

---

## Islamic Religious Education Learning System Through a Contextual Model of Teaching and Learning Based Improving the Thinking Ability of Madrasah Students in Islamic Boarding Schools

Fajrul Munir

The Jakarta Islamic University

Correspondent: [fajrilmunir0@gmail.com](mailto:fajrilmunir0@gmail.com)

---

Submitted : Juny 30, 2020    Revised : July 15, 2020    Published : Juli 30, 2020

---

### ABSTRACT

Islamic religious learning system through the CTL Contextual Teaching and Learning model in improving the thinking ability of madrasah students in Islamic boarding schools. Islamic religious education in madrasah includes (*al-Qur'an-Hadits, Morality, Jurisprudence, and Cultural History of Islam*). Learning Islamic religious education often uses lecture methods so students feel bored and even disparage when studying their Islamic Education while doing other activities. The author is interested in choosing this topic because no one has researched with the same title. The benefits of this research are expected to help teachers, especially those who teach Islamic education in madrasah. The reason other researchers are not interested in this title is that they think the CTL method cannot be used to improve the quality of learning, especially PAI in madrasah. While in this study the authors tried to find direct effects, especially CTL can improve students' thinking skills in madrasah. The research method uses a qualitative approach and study documentation. Data processing in using the critical-analytical method, which is analyzing and interpreting data. The author is interested in researching with the title above because he wants to prove that the Islamic religious learning system through the CTL model can improve the thinking ability of madrasah students. The research findings are the Islamic religious education learning system through CTL, a learning approach that emphasizes the process of full involvement of students to be able to find the material being studied and relate it to real life situations and conditions. Research conclusions: Implementation of Islamic religious education learning system through the CTL model in improving the thinking ability of Islamic boarding school students through stages of constructivism (*constructionvism*), Inquiry (*finding*), Questioning (*asking*), Learning Community (*learning community*), Modeling (*modeling*), Reflection (*reflection*), and Authentic Assessment (*actual assessment*). Implications of research, students' thinking ability will increase because they are given the freedom to explore their learning. So the Islamic religious education learning system through the CTL model can improve students' thinking abilities and enthusiasm of students to continue learning and discover for themselves (*material/concepts*) what they learn.

Keywords: Islamic Education, Contextual Teaching And Learning, Thinking Ability.

### INTRODUCTION

Understanding Islamic boarding school is a community-based institution and was founded by individuals, foundations, Islamic community organizations, and/or communities who instill faith and piety in Allah SWT. inferiority, tolerance, balance, moderate, and other noble values of the Indonesian nation through education, Islamic preaching, example, and community empowerment within the framework of the unitary state of the Republic of Indonesia. [1]

Islamic boarding school is a form of educational institution whose existence is quite long in the country of Indonesia and is proven to have a major contribution in various aspects of

national life ranging from the kingdom to resistance to colonialism. "*During the independence of the boarding school showed a large role as an educational institution that is able to present a new alternative of modern learning systems. One reason why Islamic boarding schools are still the choice of the community is that it turns out that one of the orientations and objectives of Islamic boarding schools is to form a whole, independent, and high moral person. And high or noble character that exceeds someone's intelligence or intelligence*". [2]

Madrasah Islamic religious education learning system in traditional Islamic boarding school learning system with the sorogan system, used in the old forms of study institutions, without introducing the teaching of general knowledge. The Salaf Islamic Boarding School education learning system indeed more often applies the Sorogan and Wetonan models. [3]

However, in this modern era the process of developing traditional Islamic boarding schools which were originally traditional has now adjusted to modern boarding schools, so that the system and curriculum have also been adjusted. One of them is the learning of Islamic education in Islamic boarding schools, for madrasas consisting of: Ibtidaiyah, Tsanawiyah and Aliyah covering subjects (*al Qur'an-Hadits, Akidah Akhlak, Fiqh and History of Islamic Culture*), which must be given to students and must be taught at every level. madrasa in Islamic boarding schools.

The low learning outcomes of Islamic religious education are not solely because the material is considered difficult, but can also be caused by the learning process of Islamic religious education that is carried out less than optimal. Whereas Islamic education is very important to be conveyed to all students must achieve maximum results.

Islamic religious education learning system in improving the thinking ability of madrasah students in Islamic boarding schools is difficult to achieve optimally, if the learning process is ineffective and inefficient. The implementation of Islamic religious education learning system through the Contextual Teaching and Learning model is very useful for teachers especially for teachers and madrasa students. Islamic religious education learning system through the Contextual Teaching and Learning model can be used as a guide and a systematic reference to act in the implementation of learning. The learning system through the Contextual Teaching and Learning model can facilitate the learning process, and accelerate the understanding of the content of Islamic religious education learning in improving the thinking ability of madrasa students.

The author assumes, using the CTL model in learning Islamic religious education, can contribute to encouraging learning motivation so that it can improve the thinking ability of madrasa students. Therefore, there needs to be research specifically related to the learning system of Islamic education through CTL in improving the thinking ability of madrasa students in Islamic boarding schools.

Understanding the system according to Jogianto is a collection of elements that interact to achieve a certain goal. [4]

According to the authors of the system is a group of components and elements that are combined into one to achieve certain goals.

Learning is a translation of the word "*intruccion*" which in Greek is called *instructus* or "*intruere*" which means to convey thoughts, thus the instructional meaning is to convey the ability to think or ideas that have been processed meaningfully through learning. [5]

Learning activities are designed to provide learning experiences that involve processes and physical through interaction between students, students and teachers, the environment, and other learning resources in the context of achieving basic competencies.

While the learning of Islamic religious education is an effort to make students able to learn, need to learn, be motivated to learn, want to learn, and are interested in continuing to study the Islamic religion, both for the benefit of knowing how to have a correct religion or studying Islam as knowledge which results in some changes which is relatively fixed in the behavior of someone who is good in cognitive, affective, and psychomotor. [6]

So the understanding of the Islamic religious education learning system is a group of students who can learn, need to learn, are motivated to learn, want to learn, and are interested in continuing to learn the religion of Islam, both for the benefit of knowing how to have a correct religion or studying Islam as knowledge which results in several changes in the behavior of a person who is good in cognitive, affective, and psychomotor.

The meaning of increasing epistemologically is to increase the degree, level and so on heightening intensifying production and so on. The process of how to increase business activities and so on has now been held in the field of education.[7] Meanwhile according to KBBI (*Big Indonesian Dictionary*) the meaning of the word improve is the process, method, act of improving (*effort, activity, etc.*). [8]

According to the authors the notion of improving is the process, method, act of increasing (*effort, activities, etc.*). So improving ability is a layer of something that then forms the structure, increases the means of progress, and the addition of skills to become more.

The definition of students' thinking ability, according to Chaplin Ability [9] (*ability, skill, dexterity, talent, ability*) is power (*strength*) to do an action, whereas according to Robbins [10] ability can be an innate ability from birth, or meruplah results practice or practice.

Based on the expert's opinion it can be concluded that the notion of thinking ability is a capability that every student has to analyze ideas or ideas in a more specific direction to pursue relevant knowledge about the world by evaluating evidence. The ability to think is needed to analyze a problem to the stage of finding a solution to solve the problem.

Understanding Contextual Teaching and Learning (CTL). According to Wina Sanjaya [11] Contextual Teaching and Learning (CTL) is a learning strategy that emphasizes the process of full student involvement in order to determine the material being learned and relate it to real life situations.

From this concept further explained that there are three things that must be understood: according to Nailil Mubarakah, [12] in the implementation of the CTL (*Contextual Teaching and Learning*) approach in learning Islamic Education (*planning, description of data in each class 1-6 , 7-9, and 10-12*).

#### 1. Planning.

Planning is to arrange the steps that will be implemented to achieve the specified goals ,. The preparation can be arranged based on the needs within a certain period in accordance with the wishes of the planning maker. [13] Planning in learning we often refer to as RPP (Learning Implementation Plan) should be able to encourage teachers to be better prepared to carry out learning activities. Therefore, each will do the learning a teacher must have preparation, both written and unwritten preparations. In the development of SBC, the RPP functions to streamline the learning process in accordance with what is planned. [14]

In planning the learning of Islamic religious education through the CTL (*Contextual Teaching and Learning*) approach in the Al-Hamid Islamic Boarding School, Cipayung, East Jakarta. Mr. Muhammad Gozali, S.Pd.I. as representative of Islamic Madrasah Ibtidaiyah

(MI) teachers, Mrs. Haryatik, M.Si (teacher and headmaster of Tsanawiyah madrasa school H. Nasrullah, M.MPd. as representative of Aliyah Islamic teachers, some of these teachers obliged to prepare their own RPPs to be used, as he said: "*In the KTSP curriculum, RPPs are compiled by their respective subject teachers, as well as syllabus, prota and promes. So the government only provides curriculum, then the teacher develops it*". [15]

The format of the preparation of RPPs in learning Islamic religious education subjects through the CTL (*Contextual Teaching and Learning*) approach in Madrasah Islamic boarding school in al-Hamid Cipayung, East Jakarta is the same as the format of the RPP in general, what distinguishes it is the content of the RPP in terms of method development, media, and the steps of learning. In preparing the lesson plan there are certainly obstacles encountered, as explained by Mr. Muhammad Ghozali S.Pd.I. as the teacher's representative. [16]

## 2. Implementation

In planning learning of Islamic religious education subjects through CTL (*Contextual Teaching and Learning*): the implementation of learning activities is an effort made by educators to realize the designs that have been prepared. Therefore, from the implementation of these learning activities can be seen the application of the steps of the learning approach used in it. In the outline there are a number of steps implemented by the father / mother teacher of Islamic religious education madrasah Islamic boarding school Al-Hamid, Cipayung, East Jakarta. In carrying out learning of Islamic religious education subjects through the CTL (*Contextual Teaching and Learning*) approach as follows: (*Preliminary Activities, Core Activities, Closing Activities, and Evaluations*).

3. The results of the data description of each madrasah ibtidaiyah class students (1-6) in MI Al-Hamid Islamic boarding school, Cipayung East Jakarta are: [17]
  - a. Class 1. It so happened that at that time the material being taught about the recitation of al-Fatihah. Previously, Muhammad Gozali S.Pd.I. had prepared a paperboard that had the surah al-Fatihah written on it, then the paperboard was posted on the blackboard. After that, students recite Surah al-Fatihah classically with the guidance of the teacher, then students recite the Surah al-Fatihah in groups. In addition, the teacher also provides an opportunity for students to take the courage to move forward in front of the class by demonstrating the reading of the surah al-Fatihah. The teacher tries to facilitate students to compete in a healthy way to improve their ability to think in a healthy learning. After all students learn to recite the recitation of surah-al-Fatihah, the teacher explains what is the meaning of surah al-Fatihah and conducts question and answer with students.
  - b. Class 2. The teacher immediately asks students to recite hijaiyah letters classically. Then students are asked to recite hijaiyah letters in groups, with instructions if there are students in one group who mispronounce other students. In this study, it is almost the same as class 1, but in class 2, besides memorizing, it is more applied to other media by making cards that read hijaiyah letters, assuming students will further enhance their thinking skills in recognizing hijaiyah letters.
  - c. Class 3. The material is taught about reading sentences in the Qur'an, the teacher introduces the various types of harokat and mahraj (*letter issuance*) first, after that the teacher prepares a cardboard has written a few sentences of the Qur'an and is posted on the board. The teacher points out one by one the Qur'anic sentences that are on the carton then the teacher asks students to read them together. Students are asked to recite repeatedly and finally the teacher asks students to open a PAI book so students read it in front of the class. The PAI learning above aims not only to

memorize but also to train to improve students' thinking abilities. And so on until grade 6 madrasahs ibtidaiyah, that Islamic religious education learning system through the contextual teaching and learning model in improving the thinking ability of madrasah students in Islamic boarding schools.

4. The results of the data description of each madrasah Tsanawiyah grade students (7-9) at Pondok Pesantren Al-Hamid Cipayung, East Jakarta.

Based on the results of observations made, it shows that PAI teachers have attempted to do a learning scenario based on the demands of a planned and planned CTL (*Contextual Teaching and Learning*) that has been able to innovate well. Even so, there are still some students who are not active.

There are still those who are indifferent when the lesson takes place. There are even students who prefer to do other study assignments. Such conditions occur because the application of CTL is still unfamiliar to him. Or the strategies applied by the teacher in the class are not yet right so that student acceptance cannot respond according to what is given.

Whether or not the learning system goals that have been determined are how the teacher designs the learning system in his class. The teacher who has to design learning so that students learn comfortably, is able to construct or construct their own knowledge without just following what the teacher says. Students are strived for how they try themselves and want to find out the meaning of the expected knowledge and skills. So this is where the role of teachers has competence and professionalism in carrying out their duties, professional teachers are teachers who are able to innovate, be creative, and improvise.

The professional attitude of a teacher is very closely related to the learning of Islamic religious education with the approach adopted including one of which is the CTL approach. Teachers who are less professional are certainly difficult to encourage students to learn more meaningfully. Based on the results of the interview [18] indicated that the Islamic religious education learning system through the Contextual Teaching And Learning model in improving the thinking ability of students in the Tsanawiyah madrasah Islamic boarding school in Al-Hamid, Cipayung, East Jakarta, has been applied proportionally, however, it has not fully taken place maximally. Teachers are still often fixated on the old methods they have mastered, which have been considered as methods that have often been done for a long time, for example they still often use the lecture method. Even though in line with the development of the era and science and technology, a learning approach that is more up to date and most appropriate to the current condition of students is born.

The use of the CTL approach in the PAI learning system as practiced by PAI teachers in the Al Hamid Islamic boarding school is very appropriate. Considering Islamic religious education subjects are often referred to as normative subjects that contain standard rules as regulated in the Holy Qur'an and the Sunnah of the Apostles. With the CTL approach the Islamic education learning system does not merely contain memorization material, instead it contains the material feels more alive by bringing it closer to the real world as faced by students in their daily lives. Thus students will find their own meaning or significance why they have to learn certain material. Why students are not

passionate about learning, one of the reasons is because they do not understand what they are learning about.

5. The results of the data description of each Aliyah madrasa class (10-12) at Pondok Pesantren Al-Hamid, Cipayung, East Jakarta

Islamic religious education learning system through the Contextual Teaching and Learning model in improving the thinking ability of madrasah students in the al-Hamid Islamic boarding school in Cipayung, East Jakarta aims to further improve the quality and quality of the Islamic religious education learning system process, to be more productive and meaningful. [19] Something said to be meaningful if it has a use value for those who do it. Similar to learning done in public schools, it is said to be meaningful for students if the learning system assesses use for those who learn. Why must find '*meaning*', because finding meaning is the purpose and main characteristic of the contextual learning system approach. With a contextual approach, students will have high enthusiasm and love for Islamic religious education subjects because students undertake the learning process and develop themselves.

Based on observational interviews and study documentation of madrasah in the Al-Hamid Islamic boarding school, it has implications that the educational learning system of the Contextual Teaching and Learning model can arouse enthusiasm and challenge students to continue learning and discover for themselves (*material / concepts*) what they learn.

## METHODS

In Islamic research, scientific methodology is included in the *tajribi* method, which is a method of research in addition to portraying the ability to think logically, it is also followed by experimental actions, observations, observations, and forms of methods known as scientific methodologies such as qualitative, quantitative, and mixed methods. 20] This research uses a qualitative approach, documentation study method and uses data processing with critical-analytical methods.

## RESULTS AND DISCUSSION

Islamic religious education learning system through CTL (*Contextual Teaching and Learning*) is a learning approach that emphasizes the process of full involvement of students to be able to find the material being studied and relate it to real life situations and conditions.

The steps of the Islamic religious education learning system using the CTL (*Contextual Teaching and Learning*) in improving the ability to think of madrasah students is a. Explain the competencies to be achieved as well as the benefits of the learning process and the importance of the subject matter to be learned; b. Divide students into groups according to the number of students, each group is assigned according to the subjects to be studied; c. In accordance with the assignments in the group, students observe and record social reality directly or through learning media that are used for example the use of audio-visual related to matters relating to the assigned lesson; d. The results of the notes obtained through observation, then carried out by fellow groups and then between other groups; e. The teacher provides reinforcement and concludes the material that has been discussed by students; f. Give another assignment as a follow-up activity.

Can measure the achievement of learning objectives with the model CTL (*Contextual Teaching and Learning*) in improving the thinking ability of madrasah students, using a comprehensive assessment. Overall assessment requires the teacher to conduct an assessment of the learning process and outcomes. The assessment carried out is to assess when the learning process takes place and after completion of learning. The assessment carried out includes the readiness of students, the process, and student learning outcomes as a whole. The assessment is not only measuring the ability of students in the cognitive realm but also includes the realm of affection and psychomotor students.

Islamic religious education learning system uses the CTL (*Contextual Teaching and Learning*) model in improving the thinking ability of madrasa students in Islamic boarding schools by using authentic assessment. Authentic assessment is an assessment that combines student readiness, process, and learning outcomes. The integration of the three components will illustrate the capacity, style, and acquisition of student learning or even be able to produce instructional effects (instructional effect) and the accompanying impact (nurturant effect) of learning so as to improve the thinking ability of madrasah students.

## CONCLUSION

Planning the Islamic religious education learning system through the CTL (*Contextual Teaching and Learning*) model in improving the thinking ability of Islamic boarding school students in Islamic boarding schools pursued through good preparation, including formulating in full: a) learning objectives; b) learning material; c) learning strategies; d) learning methods; e) learning techniques; f) syllabus development, and g) teaching preparation.

Implementation of Islamic religious learning learning system through the CTL (*Contextual Teaching and Learning*) model in improving the thinking ability of Islamic boarding school students through the stages of constructivism (*constructionism*), Inquiry (*finding*), Questioning (*asking*), Learning Community (*learning community*), Modeling (*modeling*), Reflection (*reflection*), and Authentic Assessment (*actual assessment*).

The advantages of the CTL (*Contextual Teaching and Learning*) model lie in the flexibility of students in exporting the learning process, so students can work together with their peers, and students can also be more creative and have the ability to think critically at maximum learning. The teacher must prepare well. The teacher must work even harder in helping and encouraging students in linking the subject being studied with real life

## REFERENCES

- [1] Law number 18 of 2019, *concerning pesantren*.
- [2] Ambary, Hasan Muarif, (2011) *Discovering Civilization: The Archaeological and Historical Traces of Islam in Indonesia*. (Jakarta: Logos of Science Discourse), p. 320.
- [3] Mu'awanah (2019) *Boarding School Management*. (Kediri: STAIN Kediri Press), p. 19
- [4] Jogiyanto, H.M., (2005), *Analysis and Design of Information Systems: A Structured Approach to Business Theory and Practice Applications*, ANDI, (Yogyakarta). p. 2
- [5] Warsita, Bambang, (2018), *Learning Technology: its foundation and application*, (Jakarta: Rineka Cipta), p. 265.
- [6] Andayani, Abdul Majid & Dian, (2016), *Islamic Education Based on Competence of Concept and Implementation of the 2004 Curriculum*, (Bandung: PT. Remaja Rosdakarya), p. 132.
- [7] Salim, Yeni and Peter Salim, (2015), *Contextual Indonesian Indonesian Dictionary*, (Jakarta: Modern

[8] <https://lektur.id/arti-Increases/> accessed July 04 2020.

[9] Chaplin, J.P., (2017), *Complete Dictionary of Psychology*. Kartini Kartono Cet 1 translator (Jakarta: Raja Grafindo Perkasa). p. 34

[10] Robbins, P. Stephen. 2008. *Organizational Behavior, Tenth Edition (Tenth Organizational Behavior), over Drs. Benjamin Molan*. (Salemba Empat: Jakarta).

[11] Sanjaya, Wina, (2008), *Learning in the Implementation of Competency Based Curriculum*, (Jakarta: Kencana Prenada Media Group).

[12] Nailil, Mubarokah, (2017), *Implementation of the CTL (Contextual Teaching and Learning) Approach in the learning of Islamic education in SD Negeri Purwokoso 01 Ngaliyan Semarang Academic Year 2015-2016*, (Semarang: UIN).

[13] Majid, Abdul, (2011), *Learning Planning: Develop Teacher Competency Standards*, (Bandung: PT. Remaja Rosdakarya), p. 15

[14] Khaeruddin, et al., (2017), *Education Unit Level Curriculum; Concept and Implementation in Madrasahs*, (Semarang: Central Java MDC and PILAR MEDIA), p. 145.

[15] Interview with Mr. Muhammad Ghozali S.Pdi as representative of Islamic religious education teacher at Madrasah Ibtidaiyah, Mrs. Haryatik M.Si (*teacher and headmaster of Tsanawiyah madrasah school*), and Mr. H. Nasrullah M.Md as representative of Islamic religious education teacher at Madrasah Aliyah, Islamic boarding school al-Hamid Cipayung East Jakarta, March 9, 2020

[16] Interview with Mrs. Haryatik M.Si, teacher and headmaster of the Tsanawiyah madrasah school, al-Hamid Islamic boarding school Cipayung, East Jakarta, March 9, 2020

[17] Interview with Mr. Muhammad Ghozali S.Pd.I. as representative of Islamic religious education teacher at Madrasah Ibtidaiyah, as representative of Islamic religious education teacher at Madrasah Ibtidaiyah, Islamic boarding school in Al-Hamid, Cipayung, East Jakarta, March 9, 2020

[18] Interview with Mrs. Haryatik M.Si, teacher and head of the Tsanawiyah madrasah school, Al-Hamid Islamic boarding school, Cipayung, East Jakarta, March 9, 2020

[19] Interview with Mr. H. Nasrullah M.MPd. as representative of Islamic education teacher at Madrasah Aliyah, Al-Hamid Islamic boarding school in Cipayung, East Jakarta, March 9, 2020

[20] Hidayat, T., & Asyafah, A. (2018). *The Islamic Paradigm in Research Methodology and its Implications for Research on Islamic Education*. *Tadrib*, IV (2), 225-245.