of learning using a contextual approach. Reflection is a way of thinking about what has just been learned or thinking back on what we have done in the past. Students prioritize what they have learned as a new knowledge structure, which is an enrichment or revision of previous knowledge. The key to all of this is how that knowledge settles in the student's mind. Students record what they have learned and how they experience new ideas. Learning something is not enough just by using skills, observing, listening, or reading, then responding to what they have read, and then stopping.

Authentic Assessment

Assessment is the process of collecting various data that can provide a picture of a student's learning progress. Teachers need to know this picture of a student's learning progress to ensure that students are experiencing the learning process correctly. In Islamic Religious Education (IRE) teaching at SMAN 16 Surabaya, teachers consistently link the relevance of the subject matter to everyday life. Motivating religious learning through IRE learning utilizes various methods, including a contextual approach, an activity-focused learning approach. This approach involves teachers paying close attention to students using a persuasive approach. Therefore, teachers integrate various learning strategies appropriate to the competencies being studied.

IRE teachers play a crucial role in enhancing students' religious motivation, as Roby Rodhiyana stated. In a learning process, the teacher's task is to focus students' attention on the material being taught or presented. This is also achieved by explaining

the usefulness of the material and providing examples of the objectives to be achieved by students. This fosters motivation and a desire to understand the content of the subject matter. Students will enjoy and be motivated to learn when the material they are learning is meaningful. A person will want to learn when the learning process is taking place.

To motivate students at SMAN 16 Surabaya to practice religion, as mandated in its Vision and Mission, the school has created activities that are integrated into Islamic Religious Education (IRE) lessons and are required to be implemented by the students. These activities include:

Dhuha Prayer Activity

Performing the Dhuha prayer together at the designated time, as this prayer must be performed alternately between grades 10, 11, and 12. According to information provided by Mr. Supandi, he stated that: This school implements the Dhuha prayer together so that the children here can understand the meaning and usefulness of the Dhuha prayer itself. This activity aims to train students to always draw closer to Allah SWT and to remember Him at all times.

Dzuhur Congregational Prayer

This Dzuhur congregational prayer is performed when the Dzuhur prayer time has arrived, and is usually held when lessons are almost over (during break time). This activity is not only carried out by students; teachers also participate in this congregational Dzuhur prayer. Based on an interview with Mr. Supandi, he stated that: The Dzuhur prayer here is performed together between students and teachers. Through congregational Dzuhur prayer, students can get to know each other. This also allows students to become more familiar with their teachers, fostering strong bonds of friendship. Furthermore, it teaches students that there is no distinction between teachers and students when it comes to worship. So, in essence, this congregational Dzuhur prayer is a habit for all members of the school community, in an effort to increase students' religious motivation at SMAN 16 Surabaya.

Conducting Islamic Holiday Commemoration Activities (PHBI).

PHBI are activities held to commemorate and celebrate Islamic holidays, as is customary among Muslim communities worldwide, related to significant historical events. Based on an interview with Mr. Supandi, he explained that: Activities for Islamic holidays are held after the date of the Islamic holiday itself. For example, the commemoration of the Prophet Muhammad's birthday (Mawlid al-Nabi). This commemoration is held on a school day. The purpose of this activity is to allow students to examine the meaning of Islamic holidays, and students engage in a series of positive activities related to the implementation of their academic potential, insight, and skills.

Extracurricular Islamic spiritual activities are available.

These activities are designed to help students become independent individuals and develop their talents in Islamic insight.

Indicators of the success of Islamic Religious Education (IRE) in fostering students' religious attitudes using the Contextual Teaching and Learning approach at SMAN 16 Surabaya can be seen in the following indicators:

Indicators of the success of Islamic Religious Education (IRE) in fostering students' religious attitudes related to daily worship of Allah SWT include:

1. Students are able to perform obligatory prayers on time and in congregation.
2. Students diligently read the Quran every day.
3. Students are able to fast the entire month of Ramadan and practice its sunnah.
4. Students are able to perform sunnah prayers (Dhuha prayer, Tahajud prayer, and Hajjat prayer, etc.).

Indicators of the success of Islamic Religious Education (IRE) in fostering students' religious attitudes related to fellow human beings.

1. Students are polite and courteous in their behavior.
2. Students demonstrate the ability to solve daily problems.
3. Students practice clean living.
4. Students consistently utilize their free time for beneficial activities.
5. Students help each other at school.
6. Understand the rights and obligations of themselves and others in social interactions at school.

CONCLUSION

The application of the Contextual Teaching and Learning learning model has a positive impact, namely it can increase students' religious motivation, which is shown by changes in several efforts made by Islamic Religious Education teachers through learning and various activities at school. The Contextual Teaching and Learning learning approach is one way to increase students' religious motivation, namely an approach that tries to link learning materials with students' real lives.

Based on the conclusions above, the author offers several suggestions for further research: 1. For Islamic religious education teachers Islamic religious education teachers, as role models for students in religious practices, should continue to utilize learning as a means of motivating students to be religious, so that their religious motivation remains strong. 2. Other researchers: This is expected to serve as a reference for this research and to continue to improve the accuracy of this research.

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