

## **The Influence of Contextual Teaching and Learning Models on Improving Students' Social Cohesion**

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### **Abstract**

*This research aimed to explain the effect of applying based learning models to contextual teaching and learning on student learning outcomes and attitudes toward social cohesion. The type of research was experimental research (quasi-experiment design). The sampling was based on the purposive sampling technique obtained by students of class XIA (N = 30) as an experimental class that applied learning with the model of contextual teaching and learning and students of class XIB (N = 30) as a control class that applied conventional learning. Data collection techniques use tests for learning outcomes. Based on the results of the t-test analysis of two independent samples through the average value of posttest learning outcomes, namely  $t_{count} > t_{table}$  ( $1.96 > 1.71$ ), it was concluded that there was an effect of learning using the model contextual teaching and learning of learning outcomes and attitude of social cohesion.*

**Keywords:** *Contextual Teaching and Learning, Social Cohesion, Islamic education.*

### **Introduction**

Learning Islamic religious education is a process for directing students to become better individuals based on Islamic values. By using the right approach to the learning process, it will certainly produce an enjoyable learning process (Ammar, Tasurun., Setiyanto Ari & Fauzi, 2021). Islamic education is a component that really determines the journey of national education. Apart from religious values, which are the basis of national education, religious education has become a problem when it is included in the national education system. Islamic religious education is an educational program that instills the values of Islamic teachings, through the learning process (Bahri, 2022). Teachers are educators, who become figures, role models and identification for students and their environment. Therefore, teachers must have certain personal quality standards that include responsibility, authority, independence, and discipline (Efendy, 2022).

Relating to responsibility, teachers must know and understand values, morals, and social norms and try to behave and act in accordance with these values and norms. Teachers must also be responsible for all their actions in learning at school and in social life (Azhari, 2017). Teachers must also have advantages in realizing spiritual, emotional, moral, social, and intellectual values in their personal lives, as well as advantages in understanding science, technology, and art according to the field being developed (Firmansyah, Iman, 2019). In terms of discipline, what is meant is that teachers must comply with various rules and regulations consistently, based on professional awareness, because they are tasked with disciplining students at school, especially in learning

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(Ramdani, 2018). Therefore, in instilling discipline, teachers must start from himself, in his various actions and behaviors.

In developing teaching and learning activities, teachers definitely try to achieve the goals as much as possible. One of these efforts is to use models, methods, or approaches to learning (Abdul Razak et al., 2019). The phenomenon that is happening now is that there are many educators, in this case teachers, for carrying out teaching and learning process activities in class using conventional learning, thus making students feel uninterested in learning the lessons taught by a teacher (Sunarso, 2020). In Islamic religious education learning, teachers' mastery of the material and their understanding of choosing the right method for that material will greatly determine the success of achieving learning objectives. One method that is currently considered appropriate for learning Islamic religious education is through a contextual approach (Ratnasari, Khurin'In., Permatasari, Yovita Dyah & Sholihah, 2020).

So far, learning is still dominated by the view that knowledge is a fact to be memorized. Learning is not only focused on providing theoretical knowledge skills but also on how to ensure that students' learning experiences are always related to actual problems that occur in their environment (Adim, 2020; Sulfemi, 2019; Zuliyanti & Pujiastuti, 2020). Contextual Teaching and Learning is a learning strategy that emphasizes the process of full student involvement to be able to discover the material being studied and relate it to real-life situations so as to encourage students to be able to apply it in real life (Ahrisya, Ledy., Praherdhiono, Hendry & Adi, 2019; Ambrose et al., 2013; Gaol & Simarmata, 2019; Ismatunsarrah et al., 2020).

To strengthen students' ability to have applicable learning experiences, of course, learning is needed that provides more opportunities for students to do (Rahmawati, 2018), try and experience for themselves (learn to do), and even just be passive listeners as recipients of all the information provided delivered by the teacher (Sari et al., 2020). Therefore, through contextual learning, teaching is not transformation of knowledge from teachers to students by memorizing a number of concepts that seem to be separated from real life, but more emphasis is placed on efforts to facilitate students to search for life skills from what he learned (Sung et al., 2022).

Contextual models are really needed in learning Islamic religious education at school, so that the knowledge students have is not only cognitive but also reaches the affective and psychomotor domains and also forms an attitude of caring or sensitivity among students at school. With this model, it is hoped that students will have an attitude of belonging, inclusion, participation, respect, and recognition. By implementing the contextual teaching and learning model, it is also able to improve attitudes toward social cohesion among students, both at school and in their environment. From the results of the researcher's initial interview with PAI teachers on Thursday, Desember 28, 2022, in class Furthermore, there is a lack of concern for friends, and there is still physical violence among students, or the current term for bullying, and also psychological violence with mutual teasing between them at school.

The phenomenon of weak social cohesion also occurs among vocational school students in Padang City, West Sumatra. The results of Wahidah and Firman's (2020) research on the cohesion of Padang City Vocational School students, seen based on the dimensions of belonging, participation, inclusion, recognition, and appreciation, show that the majority of Vocational School students in Padang City still have a tendency for social cohesion in the low and medium categories. Low forms of social cohesion include the inclusion dimension of 10%, the participation dimension of 23%, and the recognition and appreciation dimension of 25%. Meanwhile, the highest dimension is a sense of belonging at 42%. Weak social cohesion causes widespread fights and brawls among vocational school students in the city of Padang. In 2015, the Padang City Civil Service Police Unit (Sat Pol PP) recorded that as many as 433 cases of brawls occurred in Padang

City, 220 (50.8%) of which were committed by vocational school students, while another 90 (20.8%) cases were committed by junior high school students, and as many as 123 (28.4%) cases were committed by non-students (Haluan, 12/31/2015).

Starting from the description above, in connection with the weak social cohesion of students, which causes widespread cases of violence, brawls between students, and the development of intolerant attitudes among students, researchers are interested in conducting further research on the development of Islamic Religious Education learning models using contextual teaching and learning to improve social cohesion among students.

## **Methodology**

Quantitative research is a type of research whose specifications are systematic, planned, and clearly structured from the start until the creation of the research design (Creswell, 2023). Basically, quantitative research is carried out on inferential research (in the context of hypothesis testing) and relies conclusions on the results based on an error probability of rejecting the null hypothesis (Sugiyono, 2020). With quantitative methods, the significance of group differences or the significance of the relationship between the variables studied will be obtained. And this research uses a type of correlation research.

Researchers try to describe the facts according to the circumstances. Next, these facts are processed and analyzed to see the influence of the independent variable on the dependent variable, and then correlation analysis is used. The data obtained will be used for describes the characteristics of a population based on predetermined variables. In this case, the population is the person or object of research that will be studied, both from what is studied and from the nature and characteristics possessed by the person or object of research. In this study, the population was all class XI students at SMK Negeri 2 Padang, totaling 60 people.

## **Results And Discussion**

This research began to be carried out at SMK Negeri 2, Padang City. The population of this research is class XI students, consisting of class XI A and class XI B, in the 2022–2023 academic year. This sampling used a purposive sampling technique. The purposive sampling technique in this research is a technique for determining samples with certain considerations given by teachers of Islamic religious education subjects. The research sample was class XIA, totaling 30 students, consisting of 14 men and 16 women, and class. This research was conducted in two classes, namely, class XI B as the control class and class XI A as the experimental class. The control class was given learning treatment using conventional learning, in which the learning stages were: 1) preparation, 2) presentation, 3) correlation, 4) summarizing, and 5) applying, while the experimental class was given learning treatment using the contextual teaching learning model.

The syntax of the contextual teaching learning model used is with five learning steps, namely: 1) Modeling: The teacher acts as a model for students; 2). inquiry; identification, analysis, and observation; 3) Questioning: question and answer with students; and 4). Learning community: Students are divided into several study groups. Both classes were given an initial ability test before being given treatment (pretest). This is intended so that there are no differences between the two classes so that both classes can be used, and then a final ability test is given after being given treatment (posttest).

Experimental class students are given learning treatment by applying the contextual teaching and learning model. Students are given questions based on contextual student worksheet teaching and learning (Pagani, 2014; Yusza et al., 2018). The worksheets contain questions and problems that are solved using contextual teaching and learning

steps. The tests given in the experimental class test learning outcomes, while those in the control class use conventional learning, where the control class is used as a comparison for the experimental class learning outcomes. Conventional learning is learning that is often applied by teachers in a class, whereas contextual learning applied in control classes is contextual teaching. The teaching material at the fifth meeting was commendable morals, namely the attitude of helping fellow humans; at the sixth meeting, it was the commendable attitude of respecting differences.

Before the learning process is carried out, each sample class is given a pretest to measure students' initial abilities regarding the concept of social cohesion before carrying out learning activities. Giving pretests to the experimental class and control class for the learning outcomes tests was carried out during Islamic religious education lessons, but the learning outcomes tests at each meeting were combined into one pretest at that time only. The pretest data on the learning outcomes of the two classes were tested for homogeneity and normality, and the results were that both data were homogeneous and normally distributed. Then, the data were tested for differences using the t test, and the results were that the pretest data on the learning outcomes of the two sample classes had no differences. These results show that research can be continued in these two sample classes.

After learning was carried out using the contextual teaching learning model in the experimental class and conventional learning in the control class, student learning results were obtained, which can be seen in the table.

Table 1. Learning Outcome Scores

Outcome	Class	n	Average
Pretest	experiment	30	55,6
	control	30	54,5
Posttest	experiment	30	68,7
	control	30	71,8

The table above shows a recapitulation of the average scores of the learning outcomes tests for the experimental class and control class using the pretest and posttest. The average pretest score for the experimental class is (55.6), and the pretest score for the control class is (54.5), while for the posttest for the experimental class there is an average score of (68.7), and for the posttest for the control class there is (71.8), with the conclusion that the pretest and posttest are not significantly different and are significantly different.

After carrying out a normality test on the posttest data, it was found that all posttest data for both classes had a normal distribution. The posttest data was also tested for homogeneity of the two variances; it was found to be  $1.71 < 2.60$ , which means that the posttest data for the experimental and control class groups had homogeneous or the same data variance. Based on these results, the posttest data was normally distributed and homogeneous, so an independent sample t test was used to see the differences in learning outcomes after being given treatment in the two classes.

Contextual Teaching and Learning is a learning model that provides facilities for students' learning activities to search for, manage and find learning experiences that are more concrete and relate to students' real lives. Contextual learning is a learning model that involves connecting lesson material with real-world situations. This will motivate students to make connections between knowledge and its application to their lives, family and community members. Contextual teaching and learning is a learning concept, which helps teachers make connections between material learning with students' real-world situations, and encourage students to make connections between knowledge he has with its implementation. Contextual teaching and learning helps students make connections material learned in class with what is available in his daily life. Students will Find the meaning of the material studied as experience to build knowledge There is. In

this context, students need to understand what the meaning of learning, its benefits, and its status them and how to achieve them. With this Students will realize that what they are Learning in class will be useful for his life.

Later. With this concept, learning outcomes It is hoped that it will be more meaningful for students.

In conducting experiments, students work together and discuss each other to obtain answers to the problems given. After carrying out the experiment, students can relate the results of the experiment to real problems that exist in everyday life. So, students' understanding of the concepts being studied can be improved. Apart from that, the teacher also trains students to solve several questions in the textbook. In contrast to the experimental class, the control class applies a conventional learning model. Learning in the control class uses a scientific approach with the lecture method. Students get an apperception before entering the lesson, then have a class discussion, and finally an evaluation is carried out in the class.

The experimental class and control class received learning with different treatments. To find out the final abilities of each class, both classes were given a posttest at the end of the learning process. The data from the pretest and posttest results is data on student learning outcomes in each class. So the average pretest for the control class was 54.5, while the average pretest for the experimental class was 55.6. The pretest data for the experimental class and the control class were tested for normality, and it was found that all the pretest data for both sample classes had a normal distribution. The pretest data on learning outcomes were tested for homogeneity of two variances and obtained  $0.39 < 2.60$ , which means that the pretest data for the control and experimental class groups had homogeneous data variances. It was concluded that the pretest data for learning outcomes for the experimental class and control class had a normal and homogeneous distribution.

After learning was carried out using the contextual teaching learning model in the experimental class and conventional learning in the control class, the posttest average for the control class was 71.8 and the posttest average for the experimental class was 68.7. After carrying out a normality test on the posttest data, it was found that all the posttest data for both classes had a normal distribution. The posttest data was also tested for the homogeneity of the two variances; it was found that  $1.71 < 2.60$ , which means that the posttest data for the experimental and control class groups had homogeneous or the same data variance. Based on these results, the posttest data was normally distributed and homogeneous, so a two independent sample t test was used to see the differences in learning outcomes after being given treatment in the two classes.

A different test that uses parametric analysis is the two independent sample t test to see the difference in learning outcomes before being given treatment to the two classes (pretest) and after being given treatment (posttest). The results of the t test on pretest data show that  $t_{count} < t_{table}$  or can be written as  $0.35 < 1.71$  then it can be concluded that the pretest learning results of the sample class have the same abilities before being given treatment or that the two classes have no significant differences in initial abilities (pretest) regarding the material taught. Based on existing learning outcome data, the learning outcomes of students taught using a scientific approach using the contextual teaching learning model are higher than the learning outcomes of students taught using a scientific approach using the lecture method. Apart from that, the increase in learning outcomes between the experimental class and the control class was also different. The increase in learning outcomes for experimental class students was higher than the increase in learning outcomes for control class students. This can be seen in hypothesis testing using the t test. The t test results show that learning outcomes after being given treatment are significantly different. Significant means that the hypothesis that has been proven in the sample can be applied to the population. Therefore, the hypothesis accepted in this study

is  $H_a$  and  $H_0$ , which is a rejected hypothesis, which means that the average score of learning outcomes for experimental class and control class students is significantly different.

Testing the hypothesis through posttest data on learning outcomes using parametric analysis, namely the t test for two independent samples, found that  $t_{count} > t_{table}$ :  $1.96 > 1.71$  with  $dk = 24$  at a significance level of 5%. This means that the t-count is not in the acceptance area of  $H_0$  or  $H_0$  is rejected, so  $H_a$  is declared accepted, which means there is a difference in the learning outcomes of the experimental class, which uses the Learning contextual teaching model, and the control class, which uses conventional learning. These results show that students who have the same initial abilities have different final abilities after being given different treatments.

The results of this research show that the increase in learning outcomes for experimental class students is different from the increase in learning outcomes for control class students, where the increase in learning outcomes for experimental class students is higher than the increase in learning outcomes for control class students. This is in accordance with research that states that learning with the contextual teaching learning model can improve learning outcomes, learning motivation, and student learning activities. This increase occurs because in contextual teaching learning, the current teacher gives students the opportunity to increase their intelligence and ability to discover. The environment must be arranged in such a way that it is comfortable and open to exchanging ideas so that students can solve problems. The teacher's role is only to pose problems, ask questions, and act as a facilitator in investigations and discussions. In this way, students are actively involved and able to learn well.

## Conclusions

Based on the results and discussion, it can be concluded that there is an influence of learning using the contextual teaching and learning model on student learning outcomes. The data that has been obtained shows that the learning outcomes of students taught using the contextual teaching learning model are the same as the learning outcomes of students taught using conventional learning. The suggestions for learning using the contextual learning model are: (1) This research was only carried out on one subject, namely commendable morals, so it is hoped that similar research can be carried out on other subjects. So it can measure the effectiveness of using the contextual teaching and learning model. (2) Islamic religious education learning should use the contextual teaching learning model because this model can be used for experimental and simulation-based learning in accordance with the characteristics of Islamic religious education material so that students can apply it in everyday life.

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