

## EFFECTIVENESS OF CONTEXTUAL LEARNING IN ISLAMIC RELIGIOUS EDUCATION LESSONS AT SMA

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### Abstract

The purpose of this study is to determine the inhibiting factors for the implementation of contextual learning in Islamic religious education subjects related to dressing according to Islam at SMA Kartika I-2 High School Medan Helvetia District, then to determine the supporting factors for implementing contextual learning in Islamic religious education subjects related to the implementation of contextual learning in Islamic religious education subjects SMA Kartika I-2 High School Kecamatan Medan Helvetia, and the last one is to find out the performance of contextual learning on Islamic religious education subjects at SMA Kartika I-2 High School Kecamatan Medan Helvetia. This type of research is qualitative research with a case study approach, namely research that seeks to describe events in the field as they are. And data collection techniques used are interviews, observation, and documentation. The primary sources in this research are Islamic religious education teachers at SMA Kartika 1-2 Medan. Data analysis using the Miles and Huberman model includes data collection, data reduction, data presentation, and concluding (verification).

**Keywords:** *Implementation of Contextual Learning.*

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## INTRODUCTION

The problem that often occurs in the world of education is the weakness of the teaching and learning system. Regarding the teaching and learning process, students should learn to be required to provide their respective opinions so that students can develop their thinking skills and make learning meaningful. (Basar, 2021)(Hakim, Ritonga, and Susanti 2020). However, the fact that students only transfer knowledge through teachers, students are less emphasized in developing their thinking skills. So that students can only receive learning through lectures, and make learning uninteresting. (Nurul, 2021)(Aen 2021).

One of the better quality of education is also determined by the quality of teaching. There are things that are commonly applied by educators or teachers in schools, one of which is by using contextual learning(Baharun, Hefniy, et al. 2021). Contextual Learning is an educational process that aims to motivate students to understand the meaning of the subject matter they are learning by relating the material to the context of their daily lives (personal, social, and cultural contexts) so that students have knowledge/skills that can be flexibly applied (transferred). ) from one context problem to another. (Sondak, Taroreh, and Uhing 2019)

In the large English dictionary, the word Contextual has a meaning that describes the relationship, context, atmosphere, and influence with circumstances. (Johnson 2002). This learning is no stranger to the world of education, because it has been around since the American classes were conducted since 1916 by John Dewey. At that time, a curriculum and teaching methodology for the development of interest was formed in relation to the student experience. This is related to Blanchard's opinion which says that Contextual Learning is learning that occurs in close relationship with the actual student experience.(Mauli 2020).

It must be emphasized that contextual learning is a holistic educational process and aims to help students to see the meaning and subject matter being studied by relating the material to the context of their daily lives (personal, social and cultural contexts), so that students have the knowledge/skills. which flexibly can be applied from one problem to another.(Ranam and Amaliah 2017).

In the process of teaching and learning activities there must be a strong interaction between a teacher (educator) and his students (students) so that the teaching and learning process can run well, both need each other and cannot be separated, in this case strong educators will be formed, so that teacher professionalism formed and competent students.(Oktiani 2017) In the teaching and learning process, teachers and students must understand and strive to achieve the expected educational goals because there are many demands for improving the quality of education.

Contextual learning also requires teachers to be able to bring real-world situations into the classroom and encourage students to make connections between their knowledge and its application in their lives as family and community members. With this concept, learning outcomes are expected to be more meaningful for students. The learning process takes place more naturally in the form of student work and experience activities, not transfer of knowledge from teacher to student.

The teacher's task in a contextual classroom is to help students achieve their goals. Teachers are more concerned with strategy than providing information. The teacher's job is to manage the class as a team that works together to find something new for class members (students). (Sihono 2004) Something new comes from discovering yourself not from what the teacher says. That is the role of the teacher in a classroom that is managed with contextual learning.

Awareness of the need for contextual learning in Islamic religious education subjects can be directed at increasing beliefs, understanding, appreciation, and practice of knowledge and religious values in the lives of students, forming piety or personal qualities, as well as forming social piety(Baharun, Harmonis, et al. 2021). Therefore, contextual learning in Islamic religious education

subjects is very effective to protect children more creatively in learning (Muali et al. 2020). Of course, this is in accordance with the function of national education, it is also the responsibility of the teacher to be able to realize the implementation of a quality and quality learning process.

Based on the observations that the researchers did directly, the researchers saw that through online learning from all students in class X IPA 3 at SMA Kartika I-2, Kecamatan Medan Helvetia, on Islamic religious education subjects regarding dressing according to Islam there were still many students who had not applied, as seen in male students wearing t-shirts, this appears to be untidy, and impolite during the learning process.

Looking offline when students deliver assignments to school to Islamic Religious Education teachers, researchers see that there are still many students of SMA Kartika I-2, Kecamatan Medan Helvetia, who have not applied the Islamic way of dressing. As seen in students who wear tight pants, the headscarf is tied behind the chest, does not cover the chest, wears thick make-up to school, it is very clear that the learning applied by Islamic Religious Education teachers regarding dressing according to Islam has not been able to enter into high school students. Kartika I-2, Kecamatan Medan Helvetia.

There are other problems in the contextual learning of Islamic Religious Education that is applied tends to be normative and theoretical, making the learning process tend to be monotonous, in the learning process it is also often seen that students are told more by their teachers through lectures and not finding out on their own, so they are less touching on values. the value of everyday life (contextual).

Seeing the problems above, contextual learning in Islamic religious education subjects at SMA Kartika I-2, Kecamatan Medan Helvetia, which became the subject of research related to the application of contextual learning to everyday life about dressing according to Islam at SMA Kartika I-2. In learning Islamic religious education, especially in the field of morals, Islam has provided guidelines on dressing according to Islam and in accordance with Islamic law. Islamic religious education material about dressing according to Islam, this case will later become a problem that will be explored and researched, while still guided by the Implementation of Contextual Learning in Islamic Religious Education Subjects at SMA Kartika I-2, Kecamatan Medan Helvetia.

## METHODOLOGY

This study uses descriptive qualitative research methods. Lexy J Moleong defines qualitative research as research that intends to understand phenomena about what is experienced by research subjects, such as behavior, perception, motivation, action, by way of description in the form of words and language, in a special natural context by utilizing various scientific method. ((Moleong 2021).

This study uses a phenomenological approach. Phenomenology is defined as a study that seeks to analyze descriptively and introspectively about all awareness of the human form and its experiences both in the sensory, conceptual, moral, aesthetic, and religious aspects. (Wibowo and Bon 2021),(Mujib 2015) The data collected in this study are not in the form of numbers. numbers, but the data comes from interview scripts, field notes, personal documents, memo notes, and other official documents. (Rijali 2018) So that the purpose of this qualitative research is to describe the empirical reality behind the phenomenon in depth, detail and thoroughly.

The use of this qualitative research method helps researchers in collecting various information related to the Implementation of Contextual Learning in Islamic Religious Education Subjects at Kartika High School, Kecamatan Medan Helvetia with the material of Adab Dressing According to Islam.

Research on "Implementation of Contextual Learning in Islamic Religious Education Subjects at SMA Kartika 1-2." The location of this research is Jl. Brigjend H.A. Manaf Lubis Kel. Central Helvetia Kab. Medan city. Research subjects or informants are people who are able to provide information about the situation and condition of the research background. (Moleong, 2012: 156) In this study, the research subject is directly related to the Implementation of Contextual Learning in Islamic Religious Education Subjects at Kartika 1-2 High School Kecamatan Medan Helvetia, namely. PAI teacher (class X IPA 3 SMA Kartika 1-2 Medan); Teacher (homeroom teacher of class X IPA 3 SMA Kartika 1-2 Medan); Principal of SMA Kartika 1-2 Medan Helvetia; Deputy Principal (Student Division of PKS 3 SMA Kartika 1-2 Medan; Class X IPA 3 students of SMA Kartika 1-2 Medan).

Instruments are needed in a study to get valid data. In this type of qualitative research, the researcher acts as a data collector and as an active instrument in an effort to collect data in the field. Moleong explained that the researcher is a planner, implementer of data collection, analysis, interpretation of data, and in the end the researcher becomes a reporter for the results of his research. (Moleong, 2012: 157). Lofland in (Moleong, 2012: 157) explains that the main data sources in qualitative research are words and actions. Words and actions are sources of data obtained from the field by observing or interviewing. Primary data is data taken from data sources directly by researchers through interviews and observations of research informants. (Sondakh, et al, 2019).

Primary data were taken by interview, observation and documentation to resource persons who mastered the problems in this study, namely: PAI teacher at SMA Kartika 1-2 Medan Helvetia, teacher (homeroom teacher of class X IPA 3 SMA Kartika 1-2 Medan Helvetia), Principal of SMA Kartika 1-2 Medan Helvetia, Deputy Principal of SMA Kartika 1-2 Medan Helvetia in the field of student affairs (PKS), to get direct information about the Implementation of Contextual Learning in Islamic Religious Education Subjects at SMA Kartika 1-2, Kecamatan Medan Helvetia.

Secondary data is data obtained from reading sources and various other sources such as through documents, newspapers, scientific magazines, journals, and so on. Researchers use secondary data to strengthen findings and complete research information. (Sari and Asmendri, 2020). The secondary data used by the researcher regarding the Implementation of Contextual Learning in Islamic Religious Education Subjects at SMA Kartika 1-2, Kecamatan Medan Helvetia, was strengthened by one of the journals of M. Badrut Tamam in his research entitled Contextual Learning Models in PAI Subjects at Al-Azhar Junior High School Banjar patron.

The technique used to collect data in this research is by interview, observation, and documentation. The data in this study were analyzed by first collecting data related to the Implementation of Contextual Learning in Islamic Religious Education Subjects at Kartika 1-2 High School Kecamatan Medan Helvetia. Then doing data reduction is an activity to summarize field notes by sorting out the main things related to the research problem, the summary of field notes is then compiled systematically. Researchers use data reduction with the aim of facilitating data collection in the field. In this study, after collecting data, the data related to the Implementation of Contextual Learning in Islamic Religious Education Subjects at Kartika 1-2 High School Kecamatan Medan Helvetia were reduced to be classified into each problem so that the data could be drawn conclusions.

The next step is to display the data. In presenting the data, the data is organized, arranged in a relationship pattern, so that it will be easier to understand. Display data, it will make it easier to understand what is happening, plan further work based on what has been understood. (Moleong, 2012: 157) The presentation of the data is done to make it easier for researchers to be able to

describe the data so that it will be easier to understand the Implementation of Contextual Learning in Islamic Religious Education Subjects at Kartika 1-2 High School Kecamatan Medan Helvetia. The next stage is drawing conclusions and verification. The initial conclusions put forward are still tentative, and will change if no strong evidence is found to support the next stage of data collection. (Moleong, 2012: 157).

## RESULTS AND DISCUSSION

### Factors Inhibiting of Contextual Learning in Islamic Religious Education Subjects at Kartika 1-2 High School, Kecamatan Medan Helvetia

Inhibiting factors contextual learning in Islamic religious education subjects at SMA Kartika I-2, Kecamatan Medan Helvetia is an important thing to be resolved so that mistakes do not occur and can make the learning process comfortable. This is in accordance with the results of an interview with an Islamic Religious Education (PAI) subject teacher named Desy Ariska, S.Pd.I that the inhibiting factor when learning about student attendance in class, such as there are still many students who are not disciplined, one of which is late entry. when learning takes place, on the other hand, the lack of student activity in the learning process is a factor inhibiting learning in Islamic religious education subjects. And the awareness of the students themselves in applying it. (Ariska, 2021)

Teachers play a very important role in teaching students in the learning process, using ways that make students interested and teachers must have quality, creativity, innovation and others. a way so that students can be motivated and apply in their daily life about dressing according to Islam. As stated by another Islamic Religious Education (PAI) teacher, Thohiruddin, S. Ag, according to him, what was done to grow the way students dress included, first, providing examples of good Muslim dress, the contextual example starting from how to dress in learning as a teacher of education subjects. Islam already reflects what is not in accordance with Islamic law, so students can judge for themselves and as the day goes on, they can follow it. Second, explain the wisdom of wearing Muslim clothes that are good and right. Third, explain how important it is to study the material of dressing according to Islam in everyday life. (Thohiruddin, 2021).

Sometimes students do not carry out their duties, this is in accordance with what was observed by researchers when learning took place there were still many students who were unable to do the tasks given by the teacher because at the time of learning students paid less attention when the teacher delivered the material, as expressed by the Islamic Religious Education teacher. by Desy Ariska, according to him the task given is actually not too difficult, as long as the students really want to try to do it, I open the widest opportunity to ask questions when there are problems, but sometimes children don't realize that, as a result they are unable to do their assignments . (Ariska, 2021).

To complete the statement above, the researcher interviewed a class X IPA 3 student named Novi Fitri Hartati who said that contextual learning is sometimes very difficult, we are confused to find ideas and relate examples of learning to the environment. (Hartati, 2021). Thus it can be concluded that the unpreparedness of students in carrying out their duties can interfere with the smooth learning process. For students who lack creativity, it can be an obstacle in the application of contextual learning in terms of finding the subject matter of the subject matter.

Before learning takes place, students should change the culture of being ready to receive lessons by being ready to seek and find subject matter. Therefore, students should be able to learn independently, adjust their learning patterns according to their learning styles and needs. Students seek information from various sources other than teachers, such as friends, parents, mass media, community, government and non-government institutions.

This is also in accordance with the complaint of one of the students as said by the deputy principal (student field) according to him, one of the obstacles in implementing and developing

contextual learning models is that sometimes some students are confused about finding ideas in doing the assigned tasks, so the importance of creativity and innovation greatly affects students in carrying out their tasks. (Aulia, 2021)

There are some teachers who use the application of monotonous learning with inadequate preparation, there are still many teachers who use methods that make students feel bored by using the lecture method only. This is reinforced by what the Principal of SMA Kartika I-2 Medan, named Muhammad Syahril Nasution, S.Ag, said that "Sometimes there are some teachers when teaching that they seem unprepared, this can be seen from the way the teachers teach, usually they are still using a learning model that is the same and does not vary, as a result students become less attractive during the learning process. (Nasution, 2021)

Another thing that Islamic religious education teachers complain about is that: The limited time or hours of lessons in the classroom becomes an obstacle in implementing contextual learning, imagine in one week there are only 3 lessons for PAI lessons, besides that there are demands for curriculum targets that are too dense so that the material seems which is neglected. On the other hand, the Islamic Religious Education teacher said "the inhibiting factor for the Implementation of Contextual Learning in Islamic Religious Education Subjects at Kartika 1-2 Medan High School regarding the material for dressing according to Islam includes awareness of the students themselves in applying it to everyday life. . (Thohiruddin, 2021).

### **Supporting Factors of Contextual Learning in Islamic Religious Education Subjects at Kartika I-2 High School, Kecamatan Medan Helvetia**

Supporting Factors of contextual learning in Islamic religious education subjects at SMA Kartika I-2, Kecamatan Medan Helvetia, based on data obtained by researchers through interviews and observations, several supporting factors include:

#### **a. Facilities and infrastructure**

In contextual learning, the most supportive factor is the existing facilities and infrastructure in schools. Islamic Religious Education Learning at Kartika I-2 High School in Kecamatan Medan Helvetia has been equipped with several guide books and facilities provided by the Kartika I-2 High School in Kecamatan Medan Helvetia. According to Islamic Religious Education teacher Desy Ariska, S. Pd.I said that "In applying Contextual at SMA Kartika I-2, Kecamatan Medan Helvetia, the supporting factor of Contextual application lies in the activity of the students themselves, if students are active then Contextual application is very good to implement and active students will be easily motivated, so that the learning process will run smoothly, then other supporting factors in terms of facilities and infrastructure, thank God, are complete such as laptops, infocus, learning modules, textbooks". (Ariska, 2021)

Meanwhile, the results of observations related to the factors supporting the implementation of contextual learning in Islamic religious education subjects at Kartika I-2 High School Kecamatan Medan Helvetia can be described as follows:

- 1) The building and the location of the school building which is far from the highway and residential areas, causes the teaching and learning process to be quieter.
- 2) Be in a safe environment
- 3) Conducive classrooms.
- 4) There are facilities for places of worship, such as prayer rooms and prayer equipment
- 5) The learning media are: focus, laptop, blackboard, textbook

The existing facilities at the Kartika I-2 High School in Kecamatan Medan Helvetia are adequate with regard to several supporting facilities in carrying out learning. Students become comfortable with the development of contextual learning that is carried out in the school environment.

## **b. Student Enthusiasm**

As the main subject in education, especially in the learning process, students play a very dominant role. In the learning process, students can determine learning success through the use of intelligence, motor power, experience, willingness and commitment that arise in them without any coercion. (Komalasari 2014) Based on the results of the interviews above, several supporting factors in contextual learning were obtained, namely: There is high enthusiasm from students when contextual learning is applied, it is proven when the learning process takes place students are very enthusiastic and look enthusiastic in participating in the PAI learning process. In accordance with what was expressed by one of the students of class X IPA 3 named Dzal Umri Rizki, he said that he liked the way the PAI teacher taught, there were many variations, he was not bored, at the beginning of the lesson he was always motivating. (Hartati, 2021)

This is indeed in accordance with the reality on the ground when the researchers tried to see the truth of the information, so based on the results of observations when the researchers joined the classroom through Whatsapp class X IPA 3 SMA Kartika I-2, Kecamatan Medan Helvetia, it can be described as follows:

- 1) When learning takes place, students focus on paying attention to the explanations explained by the teacher
- 2) Students are also active to ask questions
- 3) when the teacher asked to read a verse about dressing according to Islam, the student was excited to read the chanting of the Quranic verse.

## **c. Islamic Religious Education Teacher Training**

According to the principal at SMA Kartika I-2 Medan to Muhammad Syahril Nasution, S. Ag, he said that the supporting factors for contextual learning include the teacher must understand the strategy. For this reason, SMA Kartika I-2 Medan held training activities for teachers, for example teachers were included in the MGMP, then this school also often held training for teachers by inviting instructors and also holding a Work Shop, with these activities the teacher could master and not experience in implementing a learning strategies. And besides that, the infrastructure is also very supportive and at SMA Kartika I-2 Medan is already available supporting facilities for PAI subjects". (Nasution, 2021)

From the results of the interview above, several supporting factors in contextual learning were obtained, namely: There was high enthusiasm from students when contextual learning was applied, it was proven when the learning process took place the students were very enthusiastic and seemed enthusiastic about participating in the PAI learning process, in accordance with what was expressed by one of the students class X IPA 3 named Dzal Umri Rizki, according to him he likes the way the PAI teacher teaches, there are many variations, he is not bored, at the beginning of learning he is always motivating. (Rizki, 2021)

In the student's statement above, the use and application given by the PAI teacher when learning varies, in this case it can increase students' interest and enthusiasm for learning, especially in contextual learning applied with careful preparation from beginning to end students will be more interested in being more enthusiastic about learning PAI.

## **Effectiveness of Contextual Learning in Islamic Religious Education Subjects Against Muslim Dressing Ethics of Students at Kartika 1-2 High School, Kecamatan Medan Helvetia**

According to Kokom Komalasari, contextual learning is a teaching and learning system that helps teachers relate the material they teach to students' real world situations and encourages

students to make connections between their knowledge and its application in their lives as family members, citizens, and work. (Kumalasari, 2014: 254) The Effectiveness of contextual learning on Islamic religious education subjects at SMA Kartika I-2, Kecamatan Medan Helvetia is focused on REACT (Relating: learning in the context of life experiences, Experiencing: learning in the context of search and discovery, Applying: learning when knowledge is introduced in context of use, Cooperating: learning through the context of interpersonal communication and sharing, Transferring: learning the use of knowledge in a new context or situation (Kumalasari, 2014: 254) The explanation of each of the principles of contextual learning is as follows:

#### **a. Relating**

As stated by Islamic religious education (PAI) teacher Desy Ariska, S.Pd. I "Regarding the matter of dressing according to Islam, I started by giving an explanation about the learning objectives that wearing clothes according to Islamic law aims to protect human dignity. After that, he explained that dressing in accordance with the provisions of Islamic Shari'a in everyday life, linking the material with verses and hadiths regarding the etiquette of dressing according to Islam. (Ariska, 2021)

#### **b. Experiencing (Experiencing)**

What was conveyed by Islamic religious education (PAI) teacher Desy Ariska, S.Pd. I, that the correct behavior of dressing according to Islam should be taught by setting an example through experience, and inviting all students that we as Muslims should dress according to Islam, as well as getting used to Muslim/Muslimah dressing behavior in everyday life. . (Ariska, 2021)

#### **c. Application (applying)**

In the application of the application, students apply or apply the concepts learned in real life and solve problems, as evidenced by the statement of the Islamic religious education teacher saying that he applied by giving an argument about dressing according to Islam, as happened in the community that there are those who think that Covering the genitals is part of an individual's right, not an obligation. What do you think? put forward with arguments sourced from the Qur'an and Hadith. Another argument is about the opinion of students with the statement that it is better not to wear a hijab but be polite than to wear a hijab but still like to talk about the disgrace or ugliness of others. . (Ariska, 2021)

#### **d. Cooperation (cooperating)**

What was conveyed by Islamic religious education (PAI) teacher Desy Ariska, S.Pd. I, namely "With the argument I gave to the students, then the students formed a discussion group about the arguments given".(Ariska, 2021)

## **CONCLUSION**

Based on the results of research and discussion that have been stated in the previous chapter, in this study the following conclusions can be drawn: After doing research, the implementation of contextual learning is very supportive of the learning process and makes the students' learning process meaningful. Looking at the inhibiting factors faced by the application of contextual learning related to the material of dressing according to Islam, there is no awareness in the students of SMA Kartika I-2 Medan by applying dressing according to Islam in everyday life, in this case it was proven when the researchers saw when class X IPA 3 delivers the task of Islamic religious education to schools. Factors supporting the application of contextual learning in Islamic religious education subjects, the support of facilities and infrastructure from the school, coupled with the existence of activities or training of PAI teachers from supportive schools.

Regarding the application of Islamic religious education teachers, the researchers took the Kokom Komalasari theory focused on REACT (Relating: learning in the context of life experience, Experiencing: learning in the context of search and discovery, Applying: learning when knowledge is introduced in the context of its use, Cooperating: learning through the context of interpersonal



communication and sharing, Transferring: learning to use knowledge in a new context or situation  
Explanation of each principle of contextual learning.

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