

Contextual Learning and Its Contribution To The Understanding of Islamic Education

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Abstract: *This study aims to develop contextual learning tools for Islamic Education through contextual learning that is valid, practical and effective. The subject of this study was students grade seven Junior High School on odd semester of Rejang Lebong. This research is a development research whose procedure consists of ten steps, namely: (1) problem identification, (2) information collection, (3) product design, (4) design validation, (5) design improvement, (6) product testing, (7) product revisions, (8) usage trials, (9) final product revisions, 10) mass production, so that the syllabus, teaching implementation plan, modules and worksheets are valid, practical and effective. Data collection techniques are carried out by observation, questionnaire, and test results. The data collected was analyzed by percentage. The results of this study are: syllabus, teaching implementation plan, modules and Student Worksheets that have been validated by the validator are valid. Then based on the response of students to the module and student worksheet grade seven Islamic Education in Rejang Lebong is practical. then the teaching implementation plan, modules and Student Worksheets provided in the learning process are effective.*

Keywords: *Contextual learning, Islamic education*

Introduction

Based on the grand tour, Islamic Education (PAI) in Junior High School in Rejang Lebong is still not optimal. This can be seen from the lack of quality of the learning, both in mastery of the material and in the formation of personal Muslims who have faith and piety. The low quality of learning in Islamic Education (PAI) in Junior High School in Rejang Lebong District is thought to be inseparable from the learning process carried out. Because the lack of maximum learning process will greatly affect the results / output.

Looking at this reality, quality control is needed, namely by developing contextual learning devices in the learning of Islamic Religious Education (PAI),

with the aim that they can be seen, observed, analyzed and in turn determined the right steps in an effort to make better learning improvements both through contextual learning.

Based on the results of these observations, it is important to conduct research as an effort to improve the quality of learning related to Islamic religious education through the development of contextual learning tools on *PAI*. The aim is to realize the implementation of a quality learning process in Junior High School in Rejang Lebong.

This research, viewed from the aspect of objectives, is a qualitative descriptive study. This research according to *Bodgan and Taylor* in his book Lexy J. Moleong is "research procedures that produce descriptive data in the form of written or oral words from people or observed behavior"¹. This is also in line with the things stated "descriptive method investigation aimed at solving problems that exist in the present "², while *Traves* in the introduction to research education by Alimudin Tuwa states "methods are designed to gather information about real or ongoing conditions."³

The subjects of this study were students grade seven in odd semester of the Rejang Lebong. If the data obtained was unclear or needed more detailed and accurate clarity, the researcher would repeat it again so that the results or information were accurate. In this study the technique used was a snowball sampling.

Data Findings

Validation of the Islamic Education Module

The Islamic Education Module developed with contextual learning is designed and discussed with the supervisor, then validated by Islamic religious education experts. When the Islamic Education module is validated by the validator, the researcher is directly involved in discussing with the validator to improve the module. The validator's activities are carried out in the form of filling in the validation sheet of the Islamic Education module and then having discussions with the validator to obtain a valid Islamic Education module.

Broadly speaking, the results of the validation of the Islamic Education module can be seen in table 1 below.

¹ Moloeng, Lexi, *Metode Penelitian Kualitatif*, Bandung, Remaja Rosdakarya, 2003, p. 3

² Winarno Surakmad, *Pengantar Penelitian Metode Dan Riset*, Bandung, Tarsito 1990, p.139

³ Tuwa, Alimudin, *Pengantar Metode Penelitian*, UI, 1993, p. 71

Tabel 1. The result of Validation of Islamic Education Module

No	Aspect that is evaluated	Validator				Total	Max Score	%	Conclusion
		1	2	3	4				
1.	Material	48	42	40	4	177	220	80	Valid
2.	Presentation	51	41	42	49	183	240	76	Valid
3.	Language and Bahasa dan Legibility	21	23	20	23	87	120	73	Valid
Total						447	580	77	Valid

Table 1 shows that the results of module validation for each aspect range from 73% to 80%, as a whole the Islamic Education module is classified as valid with a 77% percentage. If referring to the opinion of Riduwan (2005; 89), that is between 61 - 80 is valid. Thus according to the criteria of the assessment results obtained by experts, the Islamic Education module for grade seven odd semester is valid. This means that the Islamic Education module as outlined in the material is in accordance with the curriculum, the presentation of material has referred to contextual learning, and the language used is in accordance with the Indonesian spelling that is refined and communicative.

Validation of Islamic Education Student Worksheets (LKS)

Broadly speaking, the results of the validation of Islamic Education Student Worksheet (*LKS*) can be seen in table 2 below.

Tabel 2. The result of Validation of Islamic Education Student Worksheets

No	Aspect that is evaluated	Validator				Total	Max Score	%	Conclusion
		1	2	3	4				
1.	Material	51	41	42	49	183	240	76	Valid
2.	Presentation	48	42	40	47	177	220	80	Valid
3.	Language and Legibility	21	23	20	23	87	120	73	Valid
Total						447	580	77	Valid

Table 2 shows that the results of Student Worksheets (*LKS*) validation for each aspect ranged from 73% to 80%. overall, Islamic Education *LKS* is classified as valid with a percentage of 77%. This means that the Islamic Education *LKS* as outlined in the material is in accordance with the curriculum, the presentation of material has referred to contextual learning, and the language used is in accordance with the Indonesian spelling that is refined and communicative.

The practicality of the Islamic Education module through contextual learning

The practicality of the Islamic Education module through contextual learning was seen through the results of trials in Senior High School of grade seven odd semester in RejangLebong District. The module trials were conducted in 6 meetings. Information on data obtained through student response questionnaires and observation sheets by the teacher.

Lembar angket respon peserta didik diberikan setelah peserta didik menyelesaikan proses pembelajaran selama 6 kali pertemuan. Untuk lebih jelasnya dapat dilihat dalam tabel 3 berikut.

Student response questionnaire sheets are given after students complete the learning process for 6 meetings. For more details, see the following table 3.

Table 3. Results of questionnaire responses of students in the implementation of Islamic Education teaching materials through contextual learning

No	Statement	Students' score	Max score	%
1.	Module is interesting to be learned	31	40	77,5
2.	Colour module that is displayed is interesting the students' interest in learning	27	40	67,5
3.	Material that is developed related to contextual	31	40	77,5
4.	Direction of the module can be understood easily	24	40	60
5.	The pictures in the module is easy to be understood	29	40	72,5
6.	The using of module can involve participation students' learning so that	29	40	72,5

	students' learning activity is increase			
7.	Students is excited to learn islamic education with using the module	30	40	75
8.	Material is easy to be understood in answering the questions of islamic education module	29	40	72,5
9.	The understanding on the pictures is easy to be understood in explaining the study case	29	40	72,5
10	The islamic education module presentasion is easy to be understood.	27	40	67,5
11	The material with creative sentence can help students in mastery the concept.	26	40	65
12	The logic explanation can be done by students that can facilitate the mastery concept.	28	40	70
13.	The using of module according to the time provided	29	40	72,5
14.	Practice in answering the questions can help students in undertanding the concept	31	40	77,5

Table 2 shows that the percentage of student evaluations of the grade seven Islamic Education module in Junior High School in Rejang Lebong ranged from 60% - 77.5%. Thus the modules taught in class can be said practical.

The practicality of the learning device can be seen from the results of observations in the contextual learning process in grade seven of (*SMPN 1*) Junior High School in Rejang Lebong Regency, whether it can be used properly by students or not, and whether there are obstacles in using the module. Observations were made while using this module by researchers observed by Islamic education teachers, namely Wiwik Mahardika. Broadly speaking, the results of these observations can be seen in the following table:

Tabel 4. Learning Implementation

Assessment of aspects	Meeting					
	I	II	III	IV	V	VI
Implementasionof learning process						
Total	94	99	97	100	102	101
Max Score	125	125	125	125	125	125
Percentage (%)	75	79	78	80	82	81

Based on the results of observations in the first meeting to the third meeting, the implementation of learning is good. Then in the fourth to sixth meeting, the implementation of learning was very good. The thing can be seen in table 4 by looking at the percentage of observers' assessment of the practicality of the Islamic Education module by using contextual learning at each meeting, which is seen to increase the understanding of students. The percentage of the assessment ranges from 75% to 82%.

Effectiveness of the Islamic Religious Education Module with Contextual Learning

Based on the results of the management of test results data, it can be seen that the highest score obtained by students is 98 and the lowest value is 52. From the data given to 8 students, two students whose values are still incomplete, 52 and 64, should the students have to 70 is based on the minimum completeness criteria (KKM), and 6 students get the score above completion.

Discussion

Validation of syllabus, Lesson Plan (RPP), Modules and LKS of Islamic Education through Contextual Learning

Contextual learning is actually not a new approach, but its implementation in the world of learning is still not optimal. According to the results of Nuri Maryadi's research, it was explained that the development of learning devices could be applied to Islamic Education subject to improve student learning activities⁴. Based on the results of observations, namely the lack of maximum in its application because there is still the assumption of teachers that the

⁴Result of research Nuri Maryadi, 2010; 102

contextual approach is difficult, complicated requires a lot of space, cost and time. Even if it is seen in fact the concept of the contextual implementation of contextual learning is very effective, facilitating teachers and facilitating students in understanding⁵. So the notion that contextual learning is difficult might be due to a lack of understanding of the theory. On the other hand, many teachers are satisfied when they see students who seem to be busy working and moving, especially if the benches and tables are arranged in groups and students sit facing each other, this situation is not the true characteristic of active learning students. This is the true meaning of active learning by students.

Errors in choosing methods and learning resources for students also have a major influence in understanding what is conveyed by the teacher. On the other hand, the learning conditions and climate also need to be considered, the participation or involvement of teachers, principals and school officials in fostering religious behavior of students, the education program character called *akhlaqul karimah* in Junior High School in Rejang Lebong, adequate spiritual facilities adequate in learning Islamic Education: prayer room, Al-Qur'an, besides being physically active, it is also followed by active mentality, which is often asking questions, questioning other people's ideas and expressing ideas. All of them are factors that influence each other to build good learning achievement. Without the involvement of all parties in learning, it cannot be obtained achievements in learning students. Comfortable conditions in students will provide mental development to the students themselves.

The validation results show that the syllabus, lesson plans, modules and student worksheets of Islamic Education are designed according to the validator's suggestions and are valid (73 - 80%). This means that the syllabus, lesson plans, modules and student worksheets of Islamic Education tested in grade seven of Junior High School in Rejang Lebong have been able to provide good understanding to students and can be measured.

The contents of the syllabus, lessons plan, modules and student worksheet are in accordance with the subject matter that is in the syllabus and textbook in the first semester of grade seven in Junior High School. As explained by Winkel (1996; 297), namely: 1) subject matter must be relevant to the learning objectives to be achieved, 2) subject matter must be in accordance with the level of difficulty with the ability of students to receive and process the material, 3) subject matter must can support students' learning motivation, 4) subject matter must be able to help students actively involved in conducting

⁵ Result of interview Wiwik Mahardika, S.Pd.I, guru agama, on October, 15 2013 in front of grade seven room

various learning activities, 5) subject matter must be in accordance with learning procedures.

Syllabus, lessons plan, modules and student worksheets of Islamic Education for grade seven of Junior High School in odd semester, are in accordance with 7 contextual components, namely: constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment. The use of language in the syllabus, lessons plan, modules and student worksheets islamic education, has used enhanced spelling. This can be seen in simple and clear sentences.

Physically, the appearance of syllabus, lessons plan, modules and student worksheets of Islamic Education, is quite interesting. As explained by Arin, each book or module given to students should have an attraction that is reflected in the content so that students who read will be interested in deepening it. In this regard, the Islamic Education Education module is also supported by the lessons plan which is developed based on contextual components.

Practicality of Syllabus, Lessons Plan, Modules and Student Worksheets of Islamic Education on Contextual Learning

Based on the observations of the implementation of learning, it can be seen that the syllabus, lesson plans, modules and student worksheets of Islamic Education for grade seven of the first semester of the Junior High School in Rejang Lebong District can be said to be practical. The implementation of learning by using syllabus, lessons plan, modules and student worksheets of Islamic Education through contextual learning can be identified through the observation sheet for each syllabus, lessons plan, modules and student worksheets of Islamic Education. The focus of observation is only on the use of those by the teacher, whether it is in accordance with the lessons plan and the obstacles encountered when the implementation of learning takes place.

Based on the results of observations it can be known that the teacher has carried out learning in accordance with the syllabus, lessons plan, modules and student worksheets. Before the teacher carries out the learning process, students are asked to recite for 15 minutes. Next the teacher explains the learning goals and motivates students to learn. The teacher provides an opportunity for students to ask material questions taught last week, so that students continue to recall the material that has been taught. Then the teacher explains the material delivered with enthusiasm by not forgetting each

explanation given to the students, the teacher is able to connect with the real world presented in the class so that students add to their understanding.

The issue of time is a problem in the process of learning. When the teacher explains the problem, the time feels short, and of course it becomes a problem that needs to be considered for added lesson hours.

Effectiveness of the Lessons Plan, Modules and Student Worksheets of Islamic Education on Contextual Learning

The quality of products produced from the development of teaching devices can be determined validity, practicality and effectiveness. Aspects of effectiveness can be seen from the increase in motivation to learn students who are carried out by the teacher is an indicator of success in the learning process.

The effectiveness of lesson plan, Modules, syllabus, and student worksheets can be seen from the learning outcomes of students. Based on the test results of students' Junior High School in Rejang Lebong who use syllabus, lessons plan, modules and student worksheets of Islamic Education in contextual learning it is good. It can be seen from 8 students who took the final test, only 2 students whose scores were still below the *KKM* of 70. This means that the use of those in the contextual learning of students is complete. Thus, the use of syllabus, lessons plan, modules and student worksheets of Islamic Education in contextual learning has been effective.

Based on data observation and analysis, the activity that most often appears and successfully carried out in the classroom is discussion. Discussions conducted either with peer groups or small groups are formed to hold discussions on the material presented in the module and worksheets developed through contextual learning. These activities predominantly appear in the learning process, participate in classes, ask questions, compare their own answers with friends' answers. Thus that student worksheets of Islamic Education can enable learning of students.

Other activities that can be seen are, that students do other tasks or fill complete the module, student worksheets through the notes provided. Then students can explain the material in front of the class to demonstrate their ability to master the material provided, there are also those who ask questions when there is material that has not been known, then there is also a comparison between the material provided with conditions outside the class in providing answers to the question presented, then you are involved in the activity. Such conditions indicate that contextual learning with the development

of Islamic religious education contextual learning devices gives an increase in student activities getting better.

Obstacle factor

In learning Islamic education (PAI) using a contextual approach, there are several the main inhibiting factors originating from students. These factors include the state of students, learning, playing and community environment, and learning motivation of students. The explanation of each factor is as the following.

1. Condition of Students

The point is the situation of the students with each individual difference that they have included: intelligence, character and background. In one class, there are smart, moderate, and less intelligent children. There are also children who are naughty, quiet, angry, and so on. In overcoming this problem the teacher should not be too attached to the differences in individual learners, but the teacher must see the students in their classics classically, even though the two individual children must also receive attention. As what has been explained, the most important thing is that the teacher must be good at managing the class, even though this is difficult.

2. Learning Environment

Playing and socializing students In the classroom students are taught a variety of knowledge and habituation, but if it is not supported by the learning environment at home, their environment plays, and community then it is like sand will be dragged by waves. According to *Syafa'at*, it was explained that parental supervision, role models or just an effort to remind children was needed. For example, the number of children is usually in the school accustomed to reciting because the school is off the parents at home reminded to repeat the lesson to teach it, parents help students make the knowledge received in school become a habit⁶. This is very often neglected by parents in helping the success of teaching Islamic education (PAI) in schools and developing their children's religious education.

3. Motivation of students

Motivation means encouragement. Quoting what was conveyed by Mr. *Syafa'at* that students were all kinds of things, if the motivation of good

⁶ Result of interview on September 2 2013, at 09.00

students students would be happy to learn and the learning objectives were easier, but conversely also the learning motivation of students who lacked hampered the process of achieving learning goals. If the teacher depends on cleverness - the skill of managing the class, it is not easy to manage the class.

Motivation of students who are low in learning becomes an inhibiting factor in the implementation of contextual learning. The low motivation of students is also indicated because of the lack of motivation and supervision of parents of students on the learning process of children. Motivation as a factor of inner function creates, underlies, and directs actions. This motivation can determine the success or failure in achieving the goal so that the greater the motivation, the greater the success of a person.

Like what researchers have observed students that sometimes they are lazy to learn, afternoon hours are weak and so on. Furthermore, from the teacher factors that hinder the implementation of Islamic Education learning with a contextual approach are: 1) errors in determining the material, choosing the right method and learning source, and 2) contextual demanding that the teacher has soft skills, personality competencies, perseverance and regular supervision.

Supporting factors

1. Input students

As revealed by the teaching teacher that the input of students who will study in the Junior High School in Rejang Lebong District is done through such rigorous selection, namely by the test of reading do'a-do'a, reading and writing tests as well as interviews so that attitudes and student behavior will be visible. With this, later it will facilitate teachers in educating and fostering students in school. The test here is aimed at mapping students in which class and indeed the school is limited.

In essence, in Rejang Lebong Middle School it is a school in Curup City, in which the acceptance of students requires selection in the form of tests which are given for mapping only, but behind that all hope is that selected students are really the main choice students in terms of diversity behavior.

2. Mental readiness to implement a contextual approach as a result of education reform.

This means that teachers should be aware of the need for renewal of teaching and learning strategies. For this reason, the consultants are expected to follow about the discussion. So that they have mental readiness to implement a new approach that is not monotonous as a result of education reform. In the contextual class the teacher must be able to organize students well, develop the teaching methods applied, conduct evaluations and guide their students well.

3. Active role

The principal, teacher and all employees participate in fostering an Islamic atmosphere with a number of habits including greeting and praying to the teacher when they meet, accustoming to praying before and after the lesson begins and saying polite Islamic words. In addition, the involvement of all teachers in efforts to foster religious behavior, the discipline of *Bayanul Azhar* students. Not only religious teachers, but all teachers also play a role in Islamic religious education for students, especially in fostering religious behavior of students.

4. Adequate facilities

There are adequate spiritual facilities, such as prayer rooms as a vehicle for practicing worship and practicing material taught in schools as well as a place of religious activities. The mosque is also used as a teaching and learning activity. In relation to *PAI* learning using a contextual approach, mosques are maximally utilized to practice aspects of *fiqh*.

5. Providing a program

A program of developing Islamic character (*Akhlakul karimah*) must be provided for students. The school has to hold programs such as activities that must be carried out by students.

Conclusion

Based on the results of data processing regarding the development of contextual learning devices on Islamic education grade seven junior high school in Rejang Lebong district, it can be concluded: 1) Learning tools which include syllabus, lessons plan, modules and student worksheets of Islamic Education Junior High School in accordance with the components of contextual learning, 2) Results of validation of lessons plan, Module and student worksheets of Islamic Education developed from material aspects, presentation aspects, language aspects and achievement aspects are valid valid, 3) Modules, lessons

plan, and student worksheets of Islamic Education for grade seven odd semester Junior High School Rejang Lebong that has been designed has met the practical criteria that have been used by students, in implementing learning using the components of contextual learning, 4) Modules, lesson plans, and student worksheets of Islamic Education that have been designed to be effective seen from the activities and learning outcomes of students, without student activity during the pe process learning can be said to be successful or students are active in the learning process.

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