Application of the Contextual Teaching and Learning Learning Model to PAI Lessons at MTs Muhammadiyah 3 Yanggong

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Abstract: The learning model has a considerable influence and impact on determining student learning success. However, there is still a learning process that only emphasizes the material without a deep understanding, accompanied by a boring learning model. Implementing contextual models in learning materials is one of the alternatives used in a learning process. This model connects the material presented by a teacher with students' daily lives so that students will find it easier to understand the material and not get bored. The purpose of this research is to examine more deeply the implementation of contextual learning models in Islamic Religious Education materials to overcome various problems that occur in the learning process so that students can explore the material they get related to everyday life. This study uses a qualitative research approach to describe the words that come from the resource person. The type of research used is a case study, an in-depth study of a learning model phenomenon in MTs Muhammadiyah 3 Yanggong, using interviews, observation, and analysis to present data and presentation techniques with informal data presentation. The results are that MTs Muhammadiyah 3 Yanggong has implemented a contextual learning model that is by existing components and can connect the material with everyday life.

Keywords: Learning Model, Contextual Model, Implementation

INTRODUCTION

Education is a continuous process that must be carried out during human life from birth to death (Trianingsih, 2018). Education seeks to maximize each student's ability to develop quality beings with knowledge and morals based on faith and divine values. Education also helps shape personality (Arsyad, et al., 2020). To perform their duties competently, teachers need extensive and complete knowledge of their teaching activities. A teacher needs to have a comprehensive understanding of how teaching and learning activities can take place and what actions are needed to carry out obligations properly and achieve results based on the goals that have been set (Hamruni, 2015).

In fact, in most educational practices today, teaching only emphasizes the level of memorizing material or topics without deep understanding and application of understanding when dealing with new situations in real life. Education that has occurred so far has only transformed education into knowledge transfer from educators to students (Parhan & Sutedja, 2019).

Similar to the learning technique of Islamic Religious Education (PAI) at MTs Muhammadiyah 3 Yanggong, it is still faced that half of the students are still unable to relate what is being learned and how to apply it and use it in the reality of daily activities. This is due to the capture of ideas obtained only from theoretical material so that they cannot encourage the rational needs of their natural activities, even though it is in the area of family, school, community and nation and state.

Another problem that is often encountered is the atmosphere and condition of the class, which is boring it makes students not eager to develop their potential (Gunawan & Rahmah, 2019). Conditions like this will have an impact on student achievement. For this reason, these problems require a way to learn the main subjects in Islamic Religious Education (PAI) lessons. They are organized with active conditions to motivate students to develop their respective potentials (Maisaroh & Siagian, 2020).

By applying a strategy or learning model, teachers can develop action guidelines for various problems, which make teaching activities carried out in a structured, planned, wise and efficient manner. As a result, this model is expected to be successful in helping educators when doing their work. But if a study activity is not carried out without a learning model, then there are no definite guidelines and instructions for the activity. Activities carried out without guidance and instructions can lead to errors that can fail to achieve the desired goals (Lestari, 2017).

An educator must improve the learning design while it has been practised in his learning techniques, especially in his teaching model. Choosing a suitable model will affect the ongoing learning process (Akbar, 2015). So that to help students to study Islamic Religious Education (PAI) designs and make it easier for an educator to guide these designs, an educational model is needed that openly connects Islamic religious learning designs with actual knowledge that occurs in routine activities (Hikam & Karima, 2020). The contextual Teaching and Learning (CTL) guidance model is the guidance model. The contextual guidance model is a study model that assists and confirms students' interpretations in exploring various lessons. It can also achieve the benefits of what they are analyzing and relate it to the reality in their daily activities (Wibowo, 2012).

Contextual learning models speculate that the brain seeks meaning in context based on the current state and environment by searching for meaningful and valuable associations (Malawi & Kadarwati, 2017). The teacher must help students carry out their learning direction in this model. Therefore, teachers are more likely to deal with plans rather than share explanations. An educator must control the class like a group, collaborating in getting things up to date for the class components. These actual things are in the form of understanding and expertise that comes from self-discovery, not from what a teacher says (Tiwery, 2019).

According to observations or observations of MTs Muhammadiyah 3 Yanggong regarding the implementation of contextual learning models or CTL on the topic of PAI lessons, it is still found that educators only use traditional (simple) learning models to

cause students to get bored and sleepy while studying without the educator realizing it. The model allows students to do other things besides focusing on the learning process during the activity because they feel they need stimulation to increase their enthusiasm for learning.

To overcome the problem of implementing the learning model at MTs Muhammadiyah 3 Yanggong, an alternative method is a learning model with contextual teaching and learning (CTL). This methodology is suitable for linking PAI topic theory with students' daily activities and can construct realistic material.

In this study, I will broadly discuss the application of the contextual teaching and learning guidance model to PAI subjects at MTs Muhammadiyah 3 Yanggong. From these problems, 2 aspects will be discussed, namely 1. How to apply the contextual teaching and learning model at MTs Muhammadiyah 3 Yanggong? 2. What are the supporting and inhibiting factors for implementing contextual teaching and learning at MTs Muhammadiyah 3 Yanggong?

METHOD

The research method that I applied in this study was a qualitative research approach. A qualitative approach is needed if you want to prove and explain an event or phenomenon in the background and get an in-depth interpretation of the problems encountered, which are concrete in the form of qualitative data, both in writing, words or events and in the form of data. Qualitative. Qualitative observation is the accumulation of data in a natural environment to explain events that occur when researchers are the critical tool. In contrast, qualitative research results focus on processes (means) rather than results (Sugiyono, 2013). Nasution argues that qualitative research examines the people around him, deals with them, and tries to learn their language and their interpret their environment. Therefore, this study aims to understand and study an event or human personality in an organization or institution (Rukin, 2019).

This research uses a case study type, namely research carried out intensively, in detail, and explored in depth related to processes, events, and activities of one or more people in a particular organization, institution or phenomenon. A case study is an in-depth study of an event or specific societal events to examine the context, circumstances and ongoing interactions. This study describes the application of the contextual learning model in the school environment along with the supporting and inhibiting factors. Qualitative research questions depend on focus. Qualitative research also focuses on the limitations of the question itself, aiming to understand the limitations of the research clearly or to understand the scope of the research so that the discussion in the study is not too broad. This research focuses on creating a contextual learning paradigm for Islamic Religious Education (PAI) in schools. Through data accumulation methods in the form of interviews, observations and data analysis.

The technique applied in this study is a freelance interview technique, where the interview questions are not predetermined, and the conversation depends on the interview situation. Free or freelance interviews are often called unstructured interviews

because a series of questions do not bind them (Barata, 2003). The target informants in this study were the head of the madrasa, PAI subject teachers and students at MTs Muhammadiyah 3 Yanggong. While the observation method applied is the method (technique) of direct observation, in which the researcher observes immediately or when an event occurs in the actual situation. Therefore, the research technique used in this study is that researchers directly observe the application of the contextual learning model in PAI learning at MTs Muhammadiyah 3 Yanggong, as well as the factors that support and inhibit the contextual model when the Islamic Religious Education (PAI) teacher explains the material in the classroom. Class.

Taylor defines data analysis as detailing the formal search for themes and formulation of hypotheses and attempts to provide contributions and themes to hypotheses. Meanwhile, Lexy J. Moleong suggests that data analysis means arranging data rows and organizing them into systems, groups and fundamental units of description. Data analysis can also be interpreted as an activity to change data from research findings into materials used to conclude. This data analysis is a vital part because data analysis can provide benefits that are beneficial to the researcher's questions (Ismayani, 2017). Qualitative data analysis in this study was carried out during the accumulation of data and after the completion of data accumulation for a specific time limit. During the interview, a researcher reviews the answers of the interviewees. Suppose the answers of the sources analyzed are not satisfactory. In that case, the reviewer will raise the problem again until it reaches a certain level, wanting to obtain data that is felt to be credible. Presentation is part of the observation process, which means that the results of observations can be published using presentation techniques; the observations should be easy to understand and understand by readers. In this study, the research applies the technique of presenting results through analysis using informal data presentation. Where is the presentation of this informal data by applying words or sentences as the instrument?

RESULT AND DISCUSSION
Application of the Contextual Teaching and Learning learning model at MTs Muhammadiyah 3 Yanggong

It is known that applying the Contextual Teaching and Learning (CTL) learning model to Islamic Religious Education (PAI) subjects is essential. This is because learning is more likely to be successful if students experience what is taught rather than learn what is taught and motivate students to make interactions between the insights they have mastered by implementing them into activities carried out in their daily lives (Sahlan, n.d.).

The contextual Teaching and Learning (CTL) learning paradigm, also known as contextual learning, is a concept that accommodates an educator in linking each topic that students learn with daily activities or certain professions, which students will get learning outcomes. Each of the lessons they receive and apply to every part of their activities. Students will gain insight and skills little by little in a limited context from the process of building themselves so that learning is more meaningful (Usman, 2017). Learning with a contextual model or CTL focuses on student activities in a complete series, including physical and psychological activities.

The learning approach by applying the contextual learning model at MTs Muhammadiyah 3 Yanggong has been applied to the topic of Islamic Religious Education (PAI), one of which is by providing learning objects that are learned by connecting the material with the life experience around it.

Based on the interviews with Mr Hamid Sulaiman as the Head of MTs Muhammadiyah 3 Yanggong and observations made by researchers on Thursday, April 28, 2022, Madrasas have implemented contextual models in PAI learning to motivate students to be able to apply PAI learning to their daily lives. As the Principal of MTs Muhammadiyah 3 Yanggong said:

"This madrasa has implemented a learning model by applying contextual learning models to Islamic Religious Education learning to motivate students to practice it in their daily activities. This CTL learning model focuses on the relationship between the lessons and students' daily activities. (Interview with Hamid Sulaiman, 28 April 2022).

Additional opinions expressed by Mr Sahroini as a teacher of Islamic Religious Education stated that:

"By implementing the contextual model into the learning topic, Islamic Religious Education (PAI), madrasas have adapted the parts of the contextual learning paradigm itself". (Interview with Sahroini, April 28 2022).

A student who attends MTs Muhammadiyah 3 Yanggong also stated, "The learning model or paradigm that is applied in delivering learning in the classroom is by applying contextual learning techniques, where the teacher provides material related to live experienced in daily activities".

This explanation shows that in implementing the application of contextual learning into Islamic Religious Education (PAI) lessons at MTs Muhammadiyah 3 Yanggong, the teacher has paid attention to the parts that exist in contextual learning, as stated by Mr Hamid Sulaiman as the head of the Madrasah at the school. . With the desire that contextual learning techniques can advance student learning success. Furthermore, based on the results of the interviews, it was found that at Madrasah Tsanawiyah Muhammadiyah 3, Yanggong learning practices using contextual learning models have been applied. Applying the Contextual Teaching and Learning (CTL) technique cannot be separated from the role of all educators and employees who continuously assist and accelerate work in learning activities for Islamic Religious Education (PAI) lessons found at MTs Muhammadiyah 3 Yanggong. And the foundation of thinking in contextual learning focuses on the importance of students developing their understanding through dynamic participation in learning activities (Fajeri, n.d.).

Factors that support and inhibit the application of the Contextual Teaching and Learning learning model at MTs Muhammadiyah 3 Yanggong.

Applying contextual learning techniques or CTL in Islamic Religious Education (PAI) at MTs Muhammadiyah 3 Yanggong is not free from various obstacles, disturbances, or supporting factors. However, supporting and inhibiting factors can make evaluation materials for teachers to get maximum results in the future. The driving factor is something that helps the implementation of learning activities in a specific location. In contrast, inhibiting factor hinders the implementation of a learning activity (Pianida & Darmawan, 2018).

Based on the results of interviews with Mr Sahroini as a learning teacher for Islamic Religious Education (PAI) at MTs Muhammadiyah 3 Yanggong on Friday, April 29, 2022, and observations made directly by researchers, it can be concluded that there are various

supporting factors in the implementation of contextual learning techniques. The factors that support the application of CTL learning techniques at MTs Muhammadiyah 3 Yanggong are in the form of:

1. The enthusiasm of students when they are directly involved in learning activities and become the core of learning
2. Learn to connect real experiences that students have with other problems that are more developed
3. Skills are developed based on understanding rather than practice.
4. Students try to explore, get, exchange ideas, make decisions and solve a problem
5. The existence of a sense of working together will create a group in learning.

While the inhibiting factors experienced in the application of the contextual model to Islamic Religious Education (PAI) learning at MTs Muhammadiyah 3 Yanggong were:

1. The level of student enthusiasm for learning continues to increase and decrease, so applying contextual learning techniques in Islamic Religious Education (PAI) lessons often get unfavourable responses.
2. The mentality of students who are not familiar with the context. As a result, students need more time to adjust to the learning model.
3. Mature attitude of students who are still temperamental in meeting and overcoming problems in the topic of Islamic Religious Education (PAI) lessons.

The factors that support and hinder the above will determine the success of implementing and developing Contextual Teaching and Learning (CTL) in MTs Muhammadiyah 3 Yanggong (Hapudin, 2021).

CONCLUSION

The success of the learning process is highly dependent on the quality of the method or model used by an educator in delivering learning topics. Contextual learning models are needed to be implemented in student learning activities, especially in Islamic Religious Education (PAI) learning, where this model connects the learning material being studied with what happens to a student in his daily life. With the aim of what students learn can be applied and overcome problems in daily activities.

Can conclude the existence of a contextual learning model at MTs Muhammadiyah 3 Yanggong that this learning model has been implemented in Islamic Religious Education (PAI) learning at the Madrasah, taking into account the various parts or components in the contextual learning model. Although in its implementation, there are still some obstacles experienced, there are also several things that support the contribution of this contextual learning model to the topic of Islamic Religious Education at MTs Muhammadiyah 3 Yanggong. These various obstacles and supports come from how students respond to the contextual learning model and how students adapt to the model. With this contextual model, it is hoped that it can provide a solution for educators to provide a deeper understanding of Islamic Religious Education (PAI) subjects at MTs Muhammadiyah 3 Yanggong.

From the results of interviews and data accumulation conducted by researchers on MTs Muhammadiyah 3 Yanggong on implementing learning models with contextual models considered adequate for learning Islamic Religious Education (PAI). So that the observation of researchers to overcome the use of traditional learning models that make

students quickly feel bored in learning at MTs Muhammadiyah 3 Yanggong is by implementing a contextual learning model.

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