



## THE EFFECTIVENESS OF CONTEXTUAL TEACHING AND LEARNING MODELS IN IMPROVING STUDENT LEARNING OUTCOMES IN JUNIOR HIGH SCHOOLS

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### ABSTRACT

*This research aims to systematically examine the effectiveness of the contextual learning model in improving Islamic Religious Education learning outcomes for junior high school (SMP) students. Apart from that, this research also wants to identify the factors that influence the success of implementing this learning model. This research uses a Systematic Literature Review approach. Data was obtained through searching for relevant literature from the Scopus data base in the 2019-2024 publication time period using keywords such as "Contextual Teaching and Learning (CTL)", "Islamic Religious Education", "learning outcomes", and "SMP". Thirty-five articles were found that met the inclusion criteria and were then analyzed in depth. The data analysis techniques used include thematic analysis to identify patterns and themes that emerge in various studies. The results of the analysis show that the application of the contextual learning model is consistently able to improve Islamic Religious Education learning outcomes for junior high school students. This increase in learning outcomes is associated with several factors, including: i) Increased learning motivation. Students become more motivated because learning material is linked to real life. ii) Increased learning activities. Students are more actively involved in the learning process, such as discussions and problem solving. iii) Increased understanding of concepts. It is easier for students to understand the concepts in Islamic Religious Education because learning is carried out contextually. The contextual learning model can be an effective alternative for improving the quality of Islamic Religious Education learning. Teachers, schools and policy makers need to pay more attention to the implementation of this learning model.*

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## INTRODUCTION

The development of learning models is an inevitability that teachers must prepare for and carry out in learning activities (Hardianto, 2018). Teachers are the spearhead of the success of learning activities in schools/madrasas who are directly involved in planning and implementing learning activities. The quality of the learning carried out is very dependent on the planning and implementation of the teacher's learning

process. The teacher's task is not merely to teach (teacher centered), but rather to teach students (student centered) (Hasibuan, 2014)

Learning is essentially a process of interaction with all situations that exist around individual students. Learning can be seen as a process that is directed towards goals and a process of action through various learning experiences designed and prepared by the teacher. Learning can also be seen as a process of seeing, observing, and understanding something around students. Learning activities are carried out by teachers and students. The teacher's behavior is teaching and the student's behavior is learning. This learning behavior is related to designing and implementing learning models (Hasibuan, 2014).

Islamic Religious Education (PAI) as one of the mandatory subjects in schools has a very strategic role in forming students' character, noble morals and religious understanding (Aladdiin & Ps, 2019; Musya'Adah, 2020; Rusmawati et al., 2022) . Through PAI learning, it is hoped that students can implement religious values in their daily lives and become a generation of believers and devotees. (Asmaroini, 2016; Kurniawaty, & Widayatmo, 2021; Pratama, et al., 2023).

However, in practice, efforts to improve PAI learning outcomes are often faced with various challenges. One of the challenges commonly encountered is students' low interest and motivation in learning about this subject. This condition can be caused by various factors, such as monotonous learning methods, material that is considered too abstract, or a lack of connection between learning material and students' real lives.

To overcome these problems, innovation in learning methods is needed. (Wahid, et al., 2024; Mukhsinah, et al., 2024). One learning approach that is considered effective is the contextual learning model. This learning model emphasizes the importance of connecting learning material with students' real-life contexts. In this way, students are expected to be able to understand and remember the lesson material more easily, and be more motivated to learn. (Satriani, 2018; Darmawati & Shamad, 2022; Pramesti & Makbul, 2023; Safaruddin & Juhaeni, 2023).

Based on the background above, the problem formulation in this research is as follows: To what extent is the contextual learning model effective in improving PAI learning outcomes for junior high school students? This question aims to measure the level of success of the contextual learning model in achieving PAI learning objectives. What factors influence the effectiveness of contextual learning models in PAI learning? This question was asked to identify internal and external factors that can influence the successful implementation of the contextual learning model.

In line with the problem formulation above, this research aims to: Analyze the effectiveness of the contextual learning model in improving PAI learning outcomes for junior high school students based on previous research. This analysis will be carried out by reviewing various studies that have discussed the application of contextual learning models in PAI learning. Identifying factors that influence the effectiveness of contextual learning models in PAI learning. Identifying these factors will help in understanding more deeply the success or failure of implementing contextual learning models.

It is hoped that the results of this research can contribute to the development of PAI learning models that are more effective and relevant to student needs. For teachers, the results of this research can be a reference for PAI teachers in selecting and implementing learning models that suit student characteristics and learning materials.

For schools: This research can be a basis for developing teacher professional development programs and improving the quality of PAI learning in schools. For future researchers: This research can be a reference for other researchers who wish to conduct further research related to the effectiveness of contextual learning models in PAI learning.

## RESEARCH METHODS

This research uses a systematic literature study (SLR) approach. (Istiqomah & Adiyono., 2023; Rahman et al., 2024) SLR is a research method carried out systematically to identify, evaluate, and integrate all existing research evidence related to specific research questions (Rahman et al., 2024). In the context of this research, SLR aims to synthesize findings from various previous studies regarding the effectiveness of contextual learning models in improving PAI (PAI) learning outcomes in junior high school (SMP) students. (Mukhsinah & Sundani, 2024; Wahid & Pahrudin, 2024). Data Source: A comprehensive literature search was carried out using the Scopus database. Scopus was chosen because it is a very popular scientific search engine and provides access to millions of scientific articles. Keywords used in the search include: "PAI", "SMP", and "CTL (Contextual Teaching and Learning)".

From the search results, the author divides them into two criteria, namely Inclusion and Exclusion,

Inclusion criteria include: Type of research: Research that uses contextual learning models as an independent variable.

1. Research subject: Research that focuses on junior high school students.
2. Subject: Research that examines PAI subjects.
3. Data type: Research that produces quantitative or qualitative data related to student learning outcomes.

Meanwhile, exclusion criteria include:

1. Topic relevance: Research that is not directly related to the effectiveness of contextual learning models in PAI learning.
2. Language: Research that uses a language other than English.
3. Full-text availability: Research that is not available in full (full-text).

## Data Collection Instrument

The main instrument used in this research is the article assessment form. This form contains a number of assessment criteria used to evaluate the quality and relevance of each article found. Assessment criteria include:

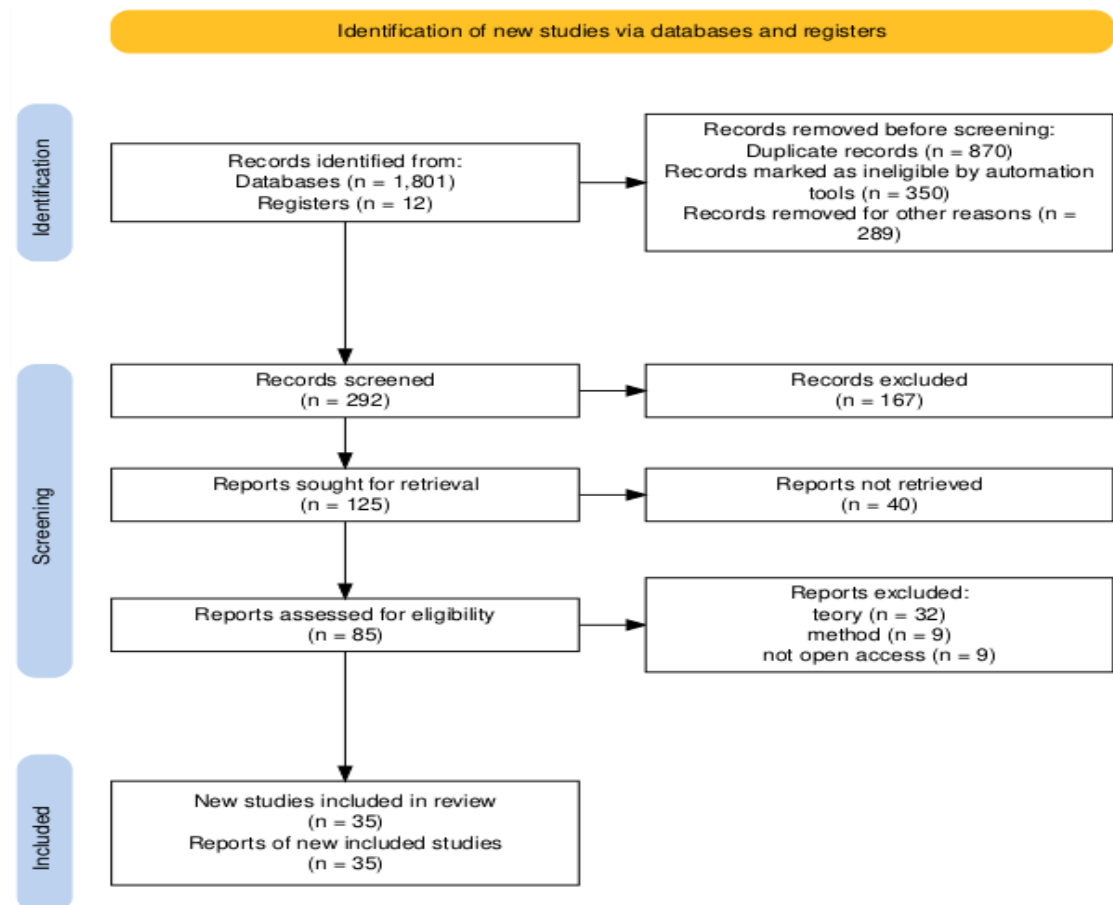
1. Year of publication: The selected articles are articles published in the period 2019-2024.
2. Research methods: Evaluate whether the research methods used are appropriate and reliable.
3. Population and sample: Analyzed whether the research population and sample are representative.
4. Research variables: Identify the variables studied and whether they are relevant to the research focus.
5. Research results: Evaluate whether the research results support or contradict the research hypothesis.

## Data analysis

Data obtained from various articles was then analyzed using thematic analysis. Thematic analysis is carried out by identifying, organizing and interpreting patterns that emerge in the data. Thematic analysis stages include:

1. Coding: Raw data from each article was coded based on emerging themes.
2. Theme grouping: The codes that have been generated are then grouped into larger themes.
3. Concept map creation: A concept map was created to illustrate the relationship between themes.
4. Interpretation: Emerging themes are interpreted to draw conclusions.

Apart from thematic analysis, qualitative analysis was also carried out to understand more deeply the experiences of students and teachers in implementing the contextual learning model. The data analysis technique was carried out using content analysis techniques and processed using the PRISMA method from 1,813 articles in Scopus searches from all world researchers as in Figure 1. It is hoped that this research can provide a comprehensive picture of the effectiveness of the contextual learning model in improving PAI learning outcomes for junior high school students (Asmara , 2019).

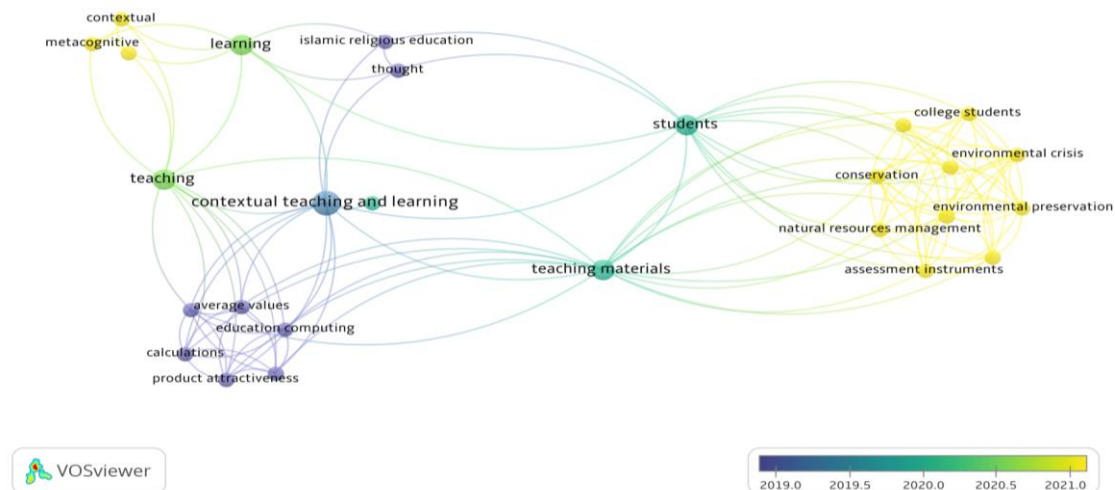


**Figure 1.** PRISMA flow diagram in this research

## RESULTS AND DISCUSSION

Based on the results of the literature search, thirty-five studies were obtained that were relevant to this research topic. These studies have diverse characteristics, both in terms

of year of publication, research design, and open access research. In general, the selected studies have a publication year range between 2019 and 2024 with varying research designs, ranging from quantitative, qualitative or mixed research. The research population is also diverse, including middle school students from various social and cultural backgrounds. The author's analysis uses VoSviewer software in Figure 2. VoSViewer is a tool for analysis that is commonly carried out by previous researchers from various countries (Rahman et al., 2024).



**Figure 2.** Visualization of learning Contextual Teaching and Learning (from 2019-2024)

The results of the analysis show that previous research was conducted by researchers from various countries, most recently in 2021. Meanwhile, research linking contextual teaching and learning with Islamic religious education was most recently conducted in 2019.

Meanwhile, the results of a comprehensive analysis of various studies that have been conducted show a number of significant findings regarding the effectiveness of contextual learning models in improving PAI (PAI) learning outcomes for junior high school (SMP) students. These findings can be detailed as follows:

- a. **Significant Improvement in Learning Outcomes:** The majority of research shows a significant increase in student learning outcomes after implementing the contextual learning model. (Valencia, & Meiden, 2022; Habibi, & Manurung, 2023). This is reflected in the increase in test scores, quizzes, assignments and projects given. For example, a study showed that the average daily test scores of students taught using the contextual learning model increased by 15% compared to students taught using conventional methods. This increase in learning outcomes indicates that the contextual learning model is able to help students achieve learning goals more effectively.
- b. **Significant Increase in Learning Motivation:** One of the interesting findings is the significant increase in student learning motivation after implementing the contextual learning model. Students become more enthusiastic, actively involved, and show higher interest in the subject matter. (Arsyad, & Fajartriani, 2020; Martin, 2022; Furqon, & Farhan, 2022; Siregar, 2023). This is because learning material is presented in a relevant and interesting way, and is linked

to students' real experiences. For example, in studying the concept of zakat, teachers can invite students to visit zakat amil institutions and interact directly with officers. This activity not only provides a deeper understanding of zakat, but also motivates students to give alms.

- c. **Increased Student Activity in Learning:** The contextual learning model encourages students to be more actively involved in the learning process. (Sinarmawati 2019; Kristini 2021). This can be seen from the increasing frequency of students asking questions, discussing and carrying out collaborative activities. For example, in learning about noble morals, students can be divided into small groups to discuss examples of commendable behavior in everyday life. This discussion activity not only increases students' understanding of the concept of noble morals, but also trains communication and collaboration skills.
- d. **Increased Deep Understanding of Concepts:** Contextual learning helps students build a deeper and more meaningful understanding of concepts. By connecting learning material with real situations, students can more easily remember and apply the concepts they have learned. For example, in studying the concept of monotheism, teachers can relate it to natural phenomena such as the beauty of the universe which shows the power of Allah SWT. In this way, students not only memorize the definition of monotheism, but also understand the meaning of monotheism in everyday life.
- e. **Improving Critical and Creative Thinking Skills:** The contextual learning model encourages students to think critically and creatively in solving problems (Wahyuni & Hurriyah, 2020; Susanto, 2021; Indriani & Sakti, 2022; Indriani & Miarsyah, 2023). Students are invited to analyze situations, find solutions, and make decisions. For example, in learning about Islamic history, students can be asked to make presentations about inspiring Islamic figures. This activity trains students to search for information, analyze data, and present results creatively.
- f. **Improved Social Skills:** Contextual learning can also improve students' social skills, such as the ability to work together, communicate and tolerate. (Santoso, et al., 2023; Saputra, et al., 2024). Through group activities and discussions, students learn to respect differences of opinion, listen to other people's opinions, and work together to achieve common goals.

### **Mechanisms for Improving Learning Outcomes in contextual learning in PAI learning**

Based on research findings, it can be concluded that the contextual learning model has several mechanisms that can improve student learning outcomes. First, this learning model is able to increase students' learning motivation because the learning material is presented in an interesting and relevant way to students' lives. Second, the contextual learning model encourages students to be more actively involved in the learning process, so that understanding of concepts becomes deeper. Third, by connecting learning material with real contexts, students can build more meaningful and long-lasting knowledge.

### **Factors Affecting Effectiveness contextual learning in PAI learning**

The effectiveness of the contextual learning model in improving student learning outcomes is not only determined by the learning model itself, but is also influenced by various interrelated factors. Here are some important factors to pay attention to:

- a. **Teacher Ability:** The teacher's ability to design and implement contextual learning is the key to success. (Wahyudin, 2018; Lie, 2022)
- b. **Competent teachers** not only master the subject matter, but are also able to create a learning atmosphere that is active, fun, and relevant to students' lives. Creative teachers can design a variety of engaging learning activities, such as simulations, role plays, or group projects, that can help students understand abstract concepts better. In addition, teachers who have good communication skills can provide clear explanations, answer students' questions patiently, and provide constructive feedback.
- c. **School Support:** A supportive school environment is critical to the successful implementation of the contextual learning model. Schools need to provide adequate facilities and infrastructure, such as libraries, laboratories or flexible classrooms. Apart from that, schools also need to have policies that support innovation in learning, such as providing freedom for teachers to develop creative and interesting learning materials. Support from the school principal and colleagues is also very important to provide motivation and enthusiasm for teachers in implementing the contextual learning model.
- d. **Student Characteristics:** Various student characteristics also influence the effectiveness of contextual learning models. Different students' learning styles, intrinsic motivation, and diverse socio-economic backgrounds require different learning approaches. Teachers need to pay attention to individual student differences and adapt learning models to the needs of each student. For example, for students who are more visual, teachers can use more visual media in learning. Meanwhile, for students who are more kinesthetic, teachers can involve students in physical activities.
- e. **Characteristics of Lesson Material:** The lesson material to be taught also influences the application of the contextual learning model. Abstract subject matter may be more difficult to relate to a real context compared to concrete subject matter. Therefore, teachers need to look for creative ways to connect abstract subject matter with students' real experiences.
- f. **School Culture:** A school culture that is open to innovation and change will more easily accept the application of contextual learning models. On the other hand, a school culture that is too rigid and formal can hinder the implementation of this learning model.
- g. **Educational Policy:** Educational policies that support the development of teacher professionalism, as well as providing autonomy to schools in developing the curriculum, will be very helpful in implementing the contextual learning model.

### **Implementation Example contextual learning in PAI learning**

For example, in learning material about zakat in class VII of junior high school, a teacher can apply a contextual learning model by inviting students to visit zakat amil institutions. During the visit, students can directly observe the process of collecting, distributing and managing zakat. After the visit, students can discuss and make reports about their experiences. In this way, students not only understand the concept of zakat theoretically, but can also relate it to real life and experience the benefits of zakat for society.



## CONCLUSION

The contextual learning model is an alternative that has great potential to improve the quality of PAI learning. By implementing this learning model, it is hoped that students can learn more actively, meaningfully and enjoyable. However, the successful implementation of the contextual learning model requires commitment and support from various parties, including teachers, schools and policy makers. Suggestions: For teachers, it is recommended to continue learning and developing themselves to be able to apply contextual learning models effectively. For schools, it is recommended to provide supporting facilities and infrastructure, as well as create an innovative school culture. For policy makers, it is recommended to develop policies that support the implementation of contextual learning models in schools. For researchers, it is recommended to conduct further research to examine the effectiveness of contextual learning models in various contexts.

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