

The Influence of the Contextual Teaching and Learning Model on Students' Learning Outcomes in the Subject of Akidah Akhlak

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Abstract

Keywords:

Contextual Teaching and Learning (CTL), Learning Outcomes, Akidah Akhlak.

This study aims to determine the effect of the Contextual Teaching and Learning (CTL) model on student learning outcomes in the subject of Akidah Akhlak in the 4th grade at MIS Pusakasari Cipaku. The background of this research is based on the condition of students who experience boredom and low learning outcomes due to a monotonous learning approach. Therefore, the CTL learning model presents itself as an alternative to address these issues. The research method used is quantitative with a one group pretest-posttest design experimental approach. The instrument used was a written test to determine students' learning outcomes before and after the CTL model was applied. The research results showed an increase in the average score from 60.50 on the pretest to 80.00 on the posttest. The hypothesis test used the Wilcoxon test, which showed a significance value of 0.000 ($p < 0.05$), indicating a significant effect of the CTL model implementation on students' learning outcomes. Thus, it can be concluded that the use of the CTL learning model has a significant impact on improving students' learning outcomes. This model is very suitable for application in the teaching of Akidah Akhlak because it can connect the lesson material with the students' real-life experiences, making it easier for them to understand and internalize religious values in their daily lives.

Abstrak

Kata kunci:

Contextual Teaching and Learning (CTL), Hasil Belajar, Akidah Akhlak

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran Contextual Teaching and Learning (CTL) terhadap hasil belajar peserta didik pada mata pelajaran Akidah Akhlak di kelas IV MIS Pusakasari Cipaku. Latar belakang penelitian ini didasari oleh kondisi peserta didik yang mengalami kejenuhan dan rendahnya hasil belajar karena pendekatan pembelajaran yang masih monoton. Oleh karena itu, model pembelajaran CTL hadir sebagai alternatif untuk mengatasi permasalahan tersebut. Metode penelitian yang digunakan adalah kuantitatif dengan pendekatan eksperimen jenis one group pretest-posttest design. Instrumen yang digunakan berupa tes tertulis untuk mengetahui hasil belajar siswa sebelum dan sesudah diterapkan model CTL. Hasil penelitian menunjukkan adanya peningkatan rata-rata nilai dari 60,50 pada pretest menjadi 80,00 pada posttest. Uji hipotesis menggunakan uji Wilcoxon yang menunjukkan nilai signifikansi sebesar 0,000 ($p < 0,05$) yang berarti terdapat pengaruh signifikan penerapan model CTL terhadap hasil belajar peserta didik. Dengan demikian, dapat disimpulkan bahwa penggunaan model pembelajaran CTL memiliki pengaruh yang signifikan dalam meningkatkan hasil belajar peserta didik. Model ini sangat cocok diterapkan dalam pembelajaran Akidah Akhlak karena mampu mengaitkan materi pelajaran dengan kehidupan nyata peserta didik, sehingga mereka lebih mudah memahami dan menginternalisasi nilai-nilai keagamaan dalam kehidupan sehari-hari.

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INTRODUCTION

Education is a fundamental aspect of a nation's development. Education is not merely a transfer of knowledge, but also a means to shape the character, morals, and spirituality of students. In the Indonesian national education system, religious education is an important component aimed at shaping individuals who are faithful, pious, and of noble character, as stated in Law Number 20 of 2003 on the National Education System. In this regard, the subject of Akidah Akhlak plays a very vital role.

Akidah Akhlak is a part of the Islamic Religious Education curriculum that plays an important role in instilling values of faith and shaping the personality of Muslims from an early age (Hidayatullah & Hafidz, 2024; Maarif, Lenda, Rofiq, Ismawati, & Ardianto, 2025; Nursyam et al., 2025). Thru the study of Akidah Akhlak, students are invited to know Allah, understand the pillars of faith, and habituate themselves to commendable behavior in daily life (Fanani & Ma'arif, 2025; Tanjung, Anaswan, & Nisak, 2023; Tanjung et al., 2023).

The main objective of this subject is for students not only to have a correct understanding of Islamic teachings but also to be able to practice them in real life. Therefore, the learning process of Akidah Akhlak must be conducted with an approach that not only emphasizes cognitive aspects but also affective and psychomotor aspects (Nursyam et al., 2025; Pambayun, Firmansyah, Nurkhasanah, Indayati, & Masfiah, 2025).

However, in practice, there are still many obstacles encountered in the implementation of Akidah Akhlak learning, especially at the elementary education level. One of the main issues is the lack of innovation in the use of teaching methods. The methods used tend to be conventional, such as lectures and assignments, which cause students to become passive, easily bored, and less able to understand the meaning of each material taught. As a result, the learning outcomes of the students have not yet reached the expected standards, both quantitatively and qualitatively. Character education has become a critical dimension of educational systems worldwide as schools face increasingly complex social, ethical, and digital challenges. In Indonesia, Madrasah Ibtidaiyah plays a central role in shaping students' moral, cognitive, and social development from an early age, integrating strong Islamic values alongside academic instruction (Putra, 2025).

It can be concluded that the low interest in learning among students is caused by a learning approach that tends to be monotonous and lacks variety. When the learning does not offer an interesting atmosphere or methods, students feel less interested and less motivated to be active in the learning process. A classroom atmosphere that is not dynamic and engaging causes students to lose enthusiasm, which affects their focus during learning. The success of the morals teacher in class in shaping the praiseworthy morals of students proves the role of motivation, inspiration, demonstration, correction, guidance and evaluation functions in encouraging students to do good, determining the direction of action, selecting their actions, as well as encouraging effort and achievement (Nursyam, 2025). As a result, this hinders their ability to understand the material optimally and affects the expected improvement in learning outcomes. Based on the results of initial observations and interviews with the Akidah Akhlak teacher at MIS Pusakasari Cipaku, Ciamis, it was found that most students showed a lack of interest in participating in the lessons. This is marked by the low student activity during the teaching and learning process, as well as learning evaluation results that have not yet met the Minimum Completeness Criteria (KKM). This condition indicates an

urgent need for the implementation of more innovative, interactive, and enjoyable learning models.

In this case, one needs to receive the right education, including seeking knowledge in the correct manner. Allah SWT teaches us to follow the right path in seeking knowledge, which means choosing the appropriate methods, models, or teachers. The reason is that many people today study knowledge but do not always do so under the guidance of the right teacher. As Allah SWT. says in the Qur'an, Surah an-Nahl, verse 125: Meaning: "Call (people) to the path of your Lord with wisdom and good teaching, and argue with them in a way that is best. Indeed, your Lord knows best who has strayed from His path and He knows best who is rightly guided." (Kemenag RI, 2020: 218)

M. Quraish Shihab, in his commentary on Surah an-Nahl verse 125, explains that Allah SWT commands Prophet Muhammad SAW to continuously call his people to follow His path, which is the teachings of Islam, with wisdom, good advice, and the best methods in dealing with those who reject or doubt the teachings of Islam. This verse shows three approaches in education that should be taken to address various types of people with different backgrounds and tendencies, namely: wisdom, good advice, and debate (Shihab, 2007: 385-386).

In the context of this issue, the Contextual Teaching and Learning (CTL) model is one of the approaches that focuses on the active involvement of students and the relevance of the material to real life. CTL emphasizes that learning will be more effective when students can relate the material they are studying to everyday life contexts. Thus, CTL helps students build meaning independently based on their own experiences. This model combines several learning strategies such as collaboration, problem solving, inquiry, reflection, and authentic assessment. Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations; and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers; and engage in the hard work that learning require (Hudson, 2007).

Thus, thru the implementation of CTL, it is expected that students will not only be able to understand the concepts of faith and morals but also be encouraged to consistently practice them in their lives. Additionally, the use of the CTL model is expected to enhance learning motivation, student engagement in the learning process, and achieve better learning outcomes. Approach Contextual Teaching and Learning (CTL) is a way of presenting lesson material by exposing students to problems that must be solved or resolved in order to achieve educational goals associated with everyday life (Dewi, 2019).

Based on this background, this study aims to determine the extent of the influence of the CTL learning model on student learning outcomes in the subject of Akidah Akhlak in the fourth grade at MIS Pusakasari Cipaku. The focus of this research is directed toward analyzing changes in student learning outcomes before and after the implementation of the CTL model, as well as testing the significance of the model's influence on the improvement of learning outcomes.

RESEARCH METHOD

This research uses a quantitative approach with an experimental method. The research design used is a one group pretest-posttest design. In this design, the research subjects are given a test before and after the treatment in the form of the CTL model implementation. The population in this study consists of all 30 students in the fourth

grade of MIS Pusakasari Cipaku. The data collection technique was carried out using written tests based on the competency indicators of the Akidah Akhlak subject. The test is administered twice, before and after the treatment. The data analysis was conducted using descriptive statistics to observe the average pretest and posttest scores, as well as the Wilcoxon test to test the hypothesis and see the significance of the difference between the pretest and posttest scores.

RESEARCH RESULTS AND DISCUSSION

Research Results

To analyze data X (Student Learning Outcomes Before Using the Contextual Teaching and Learning (CTL) Model in the Subject of Akidah Akhlak) thru data description, the researcher performed calculations using SPSS.26 with the following results:

Table 1. Frequency Distribution of Student Learning Outcomes Before the Implementation of the CTL Model in the Subject of Akidah Akhlak

Pretest Akidah Score					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25	1	3.3	3.3	3.3
	30	1	3.3	3.3	6.7
	35	2	6.7	6.7	13.3
	45	4	13.3	13.3	26.7
	50	2	6.7	6.7	33.3
	55	1	3.3	3.3	36.7
	60	3	10.0	10.0	46.7
	65	4	13.3	13.3	60.0
	70	4	13.3	13.3	73.3
	75	4	13.3	13.3	86.7
	80	2	6.7	6.7	93.3
	85	1	3.3	3.3	96.7
	90	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on Depdiknas in 2012, the learning outcome data obtained by students can be categorized as follows:

Table 2. Categorization of Student Score Intervals

Value Interval (out of 100)	Categorization
86-100	Very Good
70-85	Good
56-69	Fair
41-55	Poor

≤39	Very Poor
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In the table above, out of 30 students, there are 4 students with a score range of ≤ 35 in the very poor category with a percentage of 13%, 6 students with a score range of 41-55 in the poor category with a percentage of 20%, 8 students with a score range of 56-69 in the sufficient category with a percentage of 27%, 11 students with a score range of 70-85 in the good category with a percentage of 37%, and 1 student with a score range of 86-100 in the very good category with a percentage of 3%. The average score from the overall data is 60.50, and the standard deviation or the level of data dispersion from the average score is 16.833. In this case, there are 18 students in the sufficient category out of 30 students, with a success percentage of 60%.

To analyze data Y (Student Learning Outcomes After Using the Contextual Teaching and Learning (CTL) Model in the Subject of Akidah Akhlak) thru data description, the researcher performed calculations using SPSS.26 with the following results:

Table 3. Frequency Distribution of Student Learning Outcomes After the Implementation of the CTL Model in the Subject of Akidah Akhlak

Posttest Akidah Score					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	4	13.3	13.3	13.3
	70	2	6.7	6.7	20.0
	75	5	16.7	16.7	36.7
	80	6	20.0	20.0	56.7
	85	6	20.0	20.0	76.7
	90	6	20.0	20.0	96.7
	95	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

In the table above, out of 30 students who received a score range of 56-69, there are 4 students in the sufficient category with a percentage of 13%, a score range of 70-85 has 19 students in the good category with a percentage of 63%, and a score range of 86-100 has 7 students in the very good category with a percentage of 24%. The average score of the entire data set is 80.00, and the standard deviation or the level of data dispersion from the average score is 8.710. From the score acquisition above along with the interval categories, it can be seen that there is an influence after the treatment was given. In this case, the students who fall into the good category are 26 out of 30 students, with a success rate of 87%.

The hypothesis test used is the Wilcoxon test using SPSS 26. The analysis results obtained are as follows:

Table 4. Wilcoxon Test Analysis

Test Statistics ^a	
	Posttest - Pretest
Z	-4.722 ^b

Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Based on the results of the Wilcoxon test statistical calculation, an Asymp. Sig. (2-tailed) value of 0.000 was obtained, where the value of 0.000 is less than 0.05. Based on the decision-making criteria, if the sig. (2-tailed) value is less than the 0.05 probability value, then the hypothesis or "Ha is accepted." It can be concluded that the use of the CTL learning model (Variable X) has an effect on the learning outcomes of students in the subject of Akidah Akhlak in the 4th grade at MIS Pusakasari Cipaku. This can also be proven by looking at the average (mean) values of both variables that have been descriptively tested. The results of the analysis are as follows:

Tabel 5. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic
Pretest	30	25	90	60.50	16.833
Posttest	30	65	95	80.00	8.710
Valid N (listwise)	30				

Based on the results of the descriptive statistics analysis, there is a difference between the average scores before and after the treatment was given. The score before the treatment (pretest) on variable X had an average of 60.50 with a maximum score of 90 and a minimum score of 25, whereas the score after the treatment (posttest) on variable Y had an average of 80.00 with a maximum score of 95 and a minimum score of 65. Based on these results, it can be concluded that there is a difference in student learning outcomes before and after implementing the CTL learning model, where this difference can be seen from the percentage of pretest and posttest results. The pretest results show that 60% of students are in the sufficient category, while the posttest results show that 87% of students are in the good category.

Discussion

The findings of this study indicate that the CTL model can contribute positively to the improvement of students' learning outcomes. This is in line with constructivist theory, which states that learning will be more meaningful if students actively construct their own knowledge thru real experiences and reflection. To clarify the improvement in learning outcomes, the following graph presents a comparison of the average pretest and posttest scores:

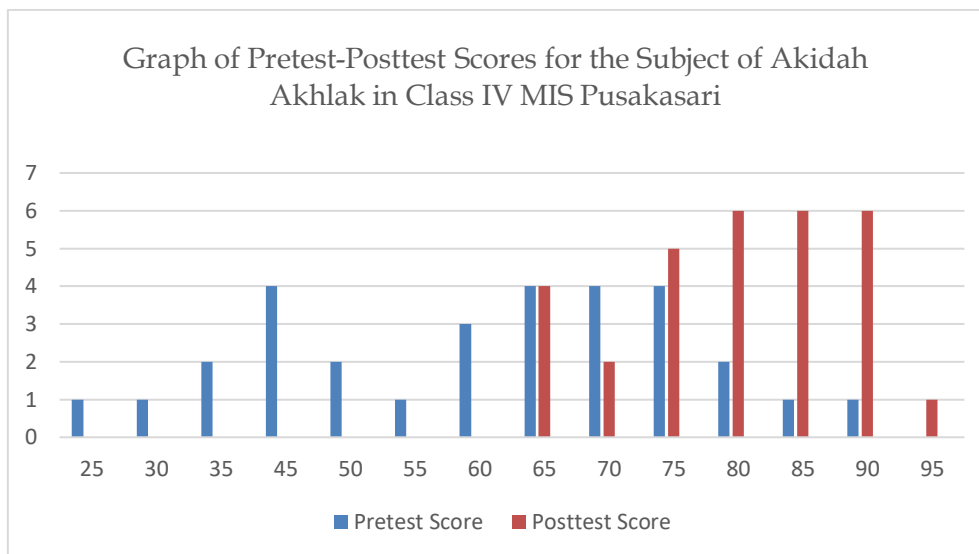


Figure 1. Pretest and Posttest scores for subject Akidah Akhlak

From the graph above, it can be seen that there is a significant difference between the pretest and posttest results, amounting to 19.5 points. This shows that the implementation of CTL has a significant impact on improving students' understanding in the subject of Akidah Akhlak. This model is also capable of creating a pleasant and engaging learning atmosphere, thereby increasing students' motivation to learn. The significant improvement in learning outcomes after the implementation of CTL indicates that this approach is effective in the subject of Akidah Akhlak.

Learning with the CTL model not only enhances students' understanding of the subject matter but also encourages them to think critically, work collaboratively in groups, and develop social skills. A contextual and meaningful learning environment makes students more motivated and enthusiastic in following the lessons. The improvement in learning outcomes also shows that the use of CTL can overcome the boredom that usually occurs in conventional learning. Students become more engaged because learning does not only take place in the classroom, but is also connected to their real lives (Asweni, Wabiser, & Amsad, 2024; Attaufiqi, Maskud, Maulana, Fatikh, & Firmansyah, 2024; Ayyubi, Nurhikmah, Prayetno, Noerzanah, & Susilo, 2025; Munir, 2025; Wahyudin & Fitriani, 2026).

This research reinforces the findings of Siregar & Fuadi (2022) which state that the CTL model is effective in improving the learning outcomes of Akidah Akhlak. By linking learning to the context of students' lives, CTL helps them understand the meaning of each material taught more deeply. Thus, it means that variation in teaching models is very important to create an effective and meaningful teaching and learning process. Each student has different learning styles, backgrounds, and levels of understanding, so teachers are required not to be fixated on just one approach.

It is a great hope that teachers not only master one learning model but are also able to adapt various models according to the needs and characteristics of the students. Mastery of various learning models by teachers will open up opportunities for educational advancement at the classroom level, as illustrated in this research, which shows a significant improvement in student learning outcomes after the implementation of the Contextual Teaching and Learning (CTL) model.

CONCLUSION

Conclusion Based on the research results that have been conducted, it can be concluded that the application of the Contextual Teaching and Learning (CTL) model has a significant impact on the learning outcomes of students in the subject of Akidah Akhlak in the fourth grade at MIS Pusakasari Cipaku. This is evidenced by the increase in the average score from 60.50 during the pretest to 80.00 during the posttest, as well as the Wilcoxon test results showing a significance value of 0.000 ($p < 0.05$). This means that the use of CTL can create more active, contextual, and meaningful learning, making it easier for students to understand the material and internalize the values of Akidah Akhlak in their daily lives. The results of this study emphasize the importance of varying teaching models in improving the quality of education, particularly in the teaching of Akidah Akhlak. Teachers are expected not only to be fixated on conventional methods but also to master and apply innovative models such as CTL to create an enjoyable learning atmosphere, increase motivation, and achieve learning objectives optimally.

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