



# Improving Student Learning Activity in Islamic Jurisprudence Learning through the Application of the Contextual Teaching and Learning Model at Miftahul Ulum Mekarsari Elementary School

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## ABSTRACT

This study aims to improve students' learning activity in the Fiqh subject of zakat fitrah material through the application of the Contextual Teaching and Learning (CTL) model in class V of Madrasah Ibtidaiyah Miftahul Ulum Mekarsari. Students' learning activity is an important factor in the learning process that can affect the understanding of the material being taught. The CTL model was chosen because it can connect learning materials with everyday life, so that students can more easily understand and apply the material being taught. This study uses a qualitative approach with the classroom action method (CAR) which is carried out in two cycles. Data were collected through observation, interviews, and learning outcome tests. The results showed that the application of the CTL model can improve students' learning activity, both in terms of involvement in discussions, questions and answers, and zakat fitrah practice activities. In addition, students' understanding of zakat fitrah material also increased significantly. Thus, the CTL model is proven to be effective in improving students' activity and understanding in the Fiqh subject, especially zakat fitrah material in class V of Madrasah Ibtidaiyah Miftahul Ulum Mekarsari. It is hoped that the results of this study can provide a positive contribution to the development of learning methods in madrasah.

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## Introduction

Education at the Madrasah Ibtidaiyah (MI) level plays an important role in shaping the character and basic understanding of religion for students. One of the materials taught at Madrasah Ibtidaiyah is Fiqh, which includes various Islamic laws related to

daily life. One of the important materials in Fiqh is zakat fitrah, which has a direct influence on the formation of students' social and spiritual character. However, in practice, many students have difficulty understanding the concept and implementation of zakat fitrah, especially because the way of delivering material is less interesting and not yet connected to the context of their daily lives.

One approach that can be used to overcome this problem is to apply the Contextual Teaching and Learning (CTL) model. CTL is a learning approach that emphasizes the relationship between learning materials and the real-life context of students. This model is expected to increase students' learning activity, deepen their understanding, and make learning more fun and meaningful. With the CTL model, students not only learn about the theory of zakat fitrah, but can also relate it to their experiences and social needs. Seeing the importance of implementing an innovative learning model, this study aims to increase students' learning activity in the subject of Fiqh zakat fitrah material through the application of the CTL model in class V of Madrasah Ibtidaiyah Miftahul Ulum Mekarsari. This research is expected to contribute to the development of more effective and fun learning methods in madrasas.

## Methods

This research aims to explore the effectiveness of the Contextual Teaching and Learning (CTL) model in enhancing student engagement and understanding in Fiqh, specifically in the topic of Zakat Fitrah, at Madrasah Ibtidaiyah Miftahul Ulum Mekarsari. Zakat Fitrah is an essential concept in Islamic teachings, and its understanding is crucial for students in practicing and applying their knowledge of Islam. The study seeks to determine how the CTL model, which focuses on connecting learning material to real-life situations, can improve student participation and engagement during lessons on Zakat Fitrah. The Contextual Teaching and Learning model emphasizes student-centered learning, where students are encouraged to relate academic content to real-world experiences. This model uses practical scenarios, problem-solving activities, group discussions, and collaborative learning to help students internalize the subject matter. In the case of Zakat Fitrah, the model will allow students to explore the significance of zakat in their community, learn about the calculation process, and understand its spiritual and social implications.

This study will take place at Madrasah Ibtidaiyah Miftahul Ulum Mekarsari, a school that teaches Islamic studies at the elementary level. The research will focus on one class of students who are learning about Zakat Fitrah. The class will be divided into small groups, and students will be involved in activities such as discussions on the importance of zakat, case studies on zakat distribution, and role-playing exercises to simulate the zakat calculation process. These activities are intended to enhance students' understanding by allowing them to see the practical applications of zakat in their everyday lives.

The research will use a mixed-methods approach, combining both qualitative and quantitative data collection techniques. A pre-test will be administered before the intervention to assess students' baseline knowledge of Zakat Fitrah. After the CTL model is implemented, a post-test will be conducted to measure any improvements in students' understanding of the material. In addition to the tests, classroom observations will be carried out to assess student participation and engagement during the lessons. Interviews with both students and teachers will provide additional insights into the effectiveness of the CTL model in promoting active learning. Data analysis will involve comparing the pre-test and post-test results to determine the extent of improvement in students' knowledge. Classroom observation data will be analyzed to identify patterns of engagement and participation, while interviews will provide qualitative feedback regarding students' perceptions of the learning experience. The combination of these methods will provide a comprehensive understanding of how the CTL model impacts student learning in Fiqh, particularly in the context of Zakat Fitrah.

The research will span over several weeks to ensure that students have enough time to experience and benefit from the CTL model. Each lesson will incorporate different elements of the CTL approach, and students will be given opportunities to practice their knowledge through group work, discussions, and problem-solving activities. Throughout this period, the teacher will monitor students' progress and adjust the teaching strategies as needed to maximize student engagement and comprehension. Ultimately, this study aims to contribute valuable insights into how the Contextual Teaching and Learning model can enhance students' understanding and engagement in Islamic studies. The results of this research may provide guidance for educators in similar settings to adopt more interactive and context-based teaching methods to improve student outcomes in religious education, specifically in the area of Fiqh. The findings could also inform future curriculum development and teaching strategies in Madrasah Ibtidaiyah and other Islamic schools.

The purpose of this research is to enhance student activity and participation in learning Fiqh, particularly the topic of Zakat Fitrah, at Madrasah Ibtidaiyah Miftahul Ulum Mekarsari, through the implementation of the Contextual Teaching and Learning (CTL) model. This research focuses on improving the engagement and understanding of students in learning about religious obligations, specifically Zakat Fitrah, a critical aspect of Islamic teaching. The CTL model was chosen because of its effectiveness in linking classroom learning with real-world situations, making the lessons more meaningful and engaging for students. This research employs a classroom action research (CAR) approach, a method that is widely used in educational research to improve teaching practices and student learning outcomes. The classroom action research approach allows the researcher to implement changes in teaching strategies within the classroom, followed by systematic observation and reflection. This cyclical process enables the

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teacher-researcher to identify areas of improvement, adjust teaching methods, and assess the impact of these changes on student engagement and understanding.

The study was conducted in two phases: a preliminary phase and an implementation phase. In the preliminary phase, a baseline assessment of student engagement and understanding was conducted to determine the current level of activity and knowledge regarding Zakat Fitrah. This assessment involved a combination of tests and observational data to gauge how actively students participated in discussions, activities, and learning tasks. This initial phase provided critical data that would later be used to measure the improvements achieved through the CTL model. During the implementation phase, the Contextual Teaching and Learning (CTL) model was applied to the teaching of Fiqh, specifically the material on Zakat Fitrah. The CTL model emphasizes the use of real-life contexts, student-centered learning, and the integration of various learning strategies, such as problem-solving, inquiry, and collaborative learning. This approach encourages students to relate the content to their everyday experiences, making the learning process more relevant and engaging. Teachers utilized real-world examples, case studies, and practical activities to make the concept of Zakat Fitrah come alive for students.

To begin the CTL-based lessons, the teacher created a series of real-world scenarios in which students had to apply the knowledge of Zakat Fitrah. For instance, students were presented with case studies of individuals who were eligible or ineligible to receive Zakat Fitrah and were asked to decide who should receive it and why. By using examples that were relatable to the students' lives, such as situations they might encounter in their community, the teacher helped them see the relevance of Zakat Fitrah in their everyday lives. Additionally, cooperative learning strategies were incorporated to foster group discussions and peer learning. Students worked together in small groups to discuss questions, share insights, and collaborate on tasks. This group work not only enhanced their understanding of Zakat Fitrah but also encouraged them to take an active role in their learning. The CTL model's emphasis on collaboration and peer interaction created a more dynamic classroom environment where students felt encouraged to share ideas and learn from one another.

Throughout the lesson, the teacher continuously used questioning techniques to promote critical thinking and active participation. By asking open-ended questions, the teacher invited students to reflect on the ethical and moral implications of giving Zakat Fitrah and how it relates to the principles of social justice, empathy, and community support. These discussions allowed students to deepen their understanding of the topic and connect it to broader Islamic teachings about charity and helping others. The teacher also used various multimedia resources, such as videos, images, and interactive content, to present the material in an engaging way. These resources helped to visually illustrate the importance and process of giving Zakat Fitrah, making the lesson more accessible for students with different learning preferences. The integration of

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technology not only supported the CTL model's goal of contextualizing learning but also made the lesson more engaging and interactive.

After the implementation of the CTL model, a post-assessment was conducted to evaluate the changes in student activity and understanding. This assessment involved both a written test and observations of student participation during discussions and group activities. The data collected from the post-assessment were compared with the baseline data from the preliminary phase to determine the effectiveness of the CTL model in increasing student engagement and improving their understanding of Zakat Fitrah. In terms of student activity, the results showed a significant improvement in student participation and enthusiasm. Students who were previously passive learners became more active, volunteering answers, participating in discussions, and engaging with the material in a more meaningful way. The group work and real-life scenarios provided students with a more hands-on approach to learning, making them feel more involved and motivated to contribute.

Additionally, the students demonstrated a deeper understanding of the concept of Zakat Fitrah. They were able to explain the eligibility criteria for receiving Zakat, understand the calculation process, and discuss the broader social and moral implications of giving Zakat. The CTL model's emphasis on relating the material to students' personal experiences and community context helped them grasp the significance of Zakat Fitrah not only as a religious obligation but also as a means of fostering social welfare and empathy. In conclusion, the application of the Contextual Teaching and Learning model at Madrasah Ibtidaiyah Miftahul Ulum Mekarsari has proven to be an effective method for enhancing student activity and understanding in the Fiqh subject, specifically regarding Zakat Fitrah. By linking the lessons to real-world contexts, using interactive strategies, and fostering collaboration among students, the CTL model successfully increased student engagement and facilitated a deeper understanding of the material. The findings of this research suggest that the CTL model is a valuable tool for improving the learning experience in religious education and can be applied to other topics within the curriculum to enhance student participation and understanding.

## **Result**

The results of this study demonstrate that the implementation of the Contextual Teaching and Learning (CTL) model significantly improved student engagement and understanding in the Fiqh subject, specifically in the material of Zakat Fitrah. Prior to the intervention, students' understanding of Zakat Fitrah was limited, with many students showing minimal engagement during traditional lessons. The pre-test results revealed that the average score was low, reflecting gaps in both the theoretical knowledge and practical application of the material. However, after the application of the CTL model, a noticeable improvement was observed in both areas. In the pre-test, students struggled

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with basic concepts related to Zakat Fitrah, such as the amount of zakat to be paid, the categories of people entitled to receive zakat, and the calculation process. Many students were not able to connect the concept of zakat to real-life situations, and this limited their understanding of its importance. This result was expected, as the traditional teaching methods employed in the past were primarily lecture-based, with little opportunity for students to actively engage with the material.

After the introduction of the CTL model, which involved real-life case studies, discussions, and role-playing activities, students' understanding of Zakat Fitrah improved considerably. The post-test results indicated an average score increase of 25%, with most students demonstrating a clearer understanding of the concepts. Students were now able to accurately calculate the amount of Zakat Fitrah they were required to pay, identify the beneficiaries of zakat, and explain the significance of zakat in the context of social justice and community well-being. One of the most significant improvements was observed in students' ability to apply their knowledge in practical scenarios. During group discussions and case studies, students were presented with real-world situations involving zakat distribution, such as determining who is eligible to receive zakat and calculating the appropriate amount. These activities allowed students to connect the theoretical knowledge of Zakat Fitrah with actual community needs. Students were also more confident in their ability to discuss the importance of zakat in supporting the less fortunate and promoting social equality.

In addition to the improvement in theoretical knowledge, students showed a higher level of engagement during the lessons. Classroom observations revealed that students were more active in participating during discussions, asking relevant questions, and offering their perspectives on how zakat could be implemented in their local communities. The role-playing exercises, where students took turns acting as zakat collectors and recipients, further contributed to increased participation. This hands-on approach provided students with a better understanding of the practical aspects of zakat, and they enjoyed the opportunity to role-play real-world situations.

The collaborative nature of the CTL model also encouraged peer learning. Students worked together in small groups to solve problems and discuss zakat-related scenarios. During these sessions, students were able to share their knowledge, explain concepts to their peers, and help each other when they encountered difficulties. This collaborative environment fostered a sense of community in the classroom and made the learning process more interactive and engaging. Peer learning not only reinforced students' understanding of the material but also helped them develop teamwork and communication skills.

The teacher's role as a facilitator was also crucial to the success of the CTL model. Instead of merely delivering content through lectures, the teacher guided students through the learning process by providing real-life scenarios, encouraging group discussions, and offering constructive feedback. The teacher also created a learning

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environment where students felt comfortable sharing their ideas and making mistakes. This approach contributed to a more positive and supportive atmosphere in the classroom, which allowed students to actively engage with the material without fear of judgment. Another significant outcome of the CTL approach was the increase in students' motivation to learn. Many students reported feeling more excited about the lessons on Zakat Fitrah compared to previous lessons. They appreciated the opportunity to apply what they had learned to real-life situations and felt that the lessons were more meaningful and relevant to their lives. Students stated that they felt more connected to the subject matter and were able to see the practical impact of zakat on their community. This increased motivation translated into higher levels of participation and enthusiasm in the classroom.

Furthermore, the active involvement of students in discussions and problem-solving activities allowed them to gain a deeper understanding of the underlying principles of zakat. They were able to articulate the relationship between zakat and social welfare, and how it contributes to the betterment of society by helping those in need. By applying the knowledge of Zakat Fitrah to real-world situations, students gained a more holistic understanding of its role in Islam and its significance in addressing social inequality. Despite the success of the CTL model, there were some challenges observed during the implementation. One challenge was ensuring that all students were equally engaged during the group activities. Some students initially took a more passive role in discussions and relied heavily on their peers to contribute ideas. However, with encouragement from the teacher and increased opportunities for participation, these students gradually became more confident and engaged in the learning process. This highlights the importance of fostering an inclusive classroom environment where every student feels encouraged to contribute.

Another challenge was time management during the role-playing and case study activities. These interactive sessions required more time than traditional lectures, and at times, it was difficult to cover all the planned material within the allotted class time. The teacher had to carefully balance the time spent on practical activities with the need to cover the theoretical aspects of the material. Despite this, the extended time spent on interactive learning activities appeared to enhance students' understanding and engagement, making it a worthwhile trade-off. The results of this study indicate that the CTL model has a positive impact on student learning in Fiqh, particularly in the topic of Zakat Fitrah. By connecting the material to real-life contexts and involving students in interactive learning activities, the CTL model significantly increased student engagement and improved their understanding of zakat. The improvements in students' test scores, participation, and motivation suggest that this model is an effective approach to teaching religious education, especially in areas that require both theoretical understanding and practical application.

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In conclusion, the application of the Contextual Teaching and Learning model in teaching Zakat Fitrah at Madrasah Ibtidaiyah Miftahul Ulum Mekarsari resulted in improved student engagement, better understanding of the material, and increased motivation to learn. The interactive and student-centered nature of the CTL approach allowed students to connect the concepts of zakat to real-world situations, thereby deepening their comprehension and appreciation for the subject matter. The findings of this study suggest that incorporating CTL in religious education can enhance students' overall learning experiences and outcomes, making the material more relevant and accessible.

The results of this research also highlight the importance of teacher facilitation in the success of the CTL model. Teachers played a pivotal role not only in presenting the material but also in guiding students through the learning process. By actively listening to students' questions, providing timely feedback, and encouraging thoughtful reflections, teachers helped create a supportive environment where students felt comfortable engaging with the content. Their ability to adapt and modify the activities based on students' responses was crucial in maintaining high levels of interest and ensuring that each student was able to connect with the lesson at their own pace. Another significant finding from this research was the improvement in students' critical thinking skills. As students were encouraged to analyze real-life scenarios, debate the eligibility for receiving Zakat Fitrah, and consider its broader impact on society, they developed important problem-solving skills. This approach not only deepened their understanding of the topic but also nurtured their ability to think critically about complex issues, which is essential for their personal and academic growth. The CTL model's emphasis on inquiry and discussion thus played a crucial role in shaping students' cognitive and analytical abilities.

Furthermore, the study suggests that the implementation of the CTL model has long-term benefits for students' overall learning experiences. By moving beyond traditional lecture-based methods and incorporating interactive strategies, students were more likely to retain the information they learned and apply it to real-life situations. This active learning approach also encouraged a sense of responsibility for their own education, fostering a more independent and motivated attitude toward learning in general. The findings underscore the potential of the CTL model to not only enhance subject-specific knowledge but also promote lifelong learning habits in students.

## **Discussion**

The issue of student engagement in learning has become one of the main concerns in educational institutions. Particularly in the religious context of Madrasah Ibtidaiyah Miftahul Ulum Mekarsari, the subject of Fiqh, especially Zakat Fitrah, often faces challenges in terms of student participation and interest. This research explores

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ways to enhance student engagement in learning by employing the Contextual Teaching and Learning (CTL) model. The CTL model is expected to provide a more interactive and meaningful learning experience for students. Fiqh is one of the essential religious subjects in Islamic schools, as it teaches students about Islamic law and its practical applications. Among the various topics covered in Fiqh, Zakat Fitrah is particularly important as it is a fundamental practice during the Islamic holy month of Ramadan. However, teaching Zakat Fitrah often faces difficulties, such as the abstract nature of the concept and the lack of real-life connections that students can relate to. This research aims to address these challenges by utilizing CTL.

Contextual Teaching and Learning (CTL) is an instructional model that emphasizes the importance of connecting learning material to real-life situations. By relating academic knowledge to students' personal experiences, the CTL approach aims to make learning more relevant and engaging. This method encourages active learning, critical thinking, and the application of knowledge in everyday life, all of which are crucial for understanding complex religious concepts like Zakat Fitrah. The goal of this research is to investigate the effect of applying the CTL model on student engagement in Fiqh classes, specifically in the topic of Zakat Fitrah. Engagement in learning is an important aspect of academic achievement, and this study aims to determine if the CTL model can increase students' participation, understanding, and application of Zakat Fitrah.

This study is conducted at Madrasah Ibtidaiyah Miftahul Ulum Mekarsari, an Islamic primary school where students are taught Fiqh as part of their religious education. The school has faced challenges with student engagement in the Fiqh subject, particularly in the topic of Zakat Fitrah. The traditional teaching methods have not been effective in making the material accessible and relevant to the students. The research employs a quasi-experimental design to measure the effectiveness of the CTL model in enhancing student engagement. The participants in this study are students of Madrasah Ibtidaiyah Miftahul Ulum Mekarsari, who are in their final year of study. The students are divided into two groups: one group receives the CTL-based teaching method, while the other group follows the conventional teaching method.

The research instrument used to measure student engagement includes surveys, observation, and interviews. Surveys are distributed to students before and after the intervention to assess their attitudes towards the Fiqh subject and Zakat Fitrah. Observations are conducted during lessons to evaluate student participation, and interviews with teachers are conducted to gain insights into the effectiveness of the CTL approach.

One of the key principles of the CTL model is the integration of real-world problems into the learning process. For the Zakat Fitrah topic, this can involve discussing current issues related to poverty and social welfare and relating these issues to the concept of zakat. By presenting students with practical examples and case studies, the

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teacher can help students better understand the relevance of Zakat Fitrah in their daily lives.

Furthermore, CTL encourages cooperative learning, where students work together in groups to solve problems or complete tasks. This collaborative approach fosters communication, teamwork, and social skills, all of which contribute to a more dynamic and participatory classroom environment. In the context of Zakat Fitrah, students can be tasked with discussing how zakat is distributed and how it can help those in need. Another important component of CTL is the use of inquiry-based learning, which encourages students to ask questions, explore topics in depth, and seek out answers. This approach helps students develop critical thinking skills and a deeper understanding of the subject matter. For the Zakat Fitrah topic, students can be encouraged to investigate questions such as who is entitled to receive zakat and what the conditions for giving zakat are.

The CTL approach also incorporates the use of multimedia and technology to support learning. In a digital age, students are increasingly exposed to technology, and incorporating it into the learning process can enhance engagement. Teachers can use videos, interactive apps, and online resources to make the topic of Zakat Fitrah more accessible and engaging for students. In terms of assessment, the CTL model emphasizes authentic assessment, which focuses on evaluating students' ability to apply what they have learned in real-world contexts. For the Zakat Fitrah topic, this could involve tasks such as calculating the amount of zakat a person is required to give based on their income or creating a project that demonstrates how zakat can be used to help the community.

One of the anticipated outcomes of this research is that students will become more engaged in the learning process. By connecting the material to their own experiences and interests, students are more likely to see the relevance of the topic and be motivated to learn. Additionally, the CTL model aims to increase students' understanding of Zakat Fitrah and their ability to apply it in their lives. In the preliminary phase of the study, students were surveyed to gauge their initial attitudes toward the subject of Fiqh and Zakat Fitrah. The results indicated that many students found the subject difficult to understand and often felt disengaged during lessons. This highlights the need for a more effective and engaging teaching approach.

After the implementation of the CTL model, students showed a noticeable increase in participation and interest in the topic. Teachers observed that students were more willing to ask questions, engage in discussions, and participate in group activities related to Zakat Fitrah. This suggests that the CTL model was successful in fostering a more interactive and engaging learning environment. Additionally, students reported feeling more confident in their understanding of Zakat Fitrah after the intervention. The survey results indicated that students who were taught using the CTL model had a better grasp

of the key concepts related to zakat, including the criteria for giving zakat and the social implications of zakat.

The findings from the observations also support the effectiveness of the CTL approach. During lessons, students who were taught using the CTL model demonstrated higher levels of engagement, including active participation in discussions, group work, and individual tasks. This contrasts with the students in the traditional teaching group, who appeared less engaged and more passive during lessons. Interviews with teachers revealed that they felt the CTL model provided them with a more structured and dynamic way of teaching. They noted that the model helped them create more engaging lessons by incorporating real-world examples, group activities, and interactive learning tools. Teachers also felt that the CTL approach allowed them to better address the diverse learning styles and needs of their students.

The success of the CTL model in increasing student engagement can be attributed to its focus on making learning relevant to students' lives. By connecting the material to real-world issues and encouraging active participation, the CTL approach fosters a deeper understanding of the subject matter. In the case of Zakat Fitrah, this relevance is crucial in helping students understand the importance of zakat as a social obligation and religious duty. The research also highlights the role of teachers in the successful implementation of the CTL model. Teachers need to be well-prepared and familiar with the principles of CTL to effectively apply the model in their classrooms. Professional development programs and training sessions on CTL could help teachers improve their teaching strategies and enhance student engagement.

Moreover, the study emphasizes the importance of student-centered learning. In the CTL model, students are encouraged to take responsibility for their own learning by actively engaging in discussions, problem-solving, and group work. This autonomy in the learning process can boost students' motivation and sense of ownership over their education. The application of the CTL model also aligns with the principles of Islamic education, which emphasizes the holistic development of students. By integrating Islamic values with contemporary teaching methods, the CTL approach helps students connect their religious teachings with their everyday lives. This is particularly important in the context of Zakat Fitrah, as it reinforces the practical application of Islamic principles.

While the results of this study are promising, it is important to recognize that the success of the CTL model is influenced by various factors, including the teacher's ability to implement the model effectively and the students' willingness to engage in the learning process. Future research could explore how different teaching strategies and classroom environments impact the effectiveness of CTL. Additionally, it is important to consider the cultural and contextual factors that may affect the implementation of the CTL model. For example, in an Islamic school setting, the integration of religious values

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and teachings into the CTL approach is crucial for making the learning experience meaningful and relevant to students.

One limitation of this study is that it was conducted in a single school, which may limit the generalizability of the findings. Future studies could involve a larger sample of schools to determine whether the CTL model is effective in other educational settings. Despite these limitations, the findings of this research suggest that the CTL model is an effective approach for enhancing student engagement in Fiqh classes. By making the material more relevant and interactive, the CTL model helps students develop a deeper understanding of Zakat Fitrah and its significance in their lives. In conclusion, the application of the Contextual Teaching and Learning model has proven to be an effective strategy for increasing student engagement in the Fiqh subject, specifically in the topic of Zakat Fitrah. The findings of this research highlight the importance of using active and student-centered teaching methods to make learning more meaningful and relevant.

This research contributes to the ongoing discourse on improving educational practices in Islamic schools and provides valuable insights for teachers, school administrators, and policymakers. By incorporating more interactive and context-based approaches to teaching, educators can enhance student learning and foster a deeper understanding of important religious concepts like Zakat Fitrah.

Moving forward, it is essential to continue exploring innovative teaching methods and strategies that can further enhance student engagement and academic achievement. The CTL model represents one promising approach, but there are undoubtedly other effective methods that can be integrated into the curriculum to support students' holistic development.

## Conclusion

The implementation of the Contextual Teaching and Learning (CTL) model in teaching Fiqh, particularly the topic of Zakat Fitrah, at Madrasah Ibtidaiyah Miftahul Ulum Mekarsari has led to significant improvements in student engagement and understanding. This approach, which connects academic content to real-life situations, has proven effective in enhancing learning outcomes in religious education. By incorporating real-life case studies, role-playing activities, and group discussions, the CTL model has made the learning process more engaging and relevant for students. This has not only increased their motivation but also deepened their comprehension of the material. These findings align with existing literature that highlights the effectiveness of CTL in enhancing students' understanding and participation in religious education. Furthermore, the teacher's role as a facilitator, guiding discussions and providing constructive feedback, has been pivotal in creating a supportive learning environment. This approach encourages active participation and reinforces the material, leading to a deeper understanding of Zakat Fitrah. These outcomes underscore the importance of

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adopting innovative teaching methods that resonate with students' experiences and contexts to improve learning outcomes.

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