

IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING IN MA MUHAMMADIYAH PACIRAN LAMONGAN

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Abstract

The quality of life of a nation is largely determined by the factor of education. The role of education is very important to create an intelligent, peaceful, open and democratic life. Religious education must be used as a benchmark in shaping the character and personality of students, as well as building national morale. So that in its implementation, Islamic religious education must be carried out as well as possible with mature management and directed to the continuity of human relations with his creator, humans with humans (society) and humans with their natural surroundings. This study aims to discuss how the implementation of Contextual Teaching and Learning in MA Muhammadiyah Paciran Lamongan. This research uses a qualitative approach. Data collection using interview, observation and documentation techniques. The collected data is checked for validity with source and method triangulation techniques, data checking and peer discussion. Data were analyzed by taking steps; (1) data reduction (2) data presentation and (3) conclusion drawing. From the results of data analysis research the following findings can be obtained: First, the planning of CTL-based Islamic Religious Education learning strategies at MA Muhammadiyah Paciran Lamongan has been carried out with proper and correct planning. This is evidenced by the creation of an annual program (prota), semester program (promissory) and a learning plan program (RPP). Second, the implementation of CTL-based Islamic Religious Education learning strategies in MA Muhammadiyah Paciran Lamongan has been carried out optimally. This is based on the application of the seven main components of CTL learning strategy implementation, among others; constructivism, questioning, inquiry, learning community, modeling, reflection and authentic assessment.

Keywords: *Islamic education, Contextual Teaching and Learning, MAM Paciran*

A. INTRODUCTION

Education has an important role in improving the quality of life of the nation, because through education the life of the nation can be upgraded to an intelligent ,

peaceful, open and democratic generation. In the 1945 Constitution of the Republic of Indonesia on the national education system chapter II sub chapter 3 explained that: National education functions to

develop the ability and form the character and civilization of the nation that is useful in order to educate the nation's life, aims to grow the potential of learners to be a human being who believes and cautious to God Almighty, having good attitude, healthy, knowledgeable, capable, credible, independent and be a democratic and responsible citizen.¹

In the purpose, it implies that Islamic education is important in the effort to develop students' potentials towards the development of the Indonesian people. Religious education should serve as a benchmark in shaping the character and personality of the participants, and building the nation's moral (Nation character building). So that in its implementation, Islamic Religious Education should be conducted as well as possible with mature strategy and planning and directed to develop human relationship with its creator, human with human (society) and human with environment.

Therefore, renewal in the field of education should always be done to improve the quality of national education. In the educational reform contest, there are three main issues that need to be highlighted, namely curriculum renewal, improving the quality of learning and the effectiveness of learning methods.²

Quality of learning should be improved to enhance the quality of educational outcomes. And in a micro, must be found an effective learning strategy in the classroom, which more empower the potential of students. Up to now, the education's results only visible ability of students memorize some facts. It is realized by the government

that:

Most of the students were unable to relate what they learned and how the knowledge would be used / utilized. Students have the qualities to understand academic concepts as they are commonly taught to use something abstract and lecture methods. They are exceedingly need of understanding the concepts related to the workplace and society in general where they will live and work.³

Various new concepts and perceptions about learning strategy in school / madrasa, has emerged and developed in line with the rapid development of science and technology. Teacher as individual who occupies strategic positions in the context of human resource development, are required to continue to develop new concepts and perceptions in the world of education, including about learning strategy in the classroom.

In the learning of Islamic education, which became the main purpose is how the values of Islamic teachings can be embedded in students, so that there are three changes that are based on the value of Islamic teachings in their personal and social life that will be expected to build insan kamil (perfect/complete man). It is not the understanding that, the prasetical learning of Islamic education is limited to the process of conveying knowledge about Islam as it has been so far.

Islamic education in the schools / madrasah, in the implementation still shows a variety of unpleasant problems. This is as stated by the Directorate General of Islamic Religious Institutions of the Ministry of Religious Affairs, which in Mulyasa, among others that Islam is taught more on

1 Undang-Undang RI, No. 20 tahun 2003, *Tentang Sistem Pendidikan Nasional, Cet. I*, (Semarang: Anika Ilmu, 2001).

2 Nur hadi, *Pembelajaran Kontes Tual dan Penerapannya dalam KBK, Edisi Revisi*, (Malang: Universita Ngeri Malang (UMPRESS), 2014).
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3 Departemen Pendidikan Nasional, Dirjen Dikdasmen, Direktorat SLTP, *Manajemen Peningkatan Mutu Berbasis Sekolah, Buku 5, Pembelajaran dan Pengajaran Kontekstual*, (Jakarta : Depdiknas, 2002), 34.

memorization when Islam is full of values that must be practiced, appreciation of the values of religion less emphasis, method of learning religious related to Islamic values lacks of hope and education of Islam has not been able to become the foundation of progress and success for other study subjects.⁴

The learning process of Islamic education in schools / madrasah is still limited as a process of conveying knowledge of Islam, the process of internalization of Islamic teachings to the students is very little. Students may understand the material being taught, but that understanding is not yet commonly realized in their attitudes and behaviors daily. This is certainly negative to the achievement of learning objectives of Islamic education and cannot equip students in solving problems on their life in the long term.

Besides that, reality in the field happened that the students have not relate the values of religion with the environment so that the incident that has been experienced has not been answered by the behavior and applying of the value. In this regard, Muaimin explains that:

In the learning Islamic education will be faced with complex problems, be sides relate to the problem of teaching and learning transformation, need to note also the problem of students with various backgrounds, what conditions and situations will to be taught, the tools needed, what approach will be used, how far is the effectiveness and what efforts are needed to generate student attractiveness.⁵

Therefore, it is the time for the education paradigm that has been implemented soon changes, including the learning paradigm

of Islamic education, learning oriented to the target of material satisfaction, proved to only succeed competence in remembering the short number, but failed to equip students solve problems in long-term life . Lately there is a tendency to return to the idea that children will learn better if the environment is created naturally. Learning will be more meaningful if the children have experienced what he or she has learned, not knowing it. This is what underlines the need to develop learning contextual teaching and learning strategies, so that learning is more productive.

Contextual teaching and learning is an approach that enables students to strengthen, expand and apply knowledge and skill both in school or out of school. In addition students are trained to solve the problems they face, for example in the form of simulations and problems that exist in the real world. When contextual teaching and learning is applied correctly, it is expected that students will be better trained to be able to relate what is obtained in class with real-life of their environment.

In this case, the school / madrasah as a mini society which is a vehicle for the development of learners, is required to create a democratic learning climate, in order to create a joyful learning process.

With such a climate, education is expected to give birth candidates for future development that is patient, competent, independent, critical, rational, intelligent, creative and ready to face various challenges, while still putting up with the Creator. That what is faced, what happens is a divine will to be faced and grateful for.

The learning management of Islamic Religious Education conceptually must be planned and programmed, because without programmed management, the educational activities will not succeed maximally, so that the planning, implementation and evaluation management functions need

4 Abdul Majid, *Pendidikan Agama Islam Berbasis Kompetensi (Konsep dan Implementasi)*, (Bandung : Remaja Rosda Karya, 2014), 38.

5 Muhaimin, *Paradigma Pendidikan Islam : Upaya Mengefektifkan PAI di Sekolah*, (Bandung : Remaja Rosda Karya, 2015), 93.

to be applied fully, and integrated to the standard of learning process of Islamic Religious Education runs with hope. The size of the experience that researcher once knew, there still found school / madrasah that stands under the auspices of islamic boarding schools have not implemented the learning of Islamic Education based on CTL as a whole and perfect. While this strategy is actually very beneficial for students, they can easily practice all theoretical PAI materials.

Then there are some interesting things, so researcher interested to examine matters relating to these problems in MA Muhammadiyah Paciran Lamongan, those are:

1. MA Muhammadiyah Paciran Lamongan every day has a lot of learning about Islamic Religious Education.
2. As a pattern of learning about Islamic Religious Education applied through CTL method. In the hope that this program will be able to print the generations of believers, morals and cautious, so this program makes the values of Islam as a spirit in everyday life, both at school and in the community.

Researcher found some phenomena - the phenomenon that in MA Muhammadiyah Paciran Lamongan has implemented contextual teaching and learning strategy optimally. This can be seen from the learning management of Islamic Education based on CTL is complete, the teacher of Islamic Education has completed and perfected the learning tools well, proved to have complete the administrative tools of class and administration of learning Islamic Religious Education based on contextual teaching and learning. On the other hand, the board of teachers of Islamic Religious Education which is assisted by boarding school board has been able to carry out worship activities in the mosque which is in front of the school / madrasah such as praying dluha together, and establishing dzuhur prayers

in congregation. In addition, teachers have invited students to observe directly the incidents that exist in the community such as gardening, farming, going to the market - a place where people are busy looking for money - if associated with Islamic Religious Education then that's where the students get a lot activities - activities that are closely related to subjects such as contemplating the creation of Allah SWT, a variety of contracts that are practiced directly by the community and so forth. From here there is physical evidence that can be made reports of student observation activities, so that students in addition to learning in the classroom, also apply learning to the environment.

Based on the description and condition (reality) mentioned above, encourage the researcher to examine more in depth about the Study of Contextual Teaching and Learning Based on Islamic Religion Learning in MA Muhammadiyah Paciran Lamongan.

B. METHOD OF RESEARCH

In this research, researcher used a qualitative approach. The definition of this qualitative research term is as stated by Bogdan and Taylor cited by Lexy J. Moleong that the qualitative approach is as a research procedure that produces descriptive data in the form of written or oral words of people and behavior that can be observed.⁶

In this study, the researcher used type of qualitative research. Qualitative research is a study that presents descriptive data of some written or oral words from persons or observers that can be observed. This type of qualitative research is used to understand the phenomenon of what is experienced by the research subject, such as behavior, perception, motivation, action

⁶ Lexy J. Moleong, *Metodelogi Penelitian Kualitatif* (Bandung: PT. Remaja Rosda Karya, 2014) 4.

etc., holistically and by way of description in the form of words and language, in a special context that is natural and with utilizing various natural methods.⁷

The reason why the researcher used this type of qualitative research was basically in addition to facilitate the researcher find the various problems that arise and develop as a phenomenon, will also bring the researcher closer to the subject of research to be researched and more sensitive and more able to interact in adjusting.

Qualitative research has characteristics such as: natural, human as instrument, using qualitative method, inductive data analysis, descriptive, more important process from result, existence of focus, existence of criterion for data validity, research design is temporary, and result of research is negotiated and blessed together.⁸

Meanwhile, according Kirk and Miller defines that qualitative research is a particular tradition in social science that is fundamentally dependent on observations in humans both in the region and in terminology.⁹

This type of research was using a type of Grounded Theory where researcher attempts to find a theory based on empirical data instead of constructing a logical deductive theory. The state ment was reinforced by Anselm Strauss and Juliet Corbin stated that Grounded Theory is an inductively obtained theory of research on the phenomena which is described.¹⁰

C. DISCUSSION OF RESEARCH RESULTS

Learning Planning PAI Based *Contextual*

7 Moleong, *Metodologi*. 6.

8 Moleong, *Metodologi*., 27.

9 Moleong, *Metodologi*, 4.

10 Anselm Strauss dan Juliet Corbin, *Dasar-Dasar Penelitian Kualitatif* (Yogyakarta: Pustaka Belajar, 2016), 10.

Teaching And Learning Based on the theoretical study of CTL-based Islamic learning management, which includes planning that PAI learning has been well planned before implementation, planning is essentially a decision-making process on a number of options regarding goals and means to be implemented to achieve goals, in this case planning learning of Islamic Education based on *contextual teaching and learning*.

The learning management planning includes describing the GBPP to the subject analysis (AMP), calculating effective working days and effective lessons for each subject, day off, day for repetition, ineffective days, preparing the annual program (Prota), preparing the semester program (Promes) and the lesson plan (RPP).

Based on the findings of interviews, observation and documentation showed that learning planning of Islamic Education includes; the preparation of school programs, the development of syllabus and the preparation of Education Unit Level Curriculum (KTSP) by the school committee has done well.

Preparation of learning devices include; make program of the year (prota), the making of the semester program (promes), the calculation of the number of working days taken from the educational calendar, making the lesson plan (RPP) with CTL approach, problem-making / evaluation, drafting of evaluation analysis following improvement and enrichment, making repetition materials, making learning journals, making student attendance, making the grid problem, making draft guidance and counseling, preparation of extracurricular activities of Islamic Religious Education has been implemented correctly.

So that the researcher concluded that planning of learning management of Islamic Education based on CTL of MA Muhammadiyah Paciran Lamongan was

implemented optimally. Implementation of Learning PAI Based Contextual Teaching And Learning.

The implementation of learning management of Islamic Education based on CTL is to carry out optimal education leadership through learning activities based on instructional tools that have been prepared through planning.

The implementation of management PAI learning based CTL in its implementation involves seven components. The main component of learning that underlies the application of contextual teaching and learning in the classroom. The seven main components are constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment. The seven components are listed in the learning implementation plan in accordance with the basic competence of Islamic Religious Education.

Based on the findings showed that in learning Islamic Religious Education has implemented the seven components of contextual teaching and learning as stipulated in the planning of learning, the implementation of learning in the classroom or outside the class until the follow-up..

So the researcher concluded that in MA Muhammadiyah Paciran Lamongan, conducting the teaching and learning process by applying the contextual teaching and learning strategy in the learning of Islamic Education directed and integrated.

Evaluation of PAI Learning Based on Contextual Teaching and Learning Qualitatively the evaluation involves the Cognitive, Affective and Psychomotor aspects. Cognitive seen from the results of daily tests, Mid term test (UTS) and Final Test (UAS) as well as certain tasks. Affective views of the attitude, discipline, passion and activity of students in the learning process. And psychomotor seen from daily practice activities for example: dzuhur prayer and

other activities both intra and extra, already ran with hope. .

Based on the findings indicated that the function of evaluation is a form of supervision on the performance of teachers in Islamic Religious Education learning run well based on the plan that has been programmed by the school, class supervision activities, management supervision, performance assessment activities run based on the procedure, so that the performance of teachers in carrying out effective learning tasks and efficient and can improve the quality of education for students.

So the researcher concluded that the implementation of evaluation in the learning activities of Islamic education in MA Muhammadiyah Paciran is running based on the procedures established, among others through; daily tests, UTS and UAS as well as certain tasks, discipline, passion and activity of students, dzuhur prayers and other activities both intra and extra.

D. CONCLUSION

Based on the results of data analysis revealed in accordance with the formulation of the problem, it can be concluded as follows:

1. Planning of learning strategy of Islamic Religion based CTL in MA Muhammadiyah Paciran Lamongan has been implemented with proper and correct planning. This was evidenced by the making of the annual program (prota), the semester program (promes) and the lesson plan program (RPP).
2. Implementation of learning strategy of Religious Education based on CTL of MA Muhammadiyah Paciran Lamongan has been implemented optimally. This was based on the application of seven main components of the implementation of CTL learning strategies, those are; constructivism, questioning, inquiry,

learning community, modeling, reflection and authentic assessment.

3. Evaluation of learning strategy of Islamic Religion education based CTL in MA Muhammadiyah Paciran Lamongan has been evaluated appropriately and correctly, based on real evidence that evaluation was realized through daily test, UTS, UAS, tasks, discipline, passion and student activeness, congregation and other activities both intra and extra.

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