

INCREASING LEARNING ACHIEVEMENT IN ISLAMIC RELIGIOUS EDUCATION THROUGH A CONTEXTUAL LEARNING APPROACH OF STUDENTS

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Abstract

The background in this study is the low achievement of learning Islamic religious education. This research is intended to improve the learning achievement of Islamic religious education through a contextual learning approach. This exploration uses classroom action research (PTK) which consists of two cycles with four stages, namely, planning, action, observation, and reflection. The subjects of this study were grade XI students of SMA 5 Surakarta consisting of 11 boys and 19 girls. The conclusion of this study is that there is an increase in each cycle. In the first cycle, the average score of the test was 65.17 out of 30 students who took the test, with 37% (11 students) in the complete category and 63% (19 students) in the incomplete category. Furthermore, in cycle II there was an increase in tests with an average of 77.47 out of 30 students who took the test. With many 87% (26 students) completed and 13% (4 students) incomplete. The increase in Islamic Religious Education learning achievement from cycle I to cycle II by 50%. With the contextual learning approach, it can improve the learning achievement of Islamic Religious Education in students.

Keywords: learning achievement, Islamic religious education, contextual learning

Abstrak

Penelitian ini dilatarbelakangi oleh rendahnya prestasi belajar pendidikan agama Islam. Penelitian ini dimaksudkan untuk meningkatkan prestasi belajar pendidikan agama Islam melalui pendekatan pembelajaran kontekstual. Eksplorasi ini menggunakan penelitian tindakan kelas (PTK) yang terdiri dari dua siklus dengan empat tahapan yaitu, perencanaan, tindakan, observasi, dan refleksi. Subyek penelitian ini adalah siswa kelas XI SMA 5 Surakarta yang terdiri dari 11 laki-laki dan 19 perempuan. Kesimpulan dari penelitian ini adalah terdapat peningkatan pada setiap siklusnya. Pada siklus I rata-rata nilai tes adalah 65,17 dari 30 siswa yang mengikuti tes, dengan rincian 37% (11 siswa) dalam kategori tuntas dan 63% (19 siswa) dalam kategori tuntas. Selanjutnya pada siklus II terjadi peningkatan tes dengan rata-rata 77,47 dari 30 siswa yang mengikuti tes. Dengan jumlah 87% (26 siswa) yang tuntas dan 13% (4 siswa) yang tuntas. Peningkatan prestasi belajar Pendidikan Agama Islam dari siklus I ke siklus II sebesar 50%. Dengan pendekatan pembelajaran kontekstual dapat meningkatkan prestasi belajar Pendidikan Agama Islam pada siswa.

Kata Kunci: prestasi belajar, pendidikan agama Islam, pembelajaran kontekstual

INTRODUCTION

One of the instructive issues looked by the Indonesian country is the inferior quality of training at each level and instructive unit. Then again, the nature of not entirely settled by a few

factors, for example, educators, understudies, educational program, government and nearby local area.¹ Educators as facilitators in today's developments should be able to make it easy for students to learn various things surrounding, especially in learning in Islamic schools.² Apart from that, educators must dominate four educational abilities. Educators must be aware of the importance of having four instructor abilities which include educational skills, advanced abilities, social abilities and individual abilities because they have been proven effective in further developing student learning achievements.³

How to deal with learning is the main movement carried out by a teacher in starting his experience, with this approach a teacher can find out the source of the problems someone faces in class.⁴ A learning approach can be defined as a variety of strategies and techniques used demonstrated in leading learning. The contextual approach has a basis in the learning philosophy, namely constructivism. Constructivism emphasizes that learning is not just memorizing, but rather students constructing knowledge in their minds. Context oriented learning (Logical Educating and learning) is a learning idea that assists educators with connecting the material they instruct with understudies genuine circumstances and urges understudies to cause associations between the information they to have and its application in their day to day routines, by including seven fundamental parts of powerful learning, specifically: Constructivism, Addressing, Request, Learning People group, Demonstrating, Reflection, and Credible Appraisal.⁵

Islamic learning does not only come from the mental and psychomotor space, but also from the emotional space. These three spaces are interconnected with each other and strengthen each other, so that the results will produce students who faithfully love the field of strength as Muslims who surrender to Allah SWT. Strengthening beliefs and character through learning Islamic Religious Education is a process of structuring, changing, transmitting and increasing students' ability to have good morals, think well and act well in accordance with the benefits of Islamic lessons.⁶

Referring to the core competencies in the Islamic Religious Education subject syllabus, namely; respecting and appreciating honest behaviour, discipline, responsibility, caring (tolerance,

¹ A Efferi, Teacher Education Model in Improving the Quality of Education, *Journal of Islamic Education*, Vol. 3, No. 2, 2015.

² A. Faiz & Purwati, The role of Teacher in Moral and Character Education, *Quality: Journal of Islamic Education*, Vol. 10, No. 2, 2022.

³ I. K. N. Ardiawan, Educational Science and Technology UNM, *Journal of Education Science and Technology*, Vol. 4, No. 3, 2017.

⁴ E. Ramdani, Contextual Learning Model Based on Local Wisdom as Strengthening Character Education, *Jupii: Journal of Social Sciences Education*, Vol. 10, No. 1, 2018.

⁵ S. Maisaro, et al, Implementation of a Contextual Approach to Increase Students Interest in Islamic Religious Education Subjects, *Al'Ulum: Journal Of Islamic Education*, Vol.1, No. 3, 2020.

⁶ A. Arsyad, et al, Strengthening Prayer Motivation and Student Character Through a Contextual Learning Approach in Islamic Religious Education Subjects, *POTENSIA: Journal of Islamic Education*, Vol. 6, No. 2, 2020.

mutual cooperation), politeness, self-confidence, in interacting effectively with the social and natural environment within the scope of their interactions and existence, are indicators for strengthening the character of students in Religious Education Islam with basic competencies, namely: honest behaviour, respectful and obedient behaviour towards parents and teachers and empathetic behaviour towards others.⁷ According to the steps for implementing the method learning contextual material on Islamic Religious Education, namely as follows: (1) listening to and reading explanations about material on honest behaviour, respectful and obedient behaviour towards parents and teachers as well as empathetic behaviour towards others; (2) asking questions about the benefits of honest behaviour, respectful and obedient behaviour towards parents and teachers as well as empathetic behaviour towards others; (3) experiment/*explore*, in groups look for real examples of honest behaviour, respectful and obedient behaviour towards parents and teachers as well as empathetic behaviour towards others through various sources; (4) association, regarding honest behaviour, respectful and obedient behaviour towards parents and teachers as well as empathetic behaviour towards others in everyday life; (5) communication, explaining the relationship between honest behaviour, respectful and obedient behaviour towards parents and teachers and empathetic behaviour towards others with daily life, and providing records of the results of honest behaviour, respectful and obedient behaviour towards parents and teachers and empathetic behaviour towards each other in everyday life.⁸

The relevant learning approach is an enlightening technique that expects to assist understudies with understanding the importance of the illustrative material they are examining, by relating it to their own life settings in the social and social environment of society. In this way, the experiences that develop not only impact the learning outcomes that are the learning objectives, but provide important information and experience that is useful in the student's certification environment. The following are some of the results of past research that experts found:

Research directed by Ulfatun and Isroah, the results found by the researchers were the implementation of contextual learning strategies(*contextual teaching and learning*) in *Lesson Study* can improve learning practice and student learning outcomes, the first cycle score was 74.40%, while the second cycle was 93.41%, there was an increase of 19.02%.⁹ Similarities in method use contextual These both utilize context-oriented learning, while the difference lies in the exam subjects taught to SMA 5 Surakarta students.

⁷ J. E. Nasution, Development of Islamic Religious Education (PAI) Syllabus to Improve Teachers Understanding of Student Competencies, *Al-Ihda': Journal of Education and Thought*, Vol. 13, No. 1, 2018.

⁸ A. Kadir, The Concept of Contextual Learning in School, *Dynamics of Science*, Vol. 13, No. 3, 2013.

⁹ T. Ulfatun & Isroah, Implementation of Contextual Learning Strategies in Lesson Study to Increase Activity, *Journal of Indonesian Accounting Education Studeis*, 2016.

Further research was conducted by Suyanti based on the results of understanding and data analysis,¹⁰ it can be concluded that student learning outcomes about natural resources through contextual learning in social studies learning in class IV can improve well. This increase can be seen from the results of the evaluation test which shows the average class result of 06.32 in cycle I meeting 1 to 67.26 in cycle I meeting 2, cycle II meeting 1 achieved Islamic Religious Education 78.87 and cycle II meeting 2 increased to 78.39.

Johnson states that a contextual approach is learning that is expected to help students see the importance of scientific material regarding their daily routines, especially those related to themselves, social and social conditions. This means that relevant learning allows students to connect the substance of the material with everyday life environments that are considered important.¹¹

In the strict school education experience, class XI students' scores are still relatively low below the KKM score. This is because the learning experience is not good, students do not understand the material well and moreover the way of thinking about the questions is still lacking, there are still many students who ignore their obligations in working on the questions. task. Apart from that, the level of sensitivity of students in class is also still lacking because inappropriate use of learning is getting closer.

Based on the problems above, the researcher tried to study Islamic Religious Education using a contextual approach. It is hoped that it can improve student learning achievement.

RESEARCH METHODS

The type of research carried out in this research is Classroom Action Research (*Classroom Action Research*). that is, a research activity carried out in class. By combining the definition of three core words, namely (1) research, (2) action, (3) class. The subjects of this assessment were teachers and students of class XI at SMA 5 Surakarta, totalling 30 students consisting of 11 male students and 19 female students. This classroom action research was carried out in two cycles, and in several stages, is 1) planning, 2) implementation, 3) observation, and 4) reflection. Research to improve students' Islamic Religious Education learning achievement with angle measurement material using contextual learning. Procedure Implementation Class action can be seen in the section below:

¹⁰ Suyanti, Increasing Students' Understanding Ability and Activity in Social Studies Learning About Natural Resources Through Constitutional Learning Methods, *Kinabalu*, Vol. 2, No. 1, 2018.

¹¹ Johnson, *CTL (Contextual Teaching & Learning: Making Teaching and Learning Activities Exciting and Meaningful*, Kaifa, 2011.

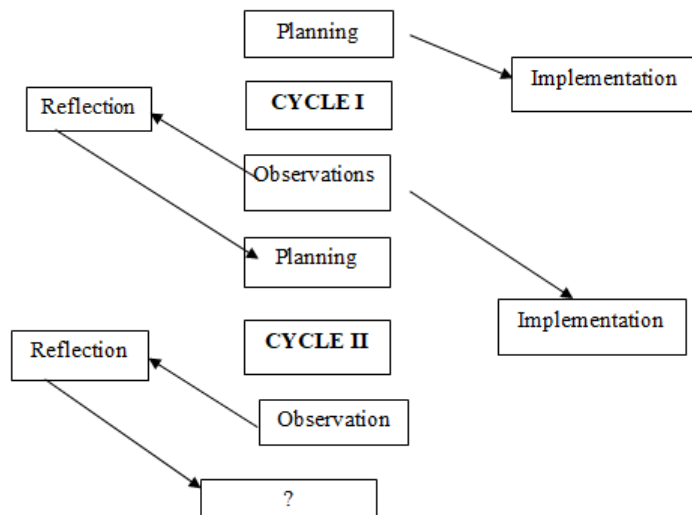


Figure 1. Classroom Action Research Design

RESULTS AND DISCUSSION

Learning using contextual learning can increase the learning achievement of SMA 5 Surakarta class XI students as many as 30 students consisting of 37% (11 male) and 63% (19 female), with contextual learning is learning that relates the material to students' real lives so that learning will be more meaningful for students.

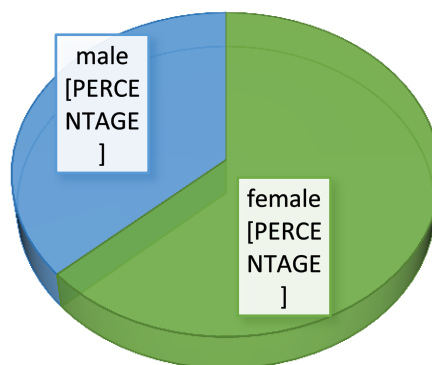


Table 1. Cycle 1 Evaluation Results

No.	Cycle	The number of students		Class average	Completed (%)	Incomplete (%)
		Complete	Not finished yet			
1.	Cycle 1	11	19	65,17	37%	63%
2.	Cycle 2	26	4	77,47	87%	13%

Based on the table above the results of performance Student learning is described as follows:

Improving Learning Achievement Outcomes of Islamic Religious Education

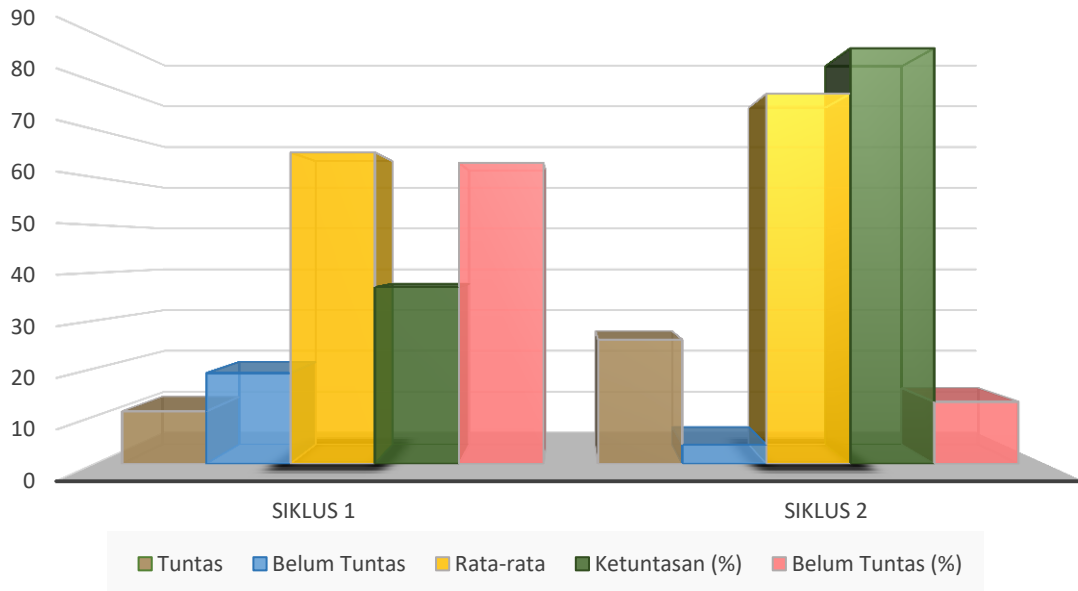


Figure 1. Histogram of Learning Achievement Results

Implementation learning with the contextual method cycle I aims to increase student achievement in learning Islamic Religious Education. At the first meeting, it can be seen from the results of contextual learning reflections that the students were still confused, felt awkward, discussions between students were not optimal, learning it's still monotonous, especially when working on questions, and learning time is not optimal. Results obtained from observations on the results of the first cycle test showed that 37% (11 students) had a passing score and 63% (19 students) had an unsatisfactory score, getting an average class score of 65.17. In other words, the score obtained is still less than the minimum standard KKM class score criteria, namely 70 (seventy).

Based on the reflection results of cycle I, a contextual learning approach was then designed and implemented in cycle II which adopted improvements from cycle I. It was found that the number of students who had completed it had increased by 87% (22 students) and 13% (8 students) were declared incomplete or had not reached class KKM value, with a class average of 77.47 which can provide to increase from cycle I to cycle II of 50% increase percentage student achievement. This is because the students have been able to adapt to learning Islamic Religious Education using a contextual learning approach, understand the material with real life concepts, and are able to make conclusions from what the teacher explains as the learning activities that

have been carried out. It is not only enough for teachers to use the lecture method in teaching, but teachers also have an important role in guiding students to carry out discussions, creating a learning atmosphere that is conducive and not boring.

The success of the research above was because students were able to adapt well, thereby creating a conducive learning atmosphere. Students felt happy participating in learning, even though the process was quite tiring. All of these things cannot be separated from the contextual learning model. With proper application, it can make students more interested in studying Islamic Religious Education and can increase interest in learning.

Research presented by Sumianto states that contextual learning also trains student cooperation in study groups.¹² Apart from cooperation, there is also social interaction, exchanging knowledge and respecting the opinions or ideas of group members. The contextual learning that has been carried out by researchers also shows that there is cooperation, interaction, and mutual exchange of knowledge, so that the results of this research by applying contextual learning can improve student learning achievement optimally and can become a meaningful learning strategy for other teachers.

CONCLUSION

Study Act Classes (PTK) for class XI students at SMA 5 Surakarta are carried out in two cycles. Each cycle consists of planning, implementation, observation, and reflection. Based on the research results described above, it can be concluded that learning Islamic Religious Education using a contextual learning approach can improve the achievement of class XI students at SMA 5 Surakarta. In cycle I (the average test score was 65.17 out of 30 students who took the test, with 37% (11 students) in the completed category and 63% (19 students) in the incomplete category. Furthermore, in cycle II there was an increase in the test with an average of 77.47 from the 30 students who took the test. With 87% (26 students) completing and 13% (4 students) not yet completing. The increase in Islamic Religious Education learning achievement from cycle I to cycle II was 50%. Based on these results, the researcher concluded that using a learning approach contextually can improve student learning achievement.

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