



Improving Student Learning Achievement in Islamic Education Learning Using the Contextual Teaching and Learning Method at SD Negeri 096755 Perkebunan Maligas

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ABSTRACT

This study aims to improve learning achievement in Islamic Religious Education (PAI) subjects, especially the material "Believing in the Angels of Allah" for fourth grade students of SDN 096755 Perkebunan Maligas, Kec. Bosar Maligas. The method used in this study combines the Contextual Teaching and Learning (CTL) approach with the Direct Learning learning model. The study was conducted with a quasi-experimental approach using a pretest-posttest design. Data were collected through written tests, observations, and documentation. Data analysis showed that the implementation of both methods synergistically had a significant effect on improving student learning achievement. The application of CTL helps students relate learning materials to the context of everyday life, while Direct Learning provides a clear structure and direction in the learning process. The results of this study indicate that innovation in PAI learning strategies, especially through the integration of CTL and Direct Learning methods, can improve student motivation, conceptual understanding, and learning achievement. The implications of this study are expected to be a reference for teachers in designing and implementing more effective and enjoyable learning in elementary school environments.

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Introduction

The introduction of this study is based on the importance of improving the quality of Islamic Religious Education (PAI) learning at the elementary school level, especially in the material "Believing in the Angels of Allah". Based on recent studies (Suryanto, 2020; Haryanto, 2021), it was found that student learning achievement is still not optimal due to the limitations of the learning methods applied. Therefore, this study aims to improve the learning achievement of grade IV students through the application of the integration

of the Contextual Teaching and Learning (CTL) method with the Direct Learning model. The problems that arise include low student involvement and the ineffectiveness of the application of material in the context of everyday life, which has implications for learning outcomes that are not in accordance with student potential. The gap between actual learning outcomes and expected standards indicates the need for innovation in PAI learning strategies. Recent literature reviews (Wulandari, 2022; Ramadhan, 2021) reveal that integrating a contextual approach with a direct learning model can bridge this gap. This research proposal proposes the application of a learning model that combines CTL and Direct Learning as a strategic effort to improve student motivation, understanding, and learning achievement. It is expected that the proposed holistic approach will not only solve existing problems but also become a reference for the development of innovative learning methods in elementary schools.

Objectives This study aims to improve the learning achievement of fourth grade students by implementing the integration of CTL and Direct Learning methods on the material "Believing in the Angels of God". Specifically, this study aims to: 1). Assess the effectiveness of the CTL method in facilitating understanding of the concept of faith in the angels of God. 2). Analyze the role of Direct Learning in providing a clear and systematic learning structure. 3). Identify increased student motivation and involvement through the application of both methods. 4). Provide strategic recommendations for teachers in implementing more effective learning methods in the classroom.

Methods

This study used a quasi-experimental approach with a pretest-posttest design. The research process began with the preparation stage, where research instruments such as written tests, observation sheets, and activity documentation were prepared. Furthermore, a pretest was conducted to measure students' initial level of understanding of the material "Believing in the Angels of God." The experimental group was then given treatment in the form of implementing the integration of the Contextual Teaching and Learning (CTL) and Direct Learning methods, which were designed to link the material to the context of students' daily lives while providing systematic learning directions. After the treatment, a posttest was conducted to measure the increase in student learning achievement. Data analysis was conducted to compare the results of the pretest and posttest to determine the effectiveness of the application of the two methods. The research data came from Primary Data in the form of: 1). Written Test: A test instrument specifically designed to measure understanding of the concept of "Believing in the Angels of God" before and after treatment. 2). Observation: Direct observation of the learning process in the classroom which includes student behavior, participation, and interaction during the implementation of the CTL and Direct Learning methods. 3). Documentation: Recordings of teaching and learning activities in the form of photos, videos, and field notes that support the qualitative analysis of the learning process.

Secondary Data in the form of relevant Islamic Religious Education (PAI) curriculum and syllabus documents as well as previous literature and research results that discuss the CTL and Direct Learning methods as a basis for developing learning strategies.

Data analysis was carried out using quantitative and qualitative approaches. Quantitative Analysis: Written test data from the pretest and posttest were processed using statistical tests (eg, t-test) to identify significant differences between the initial conditions and after the application of the method. Qualitative Analysis: Observation and documentation data were analyzed to describe the dynamics of the learning process, teacher-student interactions, and student responses to the CTL and Direct Learning methods.

The results of these two analytical approaches were then synthesized to provide a comprehensive picture of the effectiveness of the integration of learning methods in improving student learning achievement.

Result

From this study, it was found that the implementation of the integration of Contextual Teaching and Learning (CTL) and Direct Learning methods provided a significant increase in student learning achievement in the material "Believing in the Angels of God". This finding indicates a positive change in the understanding of religious concepts and an increase in learning motivation. The results of the pretest measurement showed that students' initial scores were still at a moderate level, with an average score of around 59. After treatment using both methods, the posttest showed an increase in the average score to 74. This difference in scores indicates a real increase in understanding of the material.

The results showed that all students experienced an increase in scores, with the percentage increase varying between 21% and 28%. This data description confirms that the implemented learning method was able to bridge the knowledge gap that previously existed. Overall, the distribution of pretest scores which tended to be low to moderate changed significantly to higher and more even posttest scores. This data is also supported by the results of observations that recorded an increase in student involvement and active participation during the learning process.

Data analysis showed an average increase of 15 points between the pretest and posttest. This illustrates that the implementation of CTL and Direct Learning not only focuses on improving academic grades, but also on improving students' motivation and understanding of religious material.

Data verification was carried out through triangulation from three main sources, namely written tests, classroom observations, and activity documentation. The combination of these three instruments ensures data accuracy and reduces the potential for bias in assessing learning outcomes.

To verify the improvements that occurred, statistical analysis of the t-test was applied to the pretest and posttest data. The results of the statistical analysis showed a p value <0.05 , which means that the difference between the initial and final scores was statistically significant and supported the effectiveness of the applied learning methods.

The results of data verification strengthen the findings that the integration of CTL and Direct Learning methods significantly improved learning achievement. Field observations that documented student activity during learning were also in line with quantitative data, thus providing a comprehensive picture of the success of the strategy.

Overall, the findings, data descriptions, and data verification show that innovation in learning strategies through the integration of CTL and Direct Learning have a significant positive impact. Data obtained from various sources and statistical analysis confirm that this method is effective in improving students' understanding and learning achievement in the material "Belief in God's Angels", and can be used as a reference for developing learning methods at the elementary school level.

Discussion

The discussion in this study focuses on the evaluation and validation of data obtained during the implementation of the Contextual Teaching and Learning (CTL) and Direct Learning methods. The main focus is to assess the extent to which the increase in student learning achievement can be attributed to the implementation of both methods. This discussion also includes an in-depth analysis of the reliability and validity of the data, both quantitative and qualitative, to ensure accurate and reliable results.

Data validation is an important step in research to ensure that data collection instruments and methods produce valid information. This study adopts a triangulation approach by utilizing data from written tests, classroom observations, and documentation of learning activities. The use of various data sources helps confirm the consistency of the findings and minimizes the potential for bias that may arise from only one type of data.

In the validation process, the written test instrument was first tested by experts to ensure that the questions used were relevant to the material "Believing in the Angels of Allah". This content validation ensures that each question item is in accordance with the Islamic Religious Education (PAI) curriculum standards and is able to measure conceptual understanding accurately. The same thing is also applied to the observation sheet designed to capture aspects of student involvement and participation during learning.

The reliability of the instrument was measured through a preliminary trial involving a number of students before the main research was conducted. The results of the trial showed that the instrument had a high level of consistency, so it could be relied on to measure the variables studied. This measurement provides confidence that the data collected is not influenced by instrument instability.

Quantitative data were obtained from pretest and posttest scores which were analyzed using statistical tests, such as the t-test. The results of the statistical analysis indicated a significant increase between the pretest and posttest scores, which showed the effectiveness of integrating the CTL and Direct Learning methods. These data provide

strong quantitative evidence regarding the increase in student learning achievement after the implementation of learning innovations.

Observations during the learning process provided qualitative data that supported the results of the quantitative analysis. Observation notes showed an increase in student activity, participation, and involvement in class discussions. This indicates that the CTL and Direct Learning methods succeeded in creating a conducive and interactive learning atmosphere, thus supporting the process of understanding the material more deeply.

To verify the validity of the findings, quantitative and qualitative data were analyzed in an integrated manner through a triangulation approach. This triangulation helps ensure that the findings do not only come from one type of data, but are a convergence of various research instruments. This combination increases the validity of the research results and provides a more comprehensive picture of the impact of the applied learning methods.

The t-test results show a significant p value ($p < 0.05$), which proves that there is a significant difference between students' pretest and posttest scores. This finding indicates that the increase in scores did not occur by chance, but was a direct impact of the application of the CTL and Direct Learning methods. This statistical analysis provides a strong basis to support the claim that the learning strategies used are effective in improving learning achievement.

The integration of qualitative and quantitative data provides a deeper understanding of classroom dynamics during the application of learning methods. Observational data supports the increase in scores seen in the test results, especially in terms of motivation, engagement, and conceptual understanding. Thus, the two types of data complement each other and provide higher internal validity to the research results.

The main findings of this study indicate that the integration of the CTL and Direct Learning methods significantly improves student learning achievement. Consistent increases in scores across samples indicate that a contextual and structured learning approach can optimize the teaching and learning process. This discussion highlights the role of both methods in creating an interactive and meaningful learning environment for students.

Several supporting factors in data validation include active teacher involvement, consistency in method implementation, and school infrastructure support. Teacher participation as a reliable facilitator greatly influences the success of the implementation of the CTL and Direct Learning methods. In addition, the suitability between learning objectives and the material taught also supports the validity of the data obtained.

The results of data validation provide positive implications for the development of learning strategies at the elementary school level. High data validity indicates that this innovative learning method can be used as a reference for teachers in designing more effective learning. This implication also opens up opportunities for further research to develop and adapt similar methods to other subjects.

A critical evaluation of the data validation process revealed that although the data collected was quite consistent, there were still challenges in controlling external variables that could affect student learning outcomes. This study suggests improvements to the observation instrument so that it can capture classroom dynamics more holistically. This evaluation is important to improve the accuracy and reliability of findings in further research.

The CTL method that links material to the context of everyday life and Direct Learning that provides systematic direction have proven effective in facilitating conceptual understanding. The results of data validation show that the combination of these two methods successfully closes the gap between students' prior knowledge and expected competencies. This approach not only improves learning achievement, but also increases students' interest and motivation in Islamic Religious Education learning.

Overall, the results of data validation confirm that the integration of the CTL and Direct Learning methods has a significant positive impact on improving student learning achievement. Strong data validity was obtained through triangulation, statistical analysis, and consistent classroom observation. These findings provide a solid foundation for the development of more innovative and adaptive learning strategies in elementary school environments, as well as being an important reference for further research in the field of Islamic Religious Education.

Conclusion

Based on the research findings, it can be concluded that the integration of Contextual Teaching and Learning (CTL) and Direct Learning methods significantly improved students' learning achievement in the material "Believing in the Angels of God" at SDN 096755. The significant increase in scores between pretest and posttest, along with direct observation of increased student participation and engagement, indicate that this innovative learning approach is effective in bridging the knowledge gap and facilitating in-depth understanding of concepts. These findings underline that the integration of contextual learning strategies with systematic direction can have a positive impact on students' academic outcomes. The application of the CTL and Direct Learning methods not only improves test scores but also strengthens the understanding of religious concepts that are the basis for the formation of students' character. This academic impact has the potential to be a model for the development of other learning methods in various schools, so that it can improve the quality of education as a whole. On the other hand, the social contribution of this research can be seen from the increase in motivation, discipline, and active participation of students in learning activities. This has an impact on the formation of better character, strengthening religious values, and improving the quality of social interaction in the school environment. Thus, the results of this study not only contribute to the field of education, but also play a role in more harmonious social development through improving the quality of education and character formation of students.

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