Implementing Contextual Teaching and Learning Models in Islamic Religious Education Learning

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ABSTRACT

The purpose of this article was to analyze the planning, implementation, and supporting and inhibiting factors in the implementation of the Contextual Teaching and Learning (CTL) learning model in PAI learning at Bakalan Elementary School, Pasuruan City. This research used descriptive qualitative research. Data collection techniques used in this study were interviews, observation, and documentation. In data analysis, the researcher used a qualitative data analysis approach. Validation of data using triangulation, implication, and peer correction. The substantive findings of the Implementation of Contextual Teaching and Learning (CTL) Learning Models in PAI Learning at Bakalan Elementary School Pasuruan are that: 1) Learning planning carried out by compiling learning tools will be more effective if it starts through the plan to lesson and lesson to plan activities. Lessons to plan activities are used as a reflection of the PAI learning process that has been implemented in class IV. 2) Implementation of the Contextual Teaching and Learning (CTL) Learning Model in PAI Learning at Bakalan State Elementary School Pasuruan includes the Requirements for the Implementation of the Learning Process (which explains learning groups, the minimum workload of PAI teachers, textbooks, classroom management), Implementation of Learning (which explaining the Final Activity), Assessment (explaining attitude assessment, skill assessment, knowledge assessment).

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1. INTRODUCTION

The learning model is one of the components that influence the learning activities of students. Learning models must also be adapted to the uniqueness of students to increase their abilities to the maximum (Amirudin, 2022). PAI learning which is the science of worship, of course, is not only limited to the theory given but also connects the material presented with the surrounding environment and the real-world situation of students so that it can give birth to a scientific attitude towards PAI concepts (Ilmi et al., 2021; Pakpahan & Habibah, 2021).

To help students understand PAI concepts, a learning model that directly connects learning materials with students' real experiences in everyday life is needed, namely the Contextual Teaching and Learning (CTL) learning model (Rambe et al., 2021). CTL learning is a learning concept that helps educators to connect learning materials with students' real-world situations and advances students to make connections between the knowledge they have and its implementation in their daily lives (Aliyyah et al., 2020).

The context of CTL learning is not just listening and writing, but a process of experiencing it directly. Through this process, it is hoped that the increase in students will occur optimally, not only developing in the knowledge aspect but also in the affective and psychomotor aspects (Malmia et al., 2020). By making a bond between the knowledge that students already have and its application in everyday life, students will easily understand the concept of learning (Ratnasari & Saefudin, 2018). With the CTL learning model, students will work and experience, not just receive knowledge from educators and students (Astuti et al., 2020). The CTL approach is a method used with the aim that learning is more developed and meaningful. With students invited to work and experience, students will easily understand the concept of material, and later students are expected to be able to use the power of reason to solve existing problems (Tarwi & Naimah, 2022).

The learning approach implemented by educators is an effort that must be used regularly to create success in the process of learning activities in the classroom. Thus, in the PAI learning process, more emphasis is placed on the CTL model by connecting concepts with students' daily lives to practice PAI process skills in finding facts, building discourses, theories, and scientific attitudes that can have a good impact on the quality and outcomes of PAI learning (Nugroho, 2021).

Several studies related to the use of the CTL model in learning and the description of its impact on learning outcomes among those conducted by (Muhfahroyn & Oka, 2021) found that CTL learning can increase learning activities and maintain students' memory power of the subject matter that has been studied in science learning. Research conducted by Dewi Ratnasari shows that the implementation of learning using the CTL approach can make it easier for students to master concepts and interaction skills than the conventional approach.

In connection with the idea of a mini-research, the author has made observations at SD Negeri Bakalan, Pasuruan City to get the first knowledge about the CTL learning model in PAI learning. Based on the research context described above, we are interested in conducting a study entitled "Implementation of Contextual Teaching and Learning (CTL) Learning Models in PAI Learning at Bakalan State Elementary Schools, Pasuruan City".
2. METHODS

The research method is the use of strategies to find clarity or description of the problem to be reviewed. This research method can also be interpreted as the use of strategies to get the research intent. The research method is defined as a scientific way of obtaining information to achieve certain desires and functions (Creswell, 2012).

To uncover problems regarding the Contextual Teaching and Learning (CTL) learning model in PAI learning at SDN Bakalan Pasuruan City, you can use important components that are in harmony with the findings in the parts of the research focus, the aims and benefits of the research, so this research will use research methods, qualitative. As stated by (Sugiyono, 2008) that qualitative research is essentially used to examine natural objects (as opposed to experiments), mini shows that qualitative research follows natural (natural) rules, observes people in their environment, communicates with them, and seeks to understand, explain phenomena that people give to researchers.

In this study, our observation respondents were several administrators, teachers, and students of SD Negeri Bakalan Pasuruan City. By using qualitative methods, the evidence obtained is more perfect, more abundant, convincing, and meaningful so that the research objectives can be achieved. The use of qualitative methods is considered effective in this study, because it uses three basic reviews, namely. The problem of using the Contextual Teaching and Learning (CTL) learning model in PAI learning at Bakalan Elementary School Pasuruan is uncertain and leads to the circumstances of the individual holistically (intact) so that the subject of the study will not be reduced (simplified) to the variables that have been arranged.

3. RESULT AND DISCUSSION

3.1 Planning of CTL Learning Model in PAI Learning at Bakalan Elementary School, Pasuruan City

The teaching and learning process needs to be planned so that in its implementation learning can take place well so that it can achieve results as expected. As the opinion of Nana (Sudjana, 2005) said that planning is a systematic process in making decisions about actions to be taken in the future.

In the context of learning, planning can be defined as the process of preparing subject matter, using instructional media, using learning approaches and methods, and assessing an allocation of time that will be carried out at a certain period to achieve the predetermined goals. So, planning a learning model must be by the concept of education and learning adopted in the curriculum (Johnson, 2002). The concept of teaching planning can be seen from various points of view, namely:

1. Teaching planning as a technology is a plan that encourages the use of techniques that can develop cognitive behavior and constructive theories for teaching solutions and problems.
2. Teaching planning as a system is an arrangement of resources and procedures to drive learning.
3. Teaching planning as a discipline is a branch of knowledge that always pays attention to research results and theories about teaching strategies and their implementation of these strategies.
4. Planning for teaching as science is creating in detail the specifications of the development, implementation, evaluation, and maintenance of situations and learning facilities for both broad and narrower units of subject matter with all levels of complexity.
5. Teaching planning as a process is a systematic development of lessons that are used specifically based on learning and teaching theories to ensure the quality of learning.

6. Teaching planning as a reality is a teaching idea developed by providing a teaching relationship from time to time in a process carried out by the planner by checking in a format that all activities have been by the demands of science and carried out systematically.

The process of planning the CTL learning model in PAI learning is done by preparing learning tools that must be carried out at the implementation stage of the CTL learning model in PAI learning. The planning of the CTL learning model in PAI learning at the Bakalan State Elementary School Pasuruan begins through the preparation of learning tools consisting of the preparation of educational calendar analysis, analysis of effective days, annual programs, semester programs, syllabus, lesson plans, worksheets, and assessments.

Furthermore, (Dewi & Primayana, 2019) put forward the main components that must exist in learning planning, as follows: 1) The objectives to be achieved are in the form of behavioral forms that students must have after the teaching and learning process occurs. 2) Materials or subject matter that will lead students to achieve goals. 3) The methods and techniques used are how the teaching and learning process will be created by the teacher so that students achieve their goals. 4) Assessment, namely how to create and use tools to determine the achievement of all learning objectives.

This is by the planning of the CTL learning model in PAI learning at the Bakalan State Elementary School, Pasuruan which states that the main components in planning the CTL learning model are as follows: Syllabus, lesson plans, media and learning resources, Student Activity Sheets, student books, and assessments.

Learning objectives are an important component in the learning process because all teacher and student activities are directed to achieve these goals. According to Wina Sanjaya, learning objectives are abilities or competencies that are expected to be possessed by students after they carry out certain learning processes. Four main components must be considered in formulating learning objectives or indicators of learning outcomes which are described in the form of questions as follows: 1) who is learning or is expected to achieve the goals or achieve the learning outcomes? 2) What behavior or learning outcomes are expected to be achieved? 3) Under what conditions can the learning outcomes be displayed? 5) To what extent can the learning outcomes be obtained?

So, it can be concluded that in formulating learning objectives the teacher should always be student-oriented. Learning objectives are determined by the teacher and curriculum designer in the form of a syllabus and lesson plans to state what will be achieved in the learning (Arora et al., 2018; Winita et al., 2020). Syllabus is a set of plans and arrangements for the implementation of learning and assessment that are systematically arranged and include competency standards, basic competencies, basic materials, learning activities, indicators of competency achievement, assessment, time allocation, and learning resources.

About the components of the syllabus in more detail, Nurhadi stated that the syllabus contains program descriptions that include:

“(1) areas of study being taught, (2) school/madrasah and semester levels, (3) grouping of basic competencies, (4) basic materials, (5) indicators, (6) learning strategies, (7) time allocation, (8) learning resources/tools/media. The development of syllabi and lesson plans in public elementary schools is carried out by PAI teachers through the working group for Islamic education teachers (KKG-PAI).”
The teaching plan is the teacher’s most important task. The teaching plan is the realization of the student learning experience that has been set in the core activities in the lesson plans. Teachers are given the authority freely to analyze the syllabus according to the characteristics and conditions of the school as well as the ability to translate it into teaching preparation which is better known as RPP. The preparation of the lesson plans at the Bakalan State Elementary School, Pasuruan City was carried out by all teachers, one of which was for PAI learning in class IV, the lesson plans were prepared and developed by class IV subject teachers. The preparation of the lesson plans was developed based on the seven CTL components in the core activities in PAI learning.

Based on the results of the study, it can be concluded that a learning plan that is carried out by compiling learning tools will be more effective if it is started through plan-to-lesson and lesson-to-plan activities. This is because the plan to lesson activities aims to prepare a complete lesson plan before being used by the teacher during the PAI learning process. Lessons to plan activities are used as a reflection of the PAI learning process that has been implemented in class IV.

According to Kenneth D. (Moore, 2014), planning is divided into weekly plans and daily plans. The weekly plan is very necessary as an outline of the teaching program that the teacher can prepare and submit to the school administration so that if suddenly there is an obstacle, another teacher can replace him. While the daily plan is a lesson plan that is prepared for each teaching day.

The preparation of the lesson plans implemented at SD Negeri Bakalan is a daily lesson plan made based on the elements of learning planning, namely identifying student needs, goals to be achieved, various strategies and student-centered learning scenarios, and developing appropriate evaluation criteria. In this regard, a good learning plan according to (Gagne et al., 2005) should contain three components called anchor points, namely: (1) teaching objectives, (2) subject matter/teaching materials, teaching approaches and methods, teaching media, and learning experiences, and evaluation of success.

Based on the description above, it can be concluded that the important elements in the lesson plan include: 1) What will be taught to students, this relates to the competencies that must be achieved, indicators, and subject matter that will be delivered to students. 2) How to teach it, relates to the strategies and methods that will be developed in the learning process. 3) How to evaluate student learning outcomes, this relates to the type of evaluation used to measure students’ absorption of the subject matter.

In addition to the preparation of the syllabus and lesson plans, in the process of planning the CTL learning model for PAI subjects, school program planning is also carried out that can support the CTL learning model. At SD Negeri Bakalan, there are the same school programs, namely: (1) classical short letter reading program and (2) Duha prayer. These two school programs strongly support the CTL learning model because students can learn by direct practice about reading the Qur’an, reading, and praying movements correctly and perfectly so that students can construct their knowledge of the subject matter.

3.2 Implementation of the CTL Learning Model in PAI Learning at Bakalan Elementary School, Pasuruan City

The requirements for the implementation of the learning process are: 1) Study groups: The number of class IV study groups at SD Negeri Bakalan consists of two groups, each group consisting
of 18 students and 20 students. So, the number of study groups in this study has met the criteria for the standard of the educational process. 2) Minimum workload of PAI teachers: In SD Negeri Bakalan implements a class teacher system starting from class I to class VI by teaching PAI subjects with a total of 24 hours of teaching hours per week. 3) Textbooks: The textbooks used in SD Negeri Bakalan for PAI learning use PAI printed books lent by the school library to each student in grade IV. In addition to PAI textbooks, Bakalan Elementary School also uses Student Exercise and Activity Books (SAAB) which are used to support the learning process when conducting experiments on PAI learning. 4) Class management: At SD Negeri Bakalan, in PAI learning, PAI teachers always make changes to student learning activities once a week.

The implementation of learning is the implementation of the lesson plans that have been made in the planning stage of the CTL learning model in PAI learning. At the Bakalan State Elementary School, Pasuruan City, the implementation of PAI learning in class IV is: Initial Activity: Preparing students to take part in PAI learning. Attend students and invite students to pray. Delivering learning materials and objectives. Perform apperception, for example by inviting singing, conducting questions and answers related to the subject matter to be taught.

Core Activities: In the core activities of fourth-grade PAI learning at SD Negeri Bakalan using the CTL learning model that focuses on seven components of CTL learning, namely: Constructivism, Inquiry, Asking, Learning Community, Reflection, Authentic Assessment, Final Activities, Concluding PAI subject matter, conducting reflection activities, Carrying out assessments, Conducting feedback activities, Planning follow-up activities, Assessment of CTL Learning Models.

In the CTL learning model in PAI learning at the Bakalan Elementary School, Pasuruan City, an authentic assessment consists of; 1) assessment of the affective domain, 2) assessment of the psychomotor domain, and 3) assessment of the cognitive domain. The assessment of the affective and psychomotor domains is carried out during the PAI learning process. While the assessment of the cognitive domain is carried out at the end or after the PAI learning process. 1) Assessment of the affective domain consists of; (a) assessment of spiritual attitudes and (b) assessment of social attitudes. 2) Assessment of the psychomotor domain consists of; (a) performance appraisal, (b) practice or performance appraisal, (c) project appraisal, and (d) portfolio appraisal. 3) Assessment of the cognitive domain using written tests and oral tests based on Bloom’s taxonomy, namely (a) knowing (C1), (b) understanding (C2), (c) applying (C3), (d) analyzing (C4), (e) synthesize (C5), and (f) evaluate (C6). 4) Instruments used in affective and psychomotor assessment include; (a) checklist, (b) rating scale, and (c) scoring rubric. 5) The instrument used in the cognitive test uses a list of questions according to Bloom’s taxonomy, among others; (a) knowing (C1), (b) understanding (C2), (c) applying (C3), (d) analyzing (C4), (e) synthesizing (C5), and (f) evaluating (C6).

The report model of student learning outcomes (rapport) at SD Negeri Bakalan Pasuruan uses a report card model that describes attitudes, skills, and knowledge. In addition, it also applies a complete learning system and does not include class rankings. This is because each student has their characteristics.

The types of authentic assessments at SD Negeri Bakalan are process assessments and learning outcomes assessments. Process assessment is carried out while learning is in progress. And the assessment of learning outcomes is carried out at the end or after learning. Based on Permendikbud No. 66 of 2013, the assessment method used must refer to the Educational Assessment Standards,
namely assessments in the domains of attitudes (affective), skills (psychomotor), and knowledge (cognitive).

In the PAI learning process in class IV in this study, two factors encourage the implementation of the CTL learning model, namely internal factors and external factors. Internal factors are factors that come from within students and teachers. PAI learning with the CTL learning model at SD Negeri Bakalan is influenced by internal factors originating from students and teachers. According to (Sanjaya, 2015), the teacher is a very decisive component in the implementation of the learning model. Based on the opinion above one of the internal factors play a major role in influencing the teaching and learning process in schools.

Based on the findings of this study, internal factors originating from the teacher influence the implementation of the CTL learning model in PAI learning at SD Negeri Bakalan. These factors are related to the ability and knowledge of teachers about the implementation of the CTL learning model which is focused on the seven components of CTL. In addition, the teacher's creativity factor in each teaching and learning process in PAI learning also influences the implementation of the CTL learning model at Bakalan Elementary School.

Mastery of the subject matter by the teacher is a factor that can affect the implementation of the CTL learning model implementation. Teachers who do not master the learning materials will have difficulty delivering PAI subject matter to students. Based on research findings at SD Negeri Bakalan, the mastery of learning materials by teachers is good, and they tend to master the basic concepts and principles of the CTL learning model (Wahdan et al., 2020).

The teacher's teaching experience also becomes its color in learning. Some have years to decades of experience in teaching PAI subjects, especially in grade IV. The varied teaching experiences also varied the implementation of the CTL learning model applied to the Bakalan State Elementary School, this can be seen from the results of observations made in offline PAI learning. Teachers who have experience in teaching are generally seen to be able to develop learning materials and materials well.

The student's ability factor also colored the process of implementing the CTL learning model in PAI learning. According to Ruseffendi, there are internal factors that come from students that can directly motivate the learning process, namely intelligence, readiness, talent, willingness to learn, and children's interests.

Teachers must know the abilities of students. Students with low abilities will be different from students with high abilities. From the research findings, SD Negeri Bakalan has an average ability and their intelligence is quite good. However, some students have low intelligence. This can be seen from the results of observations and field notes showing that students who have low intelligence are less motivated in CTL learning activities. They are not able to participate actively in learning activities and groups, activities tend to be passive. In addition to internal factors originating from teachers and students, there are also external factors that influence the implementation of the CTL learning model in PAI learning at SD Negeri Bakalan, namely family environmental factors.

Based on the findings, it was stated that the availability of PAI learning media and facilities was relatively adequate. In addition, this study has different external factors in terms of the family environment. At SD Negeri Bakalan, most of the students' parents are generally from the upper middle class. So that students get more attention and motivation in participating in every PAI learning. Students learning facilities and media are more fulfilled.
4. CONCLUSION

through a plan to lesson and lesson to plan activities. This is because plan-to-lesson activities are plan-to-lesson and lesson-to-plan activities. This is because the plan to lesson activities aims to prepare a complete lesson plan before being used by the teacher during the PAI learning process. Lessons to plan activities are used as a reflection of the PAI learning process that has been carried out in class IV in the even semester. The implementation of the Contextual Teaching and Learning (CTL) Learning Model in PAI Learning at SD Negeri Bakalan City of Pasuruan includes the Requirements for the Implementation of the Learning Process (which explains learning groups, the minimum workload of PAI teachers, textbooks, classroom management), Implementation of Learning (which explains about Final Activity), Assessment (explaining attitude assessment, skill assessment, knowledge assessment).

This study provides evidence based on the theory that this research has provided a building or contribution to the study of science that is in line with this research, especially in the learning theory of Islamic religious education with the CTL model. If learning uses this model, it will develop and improve the ability of teachers to carry out learning in schools better. To further improve the quality of teachers at SD Negeri Bakalan, Pasuruan City on understanding CTL, they must attend more training or workshops related to CTL learning and read more books related to CTL.

5. REFERENCES


