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Implementation of Islamic Education Learning with Contextual Teaching Approach at Pelangi Alam Ponorogo School

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Abstract

Islamic Education Learning is one of the steps aimed at serving as a foundation and reference for the formation of good morals and personality among students, given the rise of the moral crisis and the decline in the nation's moral standards. The application of Islamic Education in Nature Schools certainly uses a different concept. Pelangi Alam Ponorogo School is a natural school that is also a member of the Integrated Islamic School Network (JSIT), which, of course, pays close attention to Islamic Religious Education, learning of Islamic Religious Education. The purpose of this Research is to describe the implementation of Islamic Religious Education learning, starting from planning, implementation, and evaluation of Islamic Religious Education materials implemented at Pelangi Alam Ponorogo School. Researchers used a qualitative, descriptive approach, employing observation, interviews, and documentation. The results showed that: (1) Learning planning is carried out within one week in the form of a Weekly Learning Plan (RPM), which is made in one particular theme. (2) Implementation of Islamic Education learning is made both in the classroom and outside

the classroom in the form of daily activities and instilling Islamic values through habituation. (3) Evaluation of Islamic Education learning at Pelangi Alam School is carried out by means of direct observation of the teaching teacher and also assignments. However, the author provides suggestions to the institution to increase the effectiveness of teaching and learning activities teaching activities with several steps including: Adding teaching human resources so that can focus on their respective duties, as well as the addition of reading books in the library to enrich students' references in learning library to enrich students' references in learning.

Keywords: Islamic education, contextual teaching, nature school, learning process, curriculum.

Introduction

Learning is a process of teaching students by using educational principles and learning theory which is the main determinant of educational success.¹ Learning is also a two-way communication process carried out by teachers as educators and students as learners.² Learning is given to students with the aim that students can experience a learning

¹ Zoga Adipratama, Raden Bambang Sumarsono, and Nurul Ulfatin, "Manajemen Kurikulum Terpadu Di Sekolah Alam Berciri Khas Islam," *JAMP: Jurnal Administrasi Dan Manajemen Pendidikan* 1, no. 3 (2018): 372–80, <https://doi.org/10.17977/um027v1i32018p372>; Muhammad Thoriqul Islam et al., "An Analysis of KH. Ahmad Dahlan's Thought in Islamic Education and Its Relevance in 21st-Century Learning," *Tarbawi Ngabar: Jurnal of Education* 6, no. 1 (2025): 1–37, <https://doi.org/10.55380/tarbawi.v6i1.938>.

² Muhammad Thoriqul Islam and Khoiruddin Nasution, "The Meaning of Suhbah Tijaniyah Tariqa in Building Adab," *Al-Hayat: Journal of Islamic Education* 8, no. 2 (2024): 421–32, <https://doi.org/https://doi.org/10.35723/ajie.v8i2.450>.

process that can produce understanding and skills and attitudes that are needed as provisions in living life and society.³ So far, the learning that takes place is theoretical and Material mastery-oriented learning, the class is still focused on the teacher as the main source in the learning strategy.⁴ Learning with contextual models is a model that seeks to produce active, creative and innovative students.⁵ Contextual Learning is a learning concept that helps teachers connect the Material they teach with the real-world situation of students and encourage students to make connections between their knowledge and its application in students' lives.⁶

In contextual Learning, several components must be met in every practice of this model. There are 7 components in the Contextual Teaching Learning (CTL) model:⁷ (1) Constructivism, consisting of the development of understanding, consisting of new experiences, and Learning

³ Tsaniyatus Sa'diyah, "Penerapan Pembelajaran Pendidikan Agama Islam Dalam Membentuk Karakter Pribadi Yang Islami," *KASTA: Jurnal Ilmu Sosial, Agama, Budaya, Dan Terapan* 2, no. 3 (2022), <https://doi.org/https://doi.org/10.58218/kasta.v2i3.408>.

⁴ Aynun Nurul Ulufah et al., "Perguruan Tinggi Berbasis Pesantren (Studi Kasus Di Universitas Darussalam Gontor)," *Tarbawi Ngabar: Jurnal of Education* 5, no. 2 (2024): 222–44, <https://doi.org/10.55380/tarbawi.v5i2.844>.

⁵ Abu Darda, "Integrative Curriculum Management Model: The Relation of Symbiosis-Mutualism Academic Subject Curriculum and Social Reconstruction in Modern Islamic Boarding School of Darussalam Gontor Ponorogo," *Educan: Jurnal Pendidikan Islam* 2, no. 2 (2018): 95–116.

⁶ Muhammad Thoriqul Islam et al., "Teachers' Efforts in Forming the Religious Character of Students at Ketawanggede Elementary School, Malang City," *JELS: Journal of Education and Learning Sciences* 05, no. 02 (2025): 30–44.

⁷ Muhammad Parhan and Bambang Sutedja, "Penerapan Pendekatan Pembelajaran Kontekstual Dalam Pendidikan Agama Islam Di Universitas Pendidikan Indonesia," *Tarbawy: Indonesian Journal of Islamic Education* 6, no. 2 (2019): 114–26, <https://doi.org/10.17509/t.v6vi2.20165>.

that must be packaged through the process of constructing rather than receiving knowledge. (2) Inquiry, which is the process of moving from observation to understanding. (3) Asking questions, teacher activities encourage, guide, and assess students' thinking skills. (4) Learning Community, working together with others in the learning process can improve the ability to exchange ideas. (5) Exemplary, the process of giving examples so that others think and learn. (6) Reflection (7) Authentic Assessment.

A contextual model is a learning concept that assumes students learn better and more effectively when the environment is scientifically designed, meaning that Learning will be more meaningful if children work and experience it.⁸ Learning is not just about knowing or transferring knowledge from teachers to students. Still, how students can interpret everything that is learned. Likewise, with Islamic education subjects, proper application and delivery are also needed so that students can truly understand the Material presented and practice it in their daily lives.

Islamic education is a process of instilling, developing, and strengthening Islamic values and faith based on Islamic religious principles.⁹ In connection with the phenomenon of poor student character that will gradually affect the future and continuity of the nation, some researchers focus on Islamic Education as an alternative solution related to students. In her

⁸ Abdul Kadir, "Konsep Pembelajaran Kontekstual Di Sekolah," *Dinamika Ilmu* 13, no. 1 (2013): 17–38, <https://doi.org/https://doi.org/10.21093/di.v13i1.20>.

⁹ Tasurun Amma, "Problematisasi Proses Pembelajaran Pendidikan Agama Islam," *Al-I'tibar : Jurnal Pendidikan Islam* 5, no. 2 (2018): 70–78, <https://doi.org/10.30599/jpia.v5i2.516>; M. U. Azmi et al., "Parasit Ilmu Dalam Pendidikan Islam Perspektif Ihya Ulumuddin," *Al-Qalam: Jurnal Kajian Islam Dan Pendidikan* 16, no. 2 (2024), <https://doi.org/https://doi.org/10.47435/al-qalam.v16i2.3473>.

Research, Ainiyah emphasized the importance of revitalizing Islamic Education materials in schools to educate students' character. The results of her Research emphasized that the Material of the Quran and Hadith serves as a guide to life and morals, guiding behavior. In this millennial era, Learning is increasingly experiencing various developments and demands, including being required to be able to build human quality that is not only fixated on learning theory in the classroom, but rather on practice.¹⁰

Method of Research

This research is qualitative research based on case studies. Based on Creswell's theory, a case study is a research strategy in which researchers carefully investigate a program, event, activity, or both groups and individuals. Researchers collect complete and comprehensive information using various methods and procedures.¹¹ In this case, the case taken by the researcher is the case of a group, which is an educational institution, namely Pelangi Alam Ponorogo School, East Java. The researcher uses a descriptive approach to understand the study program better and investigate it. Follow activities and events, and see the problems to be studied and present them in the form of data.¹²

his research type is qualitative research because it seeks to describe and explain the problems associated with learning Islamic education using contextual models in natural schools,

¹⁰ Muhammad Zaim, "Media Pembelajaran Agama Islam Di Era Milenial 4.0," *POTENSIA: Jurnal Kependidikan Islam* 6, no. 1 (2020): 1–17, <https://doi.org/10.24014/potensia.v6i1.9200>.

¹¹ John W. Creswell, *Research Design: Pendekatan Metode Kualitatif, Kuantitatif, Dan Campuran*, 4th ed. (Yogyakarta: Pustaka Pelajar, 2016).

¹² S. Nasution, *Metode Research* (Jakarta: Bumi Aksara, 2006).

namely Pelangi Alam Ponorogo.¹³ Researchers will examine in detail through interviews, observation, and documentation, where researchers are the main instruments and actors in the research process carried out. Researchers can explore as much information as possible regarding all activities and programs implemented by Pelangi Alam Ponorogo school to support contextual learning and achieve the institution's vision, mission, and goals.

Results and Discussion

The result showed that the learning process consists of three main activities: (1) Learning Planning, (2) Implementation of Learning, and (3) Learning Evaluation. Pelangi Alam Ponorogo School combined a theoretical curriculum with a nature-based curriculum, which directly impacts learning activities and behavior, conceptualized and organized by all the teachers of Pelangi Alam Ponorogo School.

Learning Planning

The steps taken by teachers at Pelangi Alam School, especially in the planning of Islamic Education materials, are as follows: first, analyzing and drawing conclusions from previous learning related to the achievement and implementation of all materials; and second, creating the annual and semester programs. This program is designed to create a balance between one material and practice to assess the effectiveness of the learning process. Third, preparing the weekly learning program plan (RPM), in preparing RPM, the teacher should base it on the design of semester activities and the condition of each student. The making of this RPM is aligned with a predetermined theme and will be used in one week. Fourth,

¹³ Mujamil Qomar, *Metodologi Penelitian Kualitatif: Membekali Kemampuan Membangun Teori Baru* (Malang: Inteligencia Media, 2022).

conduct an assessment or evaluation at Pelangi Alam School, which is carried out by an identified individual and analyzed for further consideration. Implementation assignments are carried out every week.

In accordance with Dick and Carey's opinion that there is a need for an approach in learning planning, where a general system approach consists of analysis, design, development, implementation, and evaluation.¹⁴ Learning planning covers the entire process implemented on a systematic approach. Learning planning is also made to change student behavior in accordance with the goals to be achieved. Pelangi Alam School formulates an intelligence plan to be achieved in the eight compound intelligences, including Linguistic intelligence, Logical intelligence, Visual intelligence, Musical intelligence, Kinesthetic intelligence, Interpersonal intelligence, Intrapersonal intelligence, and Naturalist intelligence.

In preparing lesson plans at Pelangi Alam School, school learning programs are not far removed from those that are generally the focus of learning programs, which are designed every week with a single theme, with each week raising a different theme, along with certain projects. In the Weekly Learning Plan (RPM) prepared, there are programs and projects for the week that are aligned with the theme, along with the expected skills to be conveyed to students. In line with the Contextual Teaching Approach, the learning design is also conceptualized with 7 components contained in Contextual Teaching. Based on the thematic concepts used, of course, various branches of Science are mutually sustainable, so planning is done while still covering all branches of Science within a single theme. Constructivism, a component of

¹⁴ Walter Dick and Lou Carey, *The Systematic Design of Instruction*, 6th ed. (Boston, MA: Pearson Longman, 2005).

Contextual Teaching, invites students to build their own knowledge through experience and understanding.

Learning Implementation

Learning at Pelangi Alam School takes place 5 days a week, Monday to Friday. The morning activity post is an opening activity every morning that must be completed by every student at Pelangi Alam School. There are 4 activity posts that all students must pass without missing a single one. These four posts are (1) Journal, (2) Fonik Bagdadi, (3) Tahfidz, and (4) Dhuha. Each child is given the freedom to choose which post to do first. These four posts allow students to make informed choices and take responsibility for them.

Submission with Law Number 20 of 2003, learning is carried out with the interaction of educators and students by using learning resources in the learning environment as a teaching and learning process. The teaching and learning process is an interaction with normative values and a purpose, in which teachers apply school provisions and guidelines to implement learning. One of the approaches used by Pelangi Alam School teachers is the Contextual Teaching Approach, which invites students to learn directly from their experiences and from the relationship between learning and daily life. All components in education at Pelangi Alam School invite students to learning activities (factual), the material provided by the teacher through practice, assignment, and direct action.

Pelangi Alam School Ponorogo, in practice, delivers 4 subjects in daily learning, namely the Qur'an, Indonesian, Mathematics, and Thematic. However, in practice, Pelangi Alam School offers many branches of Science to encourage students to apply their knowledge in real life. Learning Islamic Religious Education has never been beyond the reach of all teachers at Pelangi Alam School because it is an Integrated

Islamic School and has officially joined the Integrated Islamic School Network (JSIT).

The implementation of learning with the Contextual Approach applied at Pelangi Alam School is in line with Muslich's opinion, which suggests that Contextual Learning has several characteristics including,¹⁵ (1) Learning is carried out in an authentic context directed to the achievement of skills in real life, (2) Learning provides opportunities for students to experience meaningful learning for students, (3) Learning is provided with direct action and practice (learning by doing), (4) Group or group-based learning, (5) Active, creative, productive learning and prioritizing cooperation, (6) Learning is carried out in pleasant situations.

Learning Evaluation

Pelangi Alam School evaluates Islamic Religious Education learning across 3 domains: Cognitive, Affective, and Psychomotor. In addition, Pelangi Alam School has a target to develop intelligence in several areas, including Linguistic Intelligence, Logical Intelligence, Visual Intelligence, Musical Intelligence, Aesthetic Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence, and Naturalist Intelligence. In measuring learning outcomes, Pelangi Alam School does not use exams like schools generally do, but instead uses assignments, assessments, and direct observations of teachers' teaching.

As Hamalik explained, evaluation is carried out by each educator and is an ongoing process of collection and interpretation to assess the decisions made in designing the learning system. The formulation of the evaluation has three implications: First, evaluation is a continuous process, not only at the end of teaching but also throughout learning. Second, the

¹⁵ Masnur Muslich, *Pembelajaran Berbasis Kompetensi Dan Kontekstual* (Jakarta: Bumi Aksara, 2009).

evaluation process is directed toward a specific goal: to get answers on how to improve learning. Third, evaluation requires the use of accurate and meaningful measuring tools to gather the information needed to make decisions.¹⁶

The implementation of Islamic Education evaluation at Pelangi Alam School is mostly carried out through assessment and direct observation of teaching activities. Starting with morning activities in the classroom, align with direct assistance and monitoring from the teacher to evaluate and assess the teacher's approach. In addition, evaluation is carried out through assignments in each project, such as making a portfolio every week, which results in a summary of understanding of the theme words. Pelangi Alam School implements a teaching approach based on Islamic religious values, instilled through daily habits. Here, the teacher also conducts assessment or evaluation question-and-answer sessions with students. From here, teachers can assess students' understanding and their ability to learn the material. Through this assignment, a review of the weekly material can be conducted with students.

Conclusion

Based on the analysis and discussion of the implementation of the cooperative learning model, *Think Talk Write*, in the subject of Islamic Cultural History for fifth-grade students at MI. Based on this research, the researchers concluded that the results of the implementation of Islamic Religious Education (PAI) learning with a Contextual Teaching approach at Pelangi Alam Ponorogo School are as follows: Planning Islamic Education learning at Pelangi Alam School Ponorogo by analyzing and formulating learning objectives, compiling syllabi, preparing annual and semester programs, creating a Weekly Learning Program Plan (RPPM), and conducting evaluations or assessments. Islamic Education is taught using a Contextual Teaching approach at Pelangi Alam School, 5 days a week. Islamic Education subjects are not only conducted in the

¹⁶ Oemar Hamalik, *Perencanaan Pengajaran Berdasarkan Pendekatan Sistem*, 2nd ed. (Jakarta: Bumi Aksara, 2003).

classroom but also throughout the rhythm of school activities, from students' arrival until they return home, designed to instill the values of Islamic Religious Education. Moreover, the four existing subjects are the Qur'an, Indonesian Language, Mathematics, and Thematic, and Islamic Education material is always integrated into students' learning materials. The evaluation of Islamic Education at Pelangi Alam School is carried out not through questions or exams but through direct observation of teaching, from when students arrive at school, follow morning activity posts, engage in teaching and learning activities, and continue until the end of school activities. In addition, there are assignments, one of which is to create a portfolio every weekend that covers themes studied the previous week, so that students' understanding and ability regarding the material can be measured.

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