



Effectiveness of Contextual Learning Model In Improving The Learning Outcomes of Islamic Religious Education And Character of Class X Students of SMA NU Lemahabang, Cirebon Regency

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ABSTRACT

The conventional lecture method, which is teacher-centered, is often less effective in improving student learning outcomes. This study aims to analyze the effectiveness of the contextual teaching and learning (CTL) model in enhancing learning outcomes in Islamic Education and Character Development among high school students. The research employed a true experimental design with a control group pretest-posttest and a quantitative approach. The sample consisted of two randomly selected tenth-grade classes, designated as the experimental and control groups. Data were collected through observation and tests, and analyzed using descriptive statistics and hypothesis testing. The findings indicate that the experimental class achieved higher learning outcomes with an average N-gain of 0.33 (moderate category), compared to the control class with an N-gain of 0.24 (low category). Student learning activities categorized as on task reached 89.51%, while off task activities were 10.49%. An independent sample t-test revealed a significant difference between the two groups (Sig. 0.010 < 0.05). Thus, the contextual teaching and learning model is proven effective in improving student learning outcomes.

Keywords: *effectiveness, contextual learning, learning outcomes*

INTRODUCTION

Education plays a crucial role in the progress of a nation. A high-quality education will impact the advancement of civilization and social life. As professional educators, teachers are not only tasked with teaching, but also with

nurturing and developing students. Educating means instilling and developing life values; teaching means conveying knowledge and technology; and nurturing means developing students' skills (Usman, 2009). Therefore, teachers are required to be able to select and apply appropriate learning methods to optimally achieve educational goals.

Motivation also plays a crucial role in learning success. Students with high motivation tend to be more successful in learning than those with low motivation (Asrori, 2007). Furthermore, appropriate learning strategies are crucial for achieving educational goals, as learning activities are crucial in supporting student learning outcomes (Asra, 2009). In line with changing times, the curriculum system in Indonesia has also undergone changes. The currently used Independent Curriculum emphasizes student-centered learning and requires teachers to be able to create lessons that are relevant to real life.

In the context of Islamic Religious Education (PAI) and Character Education, learning is not only oriented towards transferring knowledge, but also towards developing students' attitudes, faith, and noble morals (Alfiah, 2015). This is crucial because students' interactions with their environment and peers can significantly influence their character development, as explained in the Prophet's hadith, which encourages choosing good friends (Setyowati, 2021). Adolescence, as the transition phase from childhood to adulthood, is also a critical period that influences students' attitudes, behavior, and learning outcomes (Makhin, 2013).

One learning model relevant to these needs is contextual teaching and learning. This model emphasizes the connection between subject matter and students' real-life experiences, making learning more meaningful (Asra, 2009). Previous research has shown that a contextual approach can improve student learning outcomes compared to conventional methods (Ayattullah, 2015) and can also enhance students' mathematical presentation skills by connecting the material to its application in everyday life (Widiati, 2015).

The researcher's initial observations at SMA NU Lemahabang Cirebon indicated that Islamic Religious Education (PAI) learning was still dominated by conventional methods such as lectures. This approach tends to make students passive and results in suboptimal learning outcomes. Therefore, this study was conducted to analyze the effectiveness of the contextual learning model in improving learning outcomes in Islamic Religious Education and Character Building of 10th-grade students.

METHOD

This study used a quantitative approach because it aimed to measure the effect of treatment on learning outcomes through systematic numerical data analysis (Hafni Sahir, 2021). The type of research used was an experiment, comparing two groups: an experimental group that received treatment and a control group that received no treatment (Riyanto, 2010).

The research design used was a True Experimental Design with a control group pretest-posttest model (Makhin, 2013). In this design, both groups were given a pretest (O1, O3) to determine initial abilities. Next, the experimental group was given treatment with the contextual learning model (X1), while the control group used the lecture method (X2). After the treatment, both groups were given a posttest (O2, O4) to determine differences in learning outcomes.

Research Design Table

Group	Pretest	Treatment	Posttest
E	O1	X1	O2
K	O3	X2	O4

Note:

E = Experimental group; K = Control group; O = Learning outcome test; X1 = Contextual learning model; X2 = Lecture method.

Population and Sample

The research population was all tenth-grade students at SMA NU Lemahabang, Cirebon Regency. Of the four classes, two classes were randomly selected as the research sample. One class was designated as the experimental group and the other as the control group.

Research Instruments

The instruments used consisted of:

1. Learning outcome tests in the form of pretests and posttests to measure students' cognitive achievement.
2. Student activity observation sheets to assess the level of engagement (on-task and off-task) during the learning process.

Data Analysis Techniques

Data were analyzed using descriptive statistics to determine the average, improvement in learning outcomes, and student activity. Next, a hypothesis test was conducted using an independent sample t-test to determine significant differences between student learning outcomes in the experimental group and the control group.

RESULTS AND DISCUSSION

The contextual teaching and learning (CTL) model emphasizes active student involvement through hands-on experiences relevant to everyday life. This process is expected to produce meaningful learning and enhance students' cognitive, affective, and psychomotor domains (Nurlina, 2022). The results of this study indicate that the application of CTL in Islamic Religious Education (PAI) and Character Building (Culture) learning improved the learning outcomes of 10th-grade students at SMA NU Lemahabang, Cirebon Regency, compared to conventional methods.

1. Learning Outcomes in the Control Class

In the control class, which used lecture and discussion methods, the average increase in student learning outcomes was in the low category, with an N-gain value of 0.24. This low achievement indicates that conventional methods are less relevant to the needs of today's students. This aligns with Bunyamin's (2021) opinion that learning effectiveness is influenced by the integration of objectives, materials, methods, and evaluation. A mismatch between methods and student characteristics will result in poor learning outcomes.

2. Learning Outcomes in the Experimental Class

Conversely, in the experimental class using CTL, the N-gain value was 0.33, categorized as moderate. The CTL model was deemed more effective because it provided meaningful, contextual learning and encouraged active student engagement. This aligns with Soimin's opinion in Utaminingsih (2019:7) that CTL is a holistic learning concept that connects material to real life so that students can master knowledge and skills that can be applied in various situations.

Characteristics of CTL that support successful learning include: being problem-based, using various contexts, utilizing student diversity, supporting independent learning, fostering group work, and implementing authentic assessment (Mashudi, 2020). These conditions create a more enjoyable and meaningful learning environment, thus positively impacting learning outcomes.

3. Effectiveness of CTL on Learning Activities and Outcomes

Observations of student activities showed that students in the experimental class had an engagement rate (on-task) of 89.51%, significantly higher than the off-task rate of 10.49%. These data indicate that CTL can increase student focus and participation in the learning process. This is reinforced by Mazrur (2021), who emphasized that CTL emphasizes full

student engagement in discovering and relating material to real-life situations, thereby encouraging its application in everyday life.

Statistical analysis also supports these findings. The average N-gain value of the experimental class (0.33) was higher than that of the control class (0.24). An independent sample t-test showed a significance value of $0.010 < 0.05$, indicating a significant difference in learning outcomes between the two groups. Thus, it can be concluded that the CTL model is more effective than the lecture method.

These results align with research by Hidayat (2018), which found that the CTL approach had a significant positive effect on Islamic Religious Education (PAI) learning outcomes, with an increase in students' average scores, which were categorized as good. This consistent finding reinforces the notion that CTL can be a relevant alternative learning strategy for improving student learning outcomes and motivation.

4. Implications of Research Results

The effectiveness of CTL in this study aligns with the mandate of the National Education System Law, which emphasizes the importance of creating a learning environment that encourages students to actively develop their potential, spirituality, personality, intelligence, and skills (Ministry of National Education, 2003). Therefore, the application of CTL in Islamic Religious Education (PAI) and Character Education (Budi Pekerti) learning not only improves academic outcomes but also supports the development of students' holistic character.

CONCLUSION

This study shows that learning Islamic Religious Education (PAI) and Character Education using conventional methods (lectures and discussions) resulted in an average N-gain of 0.24 (low category), while learning using the contextual Teaching and Learning (CTL) model resulted in an average N-gain of 0.33 (moderate category), with students' learning activities predominantly on-task (89.51%). The t-test results indicated a significant difference between the two groups (Sig. $0.010 < 0.05$). Thus, it can be concluded that the contextual learning model is effective in improving student learning outcomes in the material "Free Association" in the subject of Islamic Religious Education and Character Education.

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