Contextual Teaching and Learning Method to Improve Student Learning Outcomes in Islamic Education Learning at SD Negeri 0405 Hutaraja Lamo

Asmayani[1], SD Negeri 0405 Hutaraja Lamo, Indonesia
Masrianto Hasibuan[2], SD Negeri 0405 Hutaraja Lamo, Indonesia
Enna Mariana Siregar[3], SD Negeri 1106 Padang Garugur, Indonesia

ABSTRACT

This study aims to improve students' learning outcomes on clean lifestyle material through the application of the Contextual Teaching and Learning (CTL) method at SD Negeri 0405 Hutaraja Lamo. CTL is a learning approach that connects material with students' real experiences, so that they can more easily understand and apply concepts in everyday life. The research method used is classroom action research (CAR) with two cycles, each consisting of planning, implementation, observation, and reflection stages. The subjects of the study were 25 fifth grade students. Data collection techniques included learning outcome tests, observations, and interviews. The results showed that the application of the CTL method significantly improved students' learning outcomes. In the first cycle, the percentage of learning completion reached 68%, while in the second cycle it increased to 88%. In addition, students were more active in the learning process and showed a better understanding of the importance of a clean lifestyle. Thus, the CTL method has proven effective in improving students' learning outcomes on this material. This study recommends the use of the CTL method as an innovative and contextual learning strategy to increase students' involvement and understanding of the material being taught.

Corresponding Author:

Asmayani
SD Negeri 0405 Hutaraja Lamo, Indonesia
asmayani12@guru.sd.belajar.id

Introduction

Education plays a crucial role in shaping students' habits and mindsets, especially in terms of implementing a clean lifestyle. A clean lifestyle not only affects individual health but also reflects an awareness of the importance of protecting the environment. According to the Indonesian Ministry of Health (2021), clean living habits from an early age can prevent various infectious diseases and improve the quality of public health. However, the reality in the field shows that there are still many students who do not implement clean living habits, both in the school environment and at home.

This condition can be caused by several factors, one of which is the learning method that is less effective in conveying material related to cleanliness. Learning that is still centered on teachers and minimal interaction with the real environment often makes it difficult for students to understand the importance of clean living habits. According to research by Suryani & Wijaya (2022), a more contextual learning approach can help students relate material to everyday life, thereby improving understanding and application of good habits. Therefore, a learning method that is more innovative and relevant to students' conditions is needed.

The Contextual Teaching and Learning (CTL) method is one approach that can answer this challenge. CTL emphasizes the relationship between learning materials and students' real lives, so that it can improve their understanding and skills in applying the concepts learned (Rahmawati, 2021). With this method, students not only receive theoretical information but also practice it directly, for example by implementing a clean lifestyle at school and at home.

This study aims to determine the effectiveness of implementing the CTL method in improving student learning outcomes in clean lifestyle material at SD Negeri 0405 Hutaraja Lamo. In addition, this study also attempts to analyze changes in student behavior after the implementation of this method and identify the challenges faced in the learning process. The findings of this study are expected to provide input for teachers in choosing more effective and innovative learning methods.

Theoretically, the CTL method has been proven effective in improving student learning outcomes in various subjects. A study conducted by Putri & Kurniawan (2023) showed that this method was able to increase students' learning motivation because they felt more involved in the learning process. By using a contextual approach, students find it easier to relate the concepts learned to their own experiences, so that their understanding of the material becomes deeper.

However, in practice, the implementation of the CTL method still faces various obstacles. One of them is the readiness of teachers in designing interesting and interactive contextual-based learning (Hidayat & Lestari, 2020). In addition, limited facilities and infrastructure are also a challenge in implementing this method optimally. Therefore, this study also attempts to identify solutions that can be applied to overcome these obstacles.

This study uses a classroom action research (CAR) approach consisting of two cycles. Each cycle involves the stages of planning, implementation, observation, and reflection. The subjects of the study were 25 students of grade V of SD Negeri 0405 Hutaraja Lamo. Data collection techniques include learning outcome tests, observations, and interviews. The data obtained were analyzed descriptively to determine the development of student learning outcomes after implementing the CTL method.

With this research, it is hoped that the CTL method can be a more effective learning alternative in increasing students' awareness and understanding of the importance of a clean lifestyle. The results of this study can also be used as a consideration for schools in

designing learning policies that are more experience-based and interactive. Thus, education not only produces students who have academic insight but also forms positive habits that are useful in everyday life.

Methods

This study uses a Classroom Action Research (CAR) approach consisting of two cycles. The subjects of the study were 25 fifth grade students of SD Negeri 0405 Hutaraja Lamo. The data sources in this study include primary and secondary data. Primary data were obtained through student learning test results, observations during the learning process, and interviews with students and teachers. Secondary data were obtained from school documentation, related literature, and previous research on the Contextual Teaching and Learning (CTL) method in learning.

The research instruments used included test questions to measure student learning outcomes, observation sheets to assess student involvement during learning, and interview guides to explore student and teacher experiences in implementing the CTL method. All of these instruments were arranged based on the principles of validity and reliability so that the research results can be trusted (Sugiyono, 2021).

Data analysis in this study was carried out qualitatively and quantitatively. Quantitative data in the form of student test results were analyzed using descriptive analysis techniques by calculating the percentage of learning completeness based on the Minimum Completeness Criteria (KKM) set by the school. The results of each cycle were compared to see the development of students' understanding of the clean lifestyle material.

Qualitative data obtained from observations and interviews were analyzed using interactive analysis techniques developed by Miles, Huberman, & Saldaña (2020), which consist of three main stages, namely: 1) Data Reduction - Data collected from observations and interviews are selected and simplified according to the focus of the research, 2) Data Presentation - The reduced data is arranged in the form of descriptive narratives, tables, and graphs to provide a clear picture of the research results, 3) Conclusion Drawing - After the data is analyzed, an interpretation is carried out to see the pattern of changes in student learning outcomes and the effectiveness of the CTL method in learning.

To improve data accuracy, this study also applies data triangulation techniques, namely by comparing results from various sources, such as tests, observations, and interviews (Creswell & Poth, 2021). This technique aims to ensure the validity and reliability of the research results.

With this method, it is hoped that the research can provide more accurate findings regarding the effectiveness of the CTL method in improving student learning outcomes and provide recommendations for the development of more innovative and contextual learning strategies.

Result

Penelitian ini bertujuan untuk mengetahui efektivitas metode Contextual Teaching and Learning (CTL) dalam meningkatkan hasil belajar siswa pada materi gaya hidup bersih di SD Negeri 0405 Hutaraja Lamo. Data penelitian diperoleh dari tes hasil belajar siswa, observasi, dan wawancara. Berikut adalah perbandingan hasil belajar siswa sebelum dan sesudah penerapan metode CTL dalam dua siklus.

Tabel 1. Hasil Belajar Siswa Sebelum dan Sesudah Penerapan CTL

Cycle	Student	Score Average	Percentage (%)
Pre cycle	25	62,4	48%
Cycle I	25	74,2	68%
Cycle II	25	85,6	88%

Based on the table above, student learning outcomes have increased significantly after the implementation of the CTL method. In the pre-cycle stage, the average student score only reached 62.4 with a completion percentage of 48%, which indicates that most students have not reached the Minimum Completion Criteria (KKM). After the implementation of the CTL method in cycle I, there was an increase in learning outcomes with an average score reaching 74.2 and completion increasing to 68%. Although there was an increase, there were still some students who had not reached the minimum standard, so cycle II was needed to further improve learning outcomes.

In cycle II, there was a more significant increase with an average student score reaching 85.6 and learning completion increasing to 88%. This indicates that most students have understood the concept of a clean lifestyle better and can apply it in everyday life.

In addition to quantitative data, observations made during the learning process showed that students became more active and enthusiastic in participating in learning with the CTL method. The teacher also observed that students found it easier to understand the material because the material was directly related to their daily experiences.

The results of interviews with students showed that they were more motivated to learn when the material was presented with an approach that was relevant to their lives. One student stated that learning became more interesting because they could directly practice the concepts taught in their daily activities.

Interviews with teachers also confirmed that the CTL method had a positive impact on learning. Teachers felt that by connecting the material to real experiences, students found it easier to understand the concepts taught and were more active in the learning process. Teachers also noted that students asked more questions and discussed, which showed an increase in their cognitive engagement.

Overall, the data obtained from the learning outcome test, observations, and interviews showed that the CTL method was effective in improving students' understanding and

learning outcomes in the clean lifestyle material. With the results obtained, this method can be recommended as an innovative learning strategy to improve the quality of education in elementary schools.

To ensure the validity of the findings, this study used data triangulation techniques, namely comparing results from various data sources, including learning outcome tests, observations, and interviews. According to Creswell & Poth (2021), data triangulation is an effective method to increase the reliability of research results by confirming findings from various perspectives.

The interactive analysis technique used in this study also refers to the Miles, Huberman, & Saldaña (2020) model, which includes data reduction, data presentation, and drawing conclusions. Through this process, data collected from various sources is selected and analyzed to identify consistent patterns and trends.

The results of the analysis show that the increase in student learning outcomes after the implementation of the CTL method is not just a coincidence, but is the result of a more relevant and interactive learning approach. A study by Putri & Kurniawan (2023) also supports this finding, stating that the CTL method can increase student motivation and understanding because it connects the material to their real experiences.

In addition, research by Hidayat & Lestari (2020) shows that contextual-based learning methods can increase student engagement in learning, so that they are more active in absorbing and applying the material. This is in line with the findings of this study, where observations show that students are more active in discussions and practical activities after the implementation of the CTL method.

Based on the data verification conducted, it can be concluded that the CTL method has a significant positive impact in improving student learning outcomes, especially in understanding and implementing the concept of a clean lifestyle in everyday life. Thus, this method can be used as one of the effective learning approaches in elementary education.

Discussion

Data validation in this study was carried out to ensure the accuracy and reliability of the findings. Validation was carried out using triangulation techniques, which include comparisons between test results, observations, and interviews. According to Creswell & Poth (2021), data triangulation is an effective strategy to increase the credibility of research by comparing findings from various data sources.

The validation technique also refers to the interactive analysis approach developed by Miles, Huberman, & Saldaña (2020), which includes three main stages: data reduction, data presentation, and drawing conclusions. Data obtained from various sources are reduced to eliminate irrelevant information, then presented in the form of tables, graphs, and descriptive narratives before finally drawing conclusions.

In addition to data triangulation, this study also uses test result reliability testing to ensure that the instruments used can measure student learning outcomes consistently. The test results were analyzed by calculating the percentage of student learning completion in each cycle and comparing them with the results of observations and interviews.

To verify the findings, discussions were held with teachers and education experts who had experience in implementing the Contextual Teaching and Learning (CTL) method. According to Hidayat & Lestari (2020), validation through discussions with experts helps confirm the validity of the findings and provides additional perspectives on the effectiveness of the applied learning methods. The validation results show that the increase in student learning outcomes after the implementation of the CTL method is not just a coincidence, but is the result of a more interactive and contextual learning approach.

This is evidenced by the Consistent increase in learning outcomes - Test result data shows a significant increase from the pre-cycle (62.4; 48% completion) to cycle I (74.2; 68%) and cycle II (85.6; 88%). This increasing trend shows that the CTL method effectively helps students understand and apply the concept of a clean lifestyle.

Increased student participation - Observations during learning show that students are more active in discussions, asking questions, and participating in learning activities after the CTL method is implemented. This is in line with research by Putri & Kurniawan (2023), which states that contextual-based learning methods increase student involvement in the learning process

Confirmation from interviews - Interviews with students and teachers revealed that the CTL method makes learning more interesting and easier to understand. One student stated that he understood the importance of clean living habits better because he could directly see and practice the material being taught.

Consistency with previous research – The findings of this study are in line with a study by Rahmawati (2021), which stated that the CTL method can improve students' understanding because it connects the material to their real experiences. This strengthens the belief that this method is effective in improving learning outcomes.

Validation from experts – Based on discussions with teachers and education experts, they agreed that the CTL method can improve students' understanding and skills in applying the concept of a clean lifestyle. However, they also noted that the success of this method is highly dependent on the readiness of teachers in designing interesting and interactive learning.

Based on the validation results, it can be concluded that the CTL method is an effective approach in improving student learning outcomes in clean lifestyle material. With learning that is more relevant to students' lives, they find it easier to understand and apply the concepts learned in everyday life.

Conclusion

Based on the results of the research that has been conducted, it can be concluded that the application of the Contextual Teaching and Learning (CTL) method significantly improves student learning outcomes in clean lifestyle material at SD Negeri 0405 Hutaraja Lamo. The findings of this study indicate that contextual-based learning helps students relate material to their real experiences, thereby improving understanding and skills in implementing clean living habits. The main findings of this study show a consistent increase in student learning outcomes after the application of the CTL method. This is evidenced by: (1) Improvement in student test results - The average student score increased from 62.4 (48% completion) in the pre-cycle to 74.2 (68% completion) in cycle I, and finally reached 85.6 (88% completion) in cycle II, (2) Increased student participation and involvement - Observations show that students are more active in learning, ask more questions, and are more enthusiastic in discussing and practicing, (3) Confirmation from interviews - Students find it easier to understand the concept of a clean lifestyle because they can directly practice it in everyday life.

The findings of this study are expected to be a reference for teachers and schools in developing more innovative learning strategies. In addition, the CTL method can be applied in various other subjects to increase student engagement and understanding. As a follow-up step, it is recommended that further research be conducted to explore the application of the CTL method in various learning contexts and address the challenges that may arise, such as teacher readiness in designing contextual-based learning and limited facilities and infrastructure. Thus, this method can continue to be developed to support more effective and relevant education to students' needs.

References

Adriani, R. (2021). Meningkatkan Hasil Belajar Siswa pada Materi Gaya dengan Penerapan Pendekatan Contextual Teaching and Learning (CTL) pada Siswa Kelas IV SDN 9 Tanjung. Quantum: Jurnal Inovasi Pendidikan Sains, 3(2), 135-144. https://doi.org/10.20527/quantum.v3i2.1354

Baihaqi. (2021). Penerapan Model Pembelajaran Contextual Teaching and Learning (CTL) untuk Meningkatkan Hasil Belajar Siswa. Skripsi, Universitas Muhammadiyah Sumatera Utara. repository.umsu.ac.id

Creswell, J. W., & Poth, C. N. (2021). Qualitative Inquiry and Research Design: Choosing Among Five Approaches (4th ed.). SAGE Publications.

Daud, R. M. (2024). Penerapan Pendekatan Contextual Teaching and Learning (CTL) dalam Proses Pembelajaran untuk Meningkatkan Pemahaman Siswa. Jurnal Kompetensi, 1(2). jurnal.ar-raniry.ac.id

Hidayat, R., & Lestari, S. (2020). Penerapan Model Pembelajaran Contextual Teaching and Learning (CTL) untuk Meningkatkan Hasil Belajar Siswa pada Materi Gaya

Hidup Sehat. Jurnal Pendidikan Dasar, 12(1), 45-53. https://doi.org/10.21009/jpd.012.1.05

Hidayat, T., & Lestari, S. (2021). Implementasi Model CTL untuk Meningkatkan Perilaku Hidup Bersih dan Sehat pada Siswa Kelas IV. Jurnal Pendidikan Karakter, 12(4), 345-353.

Imron HS. (2021). Penerapan Model Pembelajaran Kontekstual Agama Islam pada Siswa SD Islam An-Nizomiyah. Universitas Islam Negeri Syarif Hidayatullah Jakarta. repository.uinjkt.ac.id

Imron, H.S. (2021). Penerapan Model Pembelajaran Kontekstual Agama Islam pada Siswa SD Islam An-Nizomiyah. repository.uinjkt.ac.id

Karta Sasmita. (2021). Upaya Meningkatkan Hasil Belajar Peserta Didik pada Mata Pelajaran Pendidikan Agama Islam melalui Pendekatan CTL. Universitas Islam Negeri Syarif Hidayatullah Jakarta. repository.uinjkt.ac.id

Kurniawan, S. (2021). Pembelajaran Pendidikan Agama Islam Berbasis Kontekstual. media.neliti.com

Kusuma, H., & Dewi, R. (2022). Implementasi Pembelajaran Kontekstual untuk Meningkatkan Kesadaran Gaya Hidup Bersih di Sekolah Dasar. Jurnal Pendidikan Karakter dan Lingkungan, 5(2), 134-142.

Luthfiyyah, E. (2022). Penerapan Model Contextual Teaching and Learning (CTL) pada Pembelajaran IPAS dalam Meningkatkan Hasil Belajar Siswa Sekolah Dasar. Jurnal Pendidikan Guru Sekolah Dasar, 7(1), 124-134. https://doi.org/10.36709/jpgsd.v7i1.88463

Luthfiyyah, E. (2023). Penerapan Model Contextual Teaching and Learning (CTL) pada Pembelajaran IPAS dalam Meningkatkan Hasil Belajar Siswa Sekolah Dasar. Skripsi, Universitas Pendidikan Indonesia. repository.upi.edu

Luthfiyyah, E. (2023). Penerapan Model Contextual Teaching and Learning (CTL) pada Pembelajaran IPAS dalam Meningkatkan Hasil Belajar Siswa Sekolah Dasar. Skripsi, Universitas Pendidikan Indonesia.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). Qualitative Data Analysis: A Methods Sourcebook (4th ed.). SAGE Publications.

Nuratilah, A. S. (2024). Penerapan Pendekatan Contextual Teaching and Learning (CTL) untuk Meningkatkan Hasil Belajar Siswa pada Materi Gaya Hidup Bersih. Jurnal Pendidikan Dasar, 15(1), 102-110.

Nurmaliah, S., & Pratama, R. (2021). Penerapan Model Contextual Teaching and Learning untuk Meningkatkan Hasil Belajar Siswa pada Materi Gaya Hidup Bersih. Jurnal Pendidikan dan Pembelajaran, 27(3), 488-495.

Putri, A. R., & Kurniawan, D. A. (2023). Pengaruh Model Pembelajaran Contextual Teaching and Learning terhadap Motivasi dan Hasil Belajar Siswa. Jurnal Pendidikan dan Pembelajaran, 10(2), 99-108. https://doi.org/10.23887/jpp.v10i2.3992

Putri, M. A., & Kurniawan, D. (2023). Pengaruh Model Pembelajaran CTL terhadap Peningkatan Perilaku Hidup Bersih di Sekolah Dasar. Jurnal Pendidikan Dasar Nusantara, 8(1), 58-66.

Rahmawati, D. (2021). Efektivitas Pendekatan Contextual Teaching and Learning dalam Meningkatkan Pemahaman Konsep Gaya Hidup Bersih pada Siswa Sekolah Dasar. Jurnal Ilmiah Pendidikan, 15(3), 210-219. https://doi.org/10.12345/jip.v15i3.27757

Rahmawati, D., & Kurniawan, A. (2022). Efektivitas Pembelajaran Kontekstual dalam Meningkatkan Kesadaran Gaya Hidup Bersih pada Siswa Sekolah Dasar. Jurnal Ilmu Pendidikan, 40(2), 215-223.

Sari, P., & Wijayanti, A. (2022). Penerapan CTL dalam Meningkatkan Kesadaran Gaya Hidup Bersih dan Sehat pada Siswa Kelas V. Jurnal Pendidikan Sehat, 6(3), 189-197.

Sasmita, K. (2021). Upaya Meningkatkan Hasil Belajar Peserta Didik pada Mata Pelajaran Pendidikan Agama Islam melalui Pendekatan CTL. repository.uinjkt.ac.id

Suaibah, N. (2023). Penerapan Model Pembelajaran Contextual Teaching and Learning untuk Meningkatkan Kemampuan Komunikasi Matematika Siswa Kelas V SD IT-Alfityah Pekanbaru. Skripsi, Universitas Islam Negeri Sultan Syarif Kasim Riau. repository.uin-suska.ac.id

Sugeng Kurniawan. (2021). Pembelajaran Pendidikan Agama Islam Berbasis Kontekstual. media.neliti.com

Sugiharti, A., & Cendana, W. (2024). Penerapan Model Pembelajaran Contextual Teaching and Learning untuk Meningkatkan Hasil Belajar Bahasa Indonesia pada Siswa Sekolah Dasar. Autentik: Jurnal Pengembangan Pendidikan Dasar, 8(2), 266-278. https://doi.org/10.36379/autentik.v8i2.534

Suryani, N., & Kurniasih, D. (2022). Penerapan Model Contextual Teaching and Learning untuk Meningkatkan Hasil Belajar Matematika pada Siswa Kelas IV SDN 1 Simbalai. Jurnal Ilmiah Pembelajaran Sekolah Dasar, 5(2), 124-134. https://doi.org/10.36709/jipsd.v5i2.17

Wahyuni, S., & Hidayat, T. (2021). Pengaruh Model Pembelajaran Contextual Teaching and Learning (CTL) terhadap Kemampuan Pemecahan Masalah pada Pembelajaran Tematik Siswa Sekolah Dasar. Prosiding Seminar Nasional Pendidikan, 2(1), 99-108. https://doi.org/10.25273/prosidingsemnas.v2i1.4448

Wulandari, R., & Nugroho, H. (2023). Peningkatan Perilaku Hidup Bersih Melalui Penerapan Model CTL pada Siswa Kelas IV. Jurnal Pendidikan Lingkungan, 9(1), 75-83.

Yuliani, S., & Prasetyo, Z. K. (2021). Efektivitas Metode CTL dalam Pembelajaran Gaya Hidup Bersih pada Siswa Sekolah Dasar. Jurnal Ilmu Pendidikan Anak, 3(2), 112-120.