

Literature Review: Contextual Teaching and Learning on Islamic Religious Education Materials

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Abstract

This research aims to describe the concept of contextual teaching and learning (CTL) in the teaching and learning process. The research method used is library research. The data obtained is then analyzed and studied in depth regarding the references used, as is the case in library research. This research explains that contextual teaching and learning (CTL) has a normative basis which becomes a basis or reference for use in teaching Islamic religious education material in schools or madrasas.. The results of the analysis are that conceptually CTL is a type of approach that uses an integrated perspective and/or analytical method. Learning processes that are possible to be integrated need to be discussed to find similarities and uses, so that they can be more comprehensive and more contextual. The application of this paradigm has been described as having several obstacles when evaluated. The application of contextual teaching and learning in the classroom gives students the opportunity to develop themselves for independent and collaborative learning. The application of CTL is also very synergistic with PAI material, so that the development of teaching materials can be accepted by students. The findings of this research can be a reference for further similar research on the concept of integrative interconnection in the future.

Keywords: Learning Model, Contextual Teaching and Learning, PAI.

1. Introduction

Basically, the concept of contextual learning and its principles is not a new concept. The basic concept of this approach was first introduced in 1916 by John Dewey who recommended that the curriculum and teaching methodology be linked to students' experiences and interests. Previously, it was true that the learning process would be very effective if new knowledge was provided based on experience or experience

knowledge that students already have.¹

Various studies have been conducted regarding learning, and in general, objective conditions in schools show that many students come to school feeling intimidated by school, because teachers' attitudes, conditions and learning systems tend to be bureaucratic, not a pedagogical approach. Therefore, students feel intimidated and tend to be unenthusiastic, unmotivated, and learning is less exciting. In order to avoid feelings of intimidation and tend to be less enthusiastic and so on, there needs to be a change in the learning paradigm, namely changes in the framework of thinking of educators, education staff, students, and parents of students as well as an understanding of the existence of aspects of learning, as a component of education and teaching that has a big role in achieving teaching goals.²

Nowadays contextual learning has developed in developed countries under various names. In the Netherlands developed what is called *Realistic Mathematics Education* (RME) which explains that mathematics learning must be linked to students' real lives. In America developed the so-called *Contextual Teaching and Learning* (CTL) which essentially helps teachers to relate lesson material to real life and motivates students to relate the knowledge they learn to their lives.³

In Indonesia, in order to improve the quality of education, the Department of National Education through the Directorate of Secondary Education (PLP), starting from the 2003/2004 school year implemented life skills education (*Life Skill Education-LSE*) and contextual learning and teaching (*Contextual Teaching and Learning-CTL*) at every first advanced level, but not yet fully operational.

And for the 2013 curriculum, there are several learning model approaches that I think are very suitable for implementation. One of them is the contextual learning model. By basing it on thematic-integrative learning which is applied as a form of implementation of the 2013 curriculum, it fosters hope that learning will be in a fun atmosphere. In this lesson, the teacher presents theme-based material so that the material is presented contextually

¹Ina Sanjaya, *Learning in Competency Based Curriculum Implementation*, (Jakarta : Kencana Prenada Media Group, 2008), p. 111

²Syaiful Sagala, *Concept and Meaning of Learning*, (Cet. II; Bandung : ALFABETA, 2005) p. 61. And look at Khaerul Anam. HS, *Aspects of Learning*, (t.t; Makassar, t.th) h. 1

³Ministry of National Education, Director General of Primary and Secondary Education, *Contextual Approach*, (Jakarta, 2002), p. 3-4

natural environment so that learning becomes meaningful enough.⁴

2. Contextual Learning

Theoretical Framework

Contextual comes from the English word namely *contextual*⁵ from the word *context* which means the relationship of words, context, which is related to the context, seen in relation to the sentence.⁶ The context itself is deep. Board of Studies New South Wales quoted by Trianto states that it means a framework designed by teachers to help students make lesson content meaningful and motivate students.⁷

Contextual learning is a learning concept that helps teachers link the material taught with students' real life situations which encourages students to make connections between the knowledge they have and its application in everyday life.⁸

According to Nana Saodih Sukmadinata in his book curriculum and competency learning states that contextual learning is a holistic (comprehensive) learning approach. This learning consists of interrelated components.⁹ According to Wina Sanjaya, contextual learning is a learning approach that emphasizes the process of full student involvement to be able to discover the material being studied and relate it to real life situations, thereby encouraging students to be able to apply it in their lives.¹⁰

Contextual learning according to the definition of *University of Washington* quoted by Trianto, namely learning that allows students from kindergarten to high school to strengthen, expand, and apply their academic knowledge and skills in various settings.

⁴Mulyoto, *Learning Strategies in the 2013 Curriculum Era*, (Jakarta : Selamat Pustaka, 2013), p. 110

⁵Contextual Teaching and Learning (CTL) is almost the same with some terms like *experiential learning*, *real world education*, *active learning*, *learner centered instruction*, *learning-in-context*, see Masnur, p. 41

⁶John M. Echols and Hasan Shadily, *English-Indonesian dictionary* (Jakarta : Gramedia, 1984) p. 584.

⁷Trianto, *Designing Contextual Learning in the Classroom*, (Jakarta: Smart Pustaka Publisher, 2008), p. 11

⁸Loeloek Endah Poerwati & Sofan Amri, *Guide to Understanding the 2013 Curriculum*, (Jakarta : Achievement Pustakaraya, 2013), p. 62

⁹Nana Syaodih Sukmadinata & Erliana Syaodih, *Curriculum & Competency Learning*, (Bandung : Refika Aditama, 2012), p. 116

¹⁰Vienna Sanjaya, *Deep Learning... Op.Cit*, matter. 109

in school and outside of school in order to solve real world problems.¹¹

Then Blanchard, quoted by Trianto, argued that contextual learning is learning that occurs in close relationship with actual experience.¹² According to the Ministry of National Education, contextual learning is a learning concept that helps teachers link the material taught with real world situations and encourages students to make connections between the knowledge they have and planning in their daily lives.¹³

From the explanation above there are three things that we must understand: *First*, CTL emphasizes the process of student involvement in discovering the material, meaning that the learning process is oriented towards a direct experience process, not an end goal. The learning process in the CTL context does not expect students to only receive lessons like empty bottles that are filled continuously, but rather the process of searching, finding and developing learning material, of course there must be an educator who must guide them. *Second*, CTL encourages students to find connections between the material they study and real life situations, meaning students are required to grasp the relationship between their learning experiences at school and their daily lives. This is very important, because by being able to correlate the material found with real life, not only will the material be functionally meaningful for students, but the material they study will be firmly embedded in students' memories, so it is hoped that students will be able to implement it in real life. *Third*, CTL encourages students to be able to apply it in life, meaning that CTL not only expects students to be able to understand the material they are studying, but also how the learning material can color their behavior in everyday life. The learning material in the CTL context is not to be piled up in the brain and then forgotten, but rather as a provision for them in navigating real life.¹⁴

Philosophical and Psychological Foundations of Contextual Learning

a. Philosophical Foundations

The contextual learning philosophy is constructivist, namely learning that emphasizes that learning is not just memorizing. Students construct knowledge in their own minds. Knowledge is not

¹¹See Trianto, *Designing an Innovative-Progressive Learning Model*, (Jakarta : Prenada Media Group, 2010), p. 105, see also Masnur, *KTSP Competency-Based and Contextual Learning*, (Jakarta: Bumi Aksara, 2009), p. 41.

¹²*Ibid*

¹³Ministry of National Education, *Contextual Approach*(CTL), (Jakarta: 2002), hal. 23

¹⁴Vienna Sanjaya, *Learning Strategies Oriented to Educational Process Standards*(Cet. VI; Jakarta : Prenada, 2009), p. 225.

can be separated into facts.¹⁵ CTL is heavily influenced by the philosophy initiated by Mark Baldwin and further developed by Jean Piaget.¹⁶ The flow of constructivist philosophy departs from the epistemological thinking of Giambattista Vico. Giambattista Vico stated: "God is the creator of the universe and man is the master of his creation. "Knowing, according to Plato, means knowing how to make something. This means that someone is said to know when they can explain what elements make up something. Therefore, according to Vico, knowledge cannot be separated from the person (subject) who knows.¹⁷

Piaget's view of how knowledge is actually formed in children's cognitive structures has had a great influence on several learning models, including the contextual learning model. According to contextual learning, knowledge will be meaningful when it is discovered and built by students themselves. Knowledge obtained from the results of other people's notifications will not be meaningful knowledge. Such knowledge will be easily forgotten and not functional.

Isolated facts or propositions, but reflecting applicable skills. According to the constructivist view, a person's acquisition of experience is a process of assimilation and accommodation so that a more specific experience is knowledge that is embedded in the mind in accordance with a person's scenario.

From this philosophical basis, knowledge is obtained not only through education, but more than that, it is formed from the child's experiences. On the other hand, students may forget their knowledge at school because they think it is not perfect or meaningful, so educators know how important this method is.

b. Foundations of Psychology

In accordance with the underlying philosophy that knowledge is formed due to the active role of the subject, viewed from a psychological perspective, CTL is based on the cognitive psychological school. According to him, the learning process occurs because of the individual's understanding of the environment. Learning is not a mechanical event such as the interrelation of stimulus and response. Learning is not that simple. Learning involves invisible mental processes such as motivation, interest, motivation, and ability or experience. What appears is basically a manifestation of the urge that develops within a person. As a mental event, human behavior is not merely a physical movement, but there are driving factors behind it

¹⁵ Martinis Yamin, *Strategies & Methods in Learning Models*, (Jakarta : GP Press Group, 2013), hal. 47

¹⁶ Vienna Sanjaya, *Learning in... Op.Cit*, matter. 113

¹⁷*Ibid*, matter. 111

that physical movement. Why is that? Because humans always have needs that are inherent in themselves. It is this need that drives humans to behave.

From the explanation and background above, there are several things that we must understand regarding contextual learning (CTL), namely:

- 1) Learning is not memorizing, but the process of constructing knowledge according to the experiences they have. So the more experience he gets in the sense of learning, the more he will gain.
- 2) Learning is not just collecting loose facts. Knowledge is basically an organization of everything that is experienced, so that the knowledge it has will influence patterns of human behavior, such as patterns of thinking, patterns of action, ability to solve problems including a person's appearance.
- 3) Learning is a problem solving process, because by solving problems, you will develop as a whole, not only intellectual development but also mental and emotional development, thus creating intellectual, emotional and spiritual intelligence.
- 4) Learning is a process of experience that develops gradually from the simple to the complex. Therefore, learning cannot be done all at once, but according to the rhythm of the student's abilities.
- 5) Learning is essentially capturing knowledge from reality, therefore, knowledge that has meaning for children's lives (*real world learning*).¹⁸

Principles of Contextual Learning

According to Trianto in his book "Designing contextual learning in the classroom" states that contextual learning can basically be applied in any curriculum, any field and any class whatever the circumstances.¹⁹ According to Elaine B Johnson, quoted by Nana Syaodih, she concluded that in contextual learning there are at least three main principles, namely interdependence, differentiation and self-organization.²⁰ In Nanang Hanafiah and Cucu Suhana's book, "Concept of Learning Strategy" states that there are 4 principles in CTL, namely²¹:

a. Interdependence (*Interdependence*)

This principle makes meaningful connections (*making meaningful connections*) between the learning process and the real life context so that students believe that learning is an important aspect

¹⁸*Ibid*, matter. 113-114

¹⁹Trianto, *Designing... Op.Cit*, matter. 25

²⁰Nana Syaodih Sukmadinata & Erliana Syaodih, *Curriculum...Op.Cit*, matter. 116-117

²¹Nanang Hanafiah & Granddaughter Suhana, *Learning Strategy Concept*, (Jakarta : Refika Aditama, 2009), p. 69

essential for future life. This principle invites educators to recognize their relationship with other educators, students, stakeholders and their environment. Cooperate (*collaborating*) to help students learn effectively in groups, help students to interact with other people, express ideas to each other, listen to each other to find problems, collect data, process data, and determine alternative problem solutions.

Contextual learning emphasizes the relationship between teaching materials and other materials, between conceptual materials and applications in life, between theory and practice and so on.²²

b. Difference (*Differentiation*)

The principle of differentiation is to encourage students to produce diversity, difference and uniqueness. Creation of independence in learning (*self-regulated learning*) which can construct students' interest in independent learning in a team context by correlating teaching materials with real life, in order to achieve goals meaningfully (*meaningfulness*).

Creation of critical and creative thinking (*critical and creative thinking*) among students in the context of collecting, analyzing and synthesizing data, in order to solve problems. Creating the ability of students to identify personal potential, in order to create and develop learning styles (*style of learning*) which is most suitable so that it can develop its potential as optimally as possible in an active, creative, effective, innovative and fun way so as to produce something useful.

c. Self-Regulation

The principle of self-regulation states that the learning process is regulated, maintained and realized by the students themselves, in order to realize their full potential. Learners must consciously accept responsibility for their own decisions and behavior, assess alternatives, make choices, develop plans, analyze information, create solutions and critically appraise evidence.

Contextual learning is directed at helping students achieve academic excellence, mastery of standard skills, development of attitudes and morals in accordance with society's expectations.²³ Through interaction between students, new understanding and new views will be gained, as well as discovering personal interests, the power of imagination, their ability to survive and discover their own limitations.

²²Nana Syaodih Sukmadinata & Erliana Syaodih, *Curriculum ... Op.Cit*, matter. 117

²³*ibid*, matter. 118

d. Authentic Assessment (*Authentic Assessment*)

The use of authentic assessment, namely challenging students to be able to apply a variety of new academic information and skills to contextual situations in a significant way. With this principle, it provides a strong character basis for contextual learning. If implemented optimally, it will certainly produce student output that is creative, innovative and has strong character in its personality.

Characteristics of Contextual Learning

Learning with a contextual approach has the following characteristics:

- a. Learning is carried out in an authentic context, namely learning that is directed at achieving skills in a real life context or learning that is carried out in a natural environment (*learning in real life setting*).
- b. Learning provides opportunities for students to work on meaningful tasks (*meaningful learning*).
- c. Learning is carried out by providing meaningful experiences to students (*learning by doing*).
- d. Learning is carried out through group work, discussions, mutual correction between friends (*learning in a group*).
- e. Learning provides an opportunity to create a sense of togetherness, work together, and understand each other deeply (*learning to know each other deeply*).
- f. Learning is carried out in an active, creative, productive, and cooperative manner (*learning to ask, to inquiry, to work together*).
- g. Learning is carried out in a pleasant situation (*learning as an enjoy activity*).²⁴

Basic Components of Contextual Learning

In accordance with the underlying assumption, that knowledge is obtained by children not from information provided by other people, including teachers, but from the process of discovering and constructing it themselves, teachers must avoid teaching as a process of conveying information. Teachers must view students as subjects, so that teachers only become agents of learning, namely teachers as facilitators, motivators, drivers and inspirers.²⁵ Students are active organisms who have the potential to build their own knowledge. Even if it's a teacher

²⁴Masnur Muslich, *KTSP Competency Based and Contextual Learning*, (Jakarta : Bumi Aksara,

2009), p. 42

²⁵E. Mulyasa, *Competency Standards and Teacher Certification*, (Bandung: Teenage Rosdakarya, 2007), p. 53-67.

provide information to students, teachers must provide opportunities to explore that information to make it more meaningful for their lives.

CTL as a learning approach has 7 components. This underlies the implementation of the learning process using the CTL approach. Furthermore, these seven principles are explained below, namely:

a. Constructivism

Constructivism is the process of building or compiling new knowledge in students' cognitive structures based on experience. Previously it was discussed that the philosophy of constructivism, which was initiated by Mark Baldwin and developed and deepened by Jean Piaget, considers that knowledge is formed not only from objects, but also from the individual's ability as a subject to capture every object he observes. According to constructivism, knowledge does come from outside, but is constructed by and from within a person. Because the formation of knowledge is formed by two important factors, namely the object that is the subject of observation and the subject's ability to interpret the object being observed. It can be concluded that knowledge is not static, but rather dynamic, depending on the individual who sees and constructs it. According to Jean Piaget, the essence of knowledge includes three things, namely:

- 1) Knowledge is not a mere picture of the world of reality, but is always a construction of reality through the subject's activities.
- 2) Subjects form cognitive schemes, categories, concepts and structures necessary for knowledge.
- 3) Knowledge is formed in the structure of one's conception. The structure of conception forms knowledge when conception occurs in dealing with a person's experiences.²⁶

That assumption then underlies CTL. Learning through CTL basically encourages students to construct their knowledge through a process of observation and real experience.

b. Inquiry

Inquiry is a learning process based on search and discovery through a systematic thinking process. In this way, knowledge is not just remembering, more than that, knowledge is a series of conscious efforts by students to seek and develop it. So that teachers, in carrying out their duties in the planning process, do not prepare a number of materials that must be memorized, but teachers design learning that allows students to discover

²⁶Vienna Sanjaya, *Learning Strategies Oriented to Educational Process Standards*, Cet. VI;
(Jakarta Prenada, 2009), p. 264.

material that must be understood. This means that the teacher is only a student partner and student mediator. Through this process, it is hoped that students' mental development will develop as a whole, both intellectually, mentally, emotionally and personally.

c. Ask (*Questioning*)

Learning is essentially asking and answering questions. In the CTL learning process, the teacher does not just convey information, but the teacher is always fishing so that students can find it themselves. On the other hand, students are expected to ask a lot of questions to their teacher, so that very dialogic learning occurs. Asking questions has many uses for students in digging up information, arousing students' motivation so they don't get bored, it can stimulate students' curiosity about something, students are trained to focus on something they want, and by asking questions students are guided to find or conclude something.

d. Learning Society (*Learning Community*)

A problem cannot possibly be solved alone, but requires the help of other people. This principle emphasizes how students get used to working together. This collaboration can be carried out by forming formal study groups or within the surrounding community.

In CTL classes, the principle of learning communities can be implemented by implementing learning through study groups. The division of groups must be heterogeneous, meaning that in one group a variety of student abilities are mixed, so that it is hoped that those with high intellectual integrity will be able to develop them, and vice versa, students with low integrity abilities will be able to get used to developing them. Apart from that, this group is expected to exchange opinions, so that students get used to dealing with differences of opinion and understand someone's line of thinking.

e. Modeling (*Modelling*)

Modeling here means the learning process by practicing something as an example that can be imitated by every student. For example, the teacher gives examples of how to practice prayer correctly, or how to pronounce prayer sentences, and so on.

Not closing the possibility that not only teachers become modeling. However, students who excel can also show off their abilities in front of their friends. With this principle, CTL learning avoids theoretical-abstract learning which can allow verbalism to occur.

f. Reflection (*Reflection*)

Reflection is the process of deposition of experiences that have been learned which is carried out by reordering the events or learning events that have been passed through. Through the reflection process, the learning experience will be included in the student's cognitive structure which will ultimately become part of the knowledge they have. It can happen that through the process of reflection students will update what they have formed, or add to their body of knowledge.

In CTL learning, teachers always give students time to reflect on everything they have learned or recall what they have learned. Students are automatically able to interpret their own experiences, so that they can conclude about their learning experiences.

g. Real Assessment (*Authentic Assessment*)

In the conventional learning process that teachers often do at the moment, the emphasis is usually on the development of the intellectual aspect, so it is only limited to the use of tests. With the test, it can be known how far the student's understanding has mastered the subject matter. In CTL, the success of learning is not only determined by the development of intellectual ability, but the development of all aspects, so that the teacher evaluates not only the cognitive side, but all aspects have a certain portion. And it is real assessment that most determines the success of students.

Real assessment (*authentic assessment*) is a process carried out by teachers to collect information about students' learning progress. Authentic assessment is carried out in an integrated manner with the learning process. This assessment is carried out continuously during learning activities. Therefore, the emphasis is directed at the learning process, not at the learning outcomes.

3. Research methods

This research uses library research methods. The data obtained is then analyzed and studied in depth regarding the references used, as is the case in library research. This research explains that contextual teaching and learning (CTL) has a normative basis which becomes a basis or reference for use in teaching Islamic religious education material in schools or madrasas.

4. Results and Discussion

Based on the results of the analysis, it can be concluded that monotheism

education in the family is a manifestation of 2 things that need to be realized,
namely

Application of Contextual Learning in Islamic Religious Education Materials

It has been explained above that the application of contextual learning is basically based on the constrictivism approach, which means the process of constructing new knowledge meaningfully through real experience, through the process of discovering and transforming information into other situations contextually. The contextual learning components that have been offered are a benchmark for success when using this model. With all these components, it is not impossible that the learning objectives in Islamic Religious Education can be achieved.

One method that is currently considered appropriate in learning Islamic Religious Education is through a contextual approach. Contextual learning is related to (1) phenomena of social life, language, environment, growing hopes and ideals, (2) phenomena of the world of experience and knowledge students, and (3) class as a social phenomenon. Contextuality is a phenomenon that is natural, grows and continues to develop, and is diverse because it is related to the phenomena of social life in society. Because the contextual character is in accordance with the nature of Islamic Religious Education lessons whose material orientation is related to life, social, economic, political, cultural and science and technology issues.²⁷

Islamic Religious Education lessons in schools consist of several aspects and basically these several aspects are related and complementary. However, each aspect has different characteristics. These aspects of Islamic Religious Education need to be developed using a contextual approach with the following thinking:²⁸

a. Aspects of Faith/Belief

Many issues of faith touch on abstract metaphysical aspects or even suprarational matters. One of the ways to overcome the difficulties of learning the Aqidah problem is by developing a contextual approach in learning Islamic Religious Education. Through this approach, students are invited to observe natural phenomena around them as well as social, psychological and cultural phenomena. And someone who has high loyalty and dedication to Islamic teachings. From here, there will be a process of internalizing religious values and increasing a person's motivation to carry out and adhere to religious values.

²⁷ Muhaimin, *Reconstruction of Islamic Education* (Jakarta: Raja Grafindo Persada, 2009), p.

²⁸*Ibid*, matter. 264-266

b. Aspects of the Qur'an and Hadith

In studying the Qur'an and Hadith there are several meanings that are uncertain (relative). Because there are still other possible meanings open, this opens up opportunities for developing Islamic Religious Education learning with a contextual approach. For example, the content of verses from the Qur'an and Hadith that can be related to everyday life.

c. Fiqh aspects

The application of fiqh learning is more contextual, because its development is more influenced by situations and conditions, in line with the demands of the times and the benefit of the times. Of course, this cannot be separated from real life and current social life.

d. Moral aspects

Awareness of doing something is an awareness that humans will experience good or bad consequences. So that students can have this awareness, it is necessary to develop contextual-based moral learning. It is applied using exemplary, habituation and motivation techniques.

e. Aspects of Islamic History

History in philosophy is a review of historical events philosophically to control the course of history to determine something from generation to generation. It can be emphasized that history lessons will be dry if the teacher only tells history or events. On the other hand, history lessons will be interesting if the teacher not only emphasizes events textually, but needs to be linked to the context so that valuable lessons can be drawn for the development of students.

Apart from that, in general the advantage of a contextual approach or learning is that learning becomes more meaningful and real. This means that students are required to be able to understand the relationship between learning experiences at school and real life. This is very important, because by being able to correlate the material found with real life, not only will the material function functionally for students, but the material they study will be firmly embedded in the students' memory, so it will not be easily forgotten.

Meanwhile, the weakness is that teachers no longer act as information centers. The teacher's job is to manage the class as a team that works together to discover new knowledge and skills for students. Students are seen as developing individuals. However, the role of the teacher is to guide students so that they can

learn according to the stage

its development.²⁹ And besides that, contextual learning requires quite a long time and process.³⁰ So sometimes teachers find it difficult to implement.

The successful implementation of contextual learning requires the involvement of various parties. In this case, so that schools and the community have awareness of the importance of several things, namely: learning resources do not only come from books and teachers, but also from the surrounding environment both at home and in the community; contextual learning strategies have many variations, allowing teachers to develop different learning models with other variations; The school and community need to provide both material and non-material support to support the success of the student learning process.

Learning that can be used as an alternative for the process of internalizing the values of Islamic teachings is learning that accommodates student involvement physically and mentally and the learning in question is contextual learning. In contextual learning, students are given the opportunity to build their own knowledge or build new ideas and update old ideas that already exist in the cognitive structure. In addition, students are also given the opportunity to seek and discover their own knowledge, make observations and solve problems together within the framework of scientific activities, and students are also given the opportunity to carry out abstractions or a process of meaning in everyday life which is referred to by theory or existing examples.

Implementation of Contextual Learning in the 2013 Curriculum

In the 20013 Curriculum Development draft, it is indicated that the desired learning process is *learning that prioritizes personal experience through observation (listening, seeing, reading, hearing), association, asking, concluding, and communicating*. It was also stated that the desired learning process is *a student-centered learning process (student-centered active learning) with the contextual nature of learning*.³¹

The 2013 curriculum uses this approach *scientific (Scientific Approach)* where in the learning process there is a process of observing (*Observing*), ask (*Questioning*), reasoning (*Associating*), try (*Experimenting*), concluding, and forming networks (*Networking*). Student activity is required to discover for themselves, the teacher only helps direct students so that students can discover the concepts themselves

²⁹Made You, *Contemporary Innovative Learning Strategies: An Operational Conceptual Review*, Cet I, (Jakarta: Bumi Aksara, 2009), p. 76

³⁰*Ibid*, matter. 77

³¹[www. Ministry of Education and Culture. Curriculum development2013](http://www.Ministry of Education and Culture. Curriculum development2013), public test materials,

taught. The desired learning process is a student-centered learning process (student-centered active learning) with the contextual nature of learning.³²

In the 2013 curriculum, authentic assessment is also required (Authentic Assessment) namely a significant measurement of student learning outcomes in the domains of attitudes, skills and knowledge. Authentic assessment consists of various assessment techniques. First, a direct measurement of a learner's skills that relate to long-term outcomes such as success in the workplace. Whata, assessment of tasks that require extensive involvement and complex performance. Ketiga, analysis of the process used to produce student responses to the acquisition of existing attitudes, skills and knowledge. Types of authentic assessment that can be used include performance assessment, project assessment, portfolio assessment, and written assessment.

There are also several models and approaches that can be applied in the 2013 curriculum, apart from cooperative (group) learning, namely: (1) Learning with a scientific approach; (2) Learning with a contextual approach; (3) Learning with a problem-based approach; (4) Learning with a project-based approach; (5) Learning with a communicative approach.

From the resource person's discussion, it can be concluded that the following approaches and methods are suitable for the 2013 Curriculum:

- a. Learning with a Scientific Approach
- b. Contextual Learning Approach
- c. Problem Based Learning Approach
- d. Project Based Learning Approach
- e. Cooperative Learning Approach³³

Based on the above phenomena from learning observations, teachers must be more patient in guiding students, learning time sometimes feels like it is not enough to explore students' abilities, and it is rather difficult to apply to passive children. However, as time goes by, children become more accustomed to this kind of learning method. Hopefully the 2013 Curriculum can change our paradigm in carrying out the teaching and learning process. Many activities are carried out in various regions as a form of implementation of the 2013 curriculum. Teachers are trained to participate in order to be able to implement them in schools.³⁴

³² Siti Rosida. Kompasiana.<http://MenujulImplementation of the 2013 Curriculum/OPINION> | downloaded 12 September 2013 | 13:27

³³ Prof. Dr. Marsigit, M.A. Kompasiana.<http://Various Learning Methods Suitable for the 2013>

Curriculum/download 12 September 2013 | 13:27

³⁴ The learning recommended by the 2013 curriculum is thematic-integrative learning.

According to the Minister of Education and Culture Mohammad Nuh, the implementation of the 2013 curriculum will

Advantages and Disadvantages of Contextual Learning

Each learning method (strategy) definitely has advantages and disadvantages. The advantages of using contextual learning are:

- a. Learning becomes more meaningful and real. This means that students are required to be able to grasp the relationship between learning experiences at school and real life. This is very important, because by being able to correlate the material found with real life, not only will the material function functionally for students, but the material they study will be firmly embedded in the students' memory, so it will not be easily forgotten.
- b. Learning is more productive and able to strengthen students' concepts because the CTL learning method adheres to constructivism, where a student is guided to discover his own knowledge. Through the philosophical foundation of constructivism, students are expected to learn through "experiencing" rather than "memorizing".
- c. Contextual is a learning model that emphasizes full student activity, both physically and mentally.
- d. Classes in contextual learning are not a place to obtain information, but as a place to test the data they find in the field.
- e. The learning material can be found by students themselves, not given by the teacher.
- f. The application of contextual learning can create a meaningful learning atmosphere.

Meanwhile, the weaknesses of contextual learning are as follows:

- a. It takes quite a long time for the contextual learning process to take place.
- b. If the teacher cannot control classes then it can create a less conducive classroom situation.
- c. Teachers are more intensive in guiding. Because in the CTL method, the teacher no longer plays the role of information center. The teacher's job is to manage the class as a team that works together to discover new knowledge and skills for students. Student dipawhat's upadeveloping individual gai. Thus, the role of the teacher is not as an instructor or teacherasa" which forces the will but the teacher is the guide of students so that they can learn according to their stage of development.

emphasizes developing student creativity and strengthening character. This curriculum will fulfill the three main components of education in a balanced manner, namely knowledge, skills and

attitudes/.http.kompas, 11 March 2013//download, 11 September 2013.

- d. Teachers provide opportunities for students to discover or apply their own ideas and invite students to be aware and consciously use their own strategies for learning. However, in this context, of course, teachers need perhaps extra care and guidance for students so that the learning objectives are in accordance with what was originally implemented.

5. The knot

Contextual learning is a learning concept that helps teachers link the material taught with students' real life situations which encourages students to make connections between the knowledge they have and its application in everyday life. One method that is currently considered appropriate in learning Islamic Religious Education is through a contextual approach. Contextual learning is related to (1) phenomena of social life in society, language, living environment, growing hopes and ideals, (2) phenomena of the world of students' experiences and knowledge, and (3) class as a social phenomenon. Contextuality is a phenomenon that is natural, grows and continues to develop, and is diverse because it is related to the phenomena of social life in society. Because the contextual character is in accordance with the nature of Islamic Religious Education lessons whose material orientation is related to life, social, economic, political, cultural and science and technology issues.

The 2013 curriculum uses a scientific approach (*Scientific Approach*) where in the learning process there is a process of observing (*Observing*), ask (*Questioning*), reasoning (*Associating*), try (*Experimenting*), concluding, and forming networks (*Networking*). Student activity is required to discover for themselves, the teacher only helps direct students so that students can discover for themselves the concept of what will be taught. The desired learning process is a *student-centered learning process (student-centered active learning) with the contextual nature of learning*.

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