

ANALYSIS OF THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING COMPONENTS IN ISLAMIC EDUCATION AND CHARACTERS TEXTBOOK SMK CLASS X

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ABSTRACT

Islamic Education Teachers of SMKN 2 Padang Panjang use Islamic Education and Characters Textbook published by the Erlangga Publisher to convey the material to Grade Ten students. Contextual teaching and learning approaches are implemented by teachers to assist them in associating a material according to the student's real life situation by involving seven key components namely constructivism, inquiry, questioning, learning community, modelling, reflecting and authentic assessment. This study aims to find out the implementation of contextual teaching and learning components in the Islamic Education and Characters textbook of SMK Class X published by the Erlangga Publisher. This study employs a descriptive qualitative approach by analysing the Islamic Education and Characters textbook based on the seven components of contextual teaching and learning approaches. The data of this study has been collected through the marking of the scoring sheet which is concentrated on the scoring criteria on each contextual teaching and learning component. Then, the data obtained was analysed by the percentage scores of each aspect of the seven approach components. The results show that the Islamic Education and Characters textbook of SMK Class X published by the Erlangga Publisher was compiled based on the contextual teaching and learning approach with the following percentage: 80% for constructivism; 100% for inquiries; 91.6% for questioning; 100% for the learning community; 78.3% for modelling; 100% for reflection; and 100% for authentic assessment.

Keywords: Islamic Education and Characters Textbook; Contextual teaching and learning; Seven components of CTL

ABSTRAK

Guru-guru pendidikan Islam SMKN 2 Padang Panjang menggunakan Buku Teks Pendidikan Islam dan Perwatakan yang diterbitkan oleh Penerbit Erlangga untuk menyampaikan bahan tersebut kepada pelajar grad sepuluh. Pendekatan pengajaran dan pembelajaran kontekstual dilaksanakan oleh guru untuk membantu mereka dalam mengaitkan sesuatu bahan mengikut situasi kehidupan sebenar murid dengan melibatkan tujuh komponen utama iaitu konstruktivisme, inkuiri, penyoalan, masyarakat pembelajaran, pemodelan, refleksi, dan penilaian autentik. Kajian ini bertujuan untuk mengetahui pelaksanaan komponen pengajaran dan pembelajaran kontekstual dalam Buku Teks Pendidikan Islam dan Karakter SMK Kelas X yang diterbitkan oleh Penerbit Erlangga. Reka bentuk kajian ini adalah pendekatan kualitatif deskriptif dengan menganalisis Buku Teks Pendidikan Islam dan Perwatakan berdasarkan tujuh komponen pendekatan pengajaran dan pembelajaran kontekstual. Data kajian ini dikumpul melalui hasil penandaan

penandaan lembaran pemarkahan iaitu menumpukan perhatian kepada kriteria pemarkahan pada setiap komponen pendekatan pengajaran dan pembelajaran kontekstual. Kemudian, data dianalisis dikira mengikut peratusan markah setiap aspek daripada tujuh komponen pendekatan. Hasil kajian menunjukkan Buku Teks Pendidikan Islam dan Perwatakan SMK Kelas X diterbitkan oleh Penerbit Erlangga telah disusun berdasarkan komponen pendekatan pengajaran dan pembelajaran kontekstual dengan peratusan berikut: 80% bagi konstruktivisme; 100% untuk pertanyaan; 91.6% untuk disoal siasat; 100% untuk masyarakat pembelajaran; 78.3% untuk pemodelan; 100% untuk refleksi; dan 100% untuk penilaian autentik.

Kata Kunci: Pendidikan Islam dan Buku Teks Perwatakan; Pengajaran dan Pembelajaran Kontekstual; Tujuh Komponen CTL.

INTRODUCTION

Islamic Education teachers at SMKN 2 Padang Panjang West Sumatra used Islamic Education and Character Textbooks that were published by Erlangga Publisher in 2018 in teaching and learning process. This book is used by all of the tenth-grade students and could be borrowed from the school library. In teaching Islamic education, the contextual teaching and learning approach could be used to deliver the materials by the teachers. This approach helps the students to relate the knowledge that they get from the books and then implement it in their real-life situations (Muslich 2008). The student's knowledge and skills were obtained from their efforts to construct their knowledge and skills by themselves when they learn (Nurhadi 2014).

Contextual teaching and learning (CTL) is a learning method that helps the teachers to relate the materials taught to the students' real-life situations and encourages them to make connections between the knowledge and skills, then implement it in their life both in their families and society (Suyitno, 2011). Then, this approach is more intended as a teacher's ability to carry out a learning process that prioritizes educational ideals that produce an effective and efficient quality of learning (Muchith 2008).

The CTL approach is included in the learning theory of constructivism. The theory of constructivism emphasizes that knowledge cannot simply be transferred from the mind of the teacher to the students. It means that the students must be mentally active in building the structure of their knowledge based on the cognitive maturity that they have. CTL seeks to emphasize the students build their own understanding of what is seen, observed, and perceived.

The purpose of this approach is to equip the students with knowledge that can flexibly be applied from one problem to another and from one context to another. By associating with the real world, the learning will be more meaningful because the students will be faced with events and circumstances that are actually natural, so that they are more real, more factual and the truth is more accountable. To conclude, the students can find out the meaning of what they learn, by connecting the content of academic material with the content of daily life. The contextual approach can be carried out without having to change the existing curriculum.

There are five important characteristics of the learning process that uses the CTL approach. They are learning is the process of activating existing knowledge (activating knowledge);

contextual learning is learning in order to acquire and add new knowledge (acquiring knowledge); understanding knowledge means that the knowledge gained is not to be memorized but to be understood and believed; practice the knowledge and experience (applying knowledge); reflecting knowledge on knowledge development strategies (Sanjaya 2007).

CTL is as a learning approach has seven principles, and it is also called CTL components, namely: (1) Constructivism. Constructivism is the process of building or compiling new knowledge in the cognitive structure of learners based on experience. According to the philosophy of constructivism, knowledge comes from the outside but is constructed by and from within a person. Therefore, knowledge is formed by two important factors, namely the object to which the observation is subjected and the subject's ability to interpret the object. (2) Inquiry. The knowledge and skills gained by learners are expected not to be the result of remembering a set of facts, but rather the result of discovering themselves (Komalasari 2011). In addition, Sanjaya (2011) states that inquiry is a learning process based on searching and discovering through the process of thinking systematically. Knowledge is not a number of facts resulting from remembering, but the result of the process of finding by oneself (Nurhadi, 2004). (3) Questioning. Asking questions is the main of the CTL-based learning strategy. Questioning is a way to assess students' abilities. In the teaching and learning process, questioning activities are associated with answering activities. Therefore, this activity is often referred to as a question-and-answer strategy. (4) Learning Society. In a learning society, learning outcomes can be obtained from the collaboration with others. Learning outcomes can be obtained from sharing between friends, groups, and those who know to those who do not know (Nurhadi, 2004). The concept of a learning society in the CTL focuses on learning outcomes obtained through collaboration with others. Collaboration can be carried out in various ways both in study groups formally as well as in environments naturally (Sanjaya 2007). (5) Modeling. Modeling is the learning process by demonstrating something as an example that can be imitated by every student. For example, the teacher gives an example of how to operate a tool. The modeling process is not limited to the teachers, but the teachers can also take advantage of the students who are considered to have abilities (Sanjaya 2007). (6) Reflection. Reflection is a way of thinking or contemplating what we have just learned or thinking backward about what we have done in the past. (7) Authentic Assessment. Sanjaya (2011) explains that authentic assessment is a process carried out by the teachers to collect information about the learning development that is done by the students. This assessment is necessary to know whether the student is actually studying or not; whether the student's learning experience has a positive influence on the development of both students' intellectual and mental (Sanjaya 2007).

This research analyzed the Islamic Education and Character Textbooks of Vocational School for Class X that were published by Erlangga based on the seven components of CTL above. This book contains 15 chapters, namely: The Importance of Self-Control; Prejudiced; The Beauty of Brotherhood; Guarding Oneself against Promiscuity and Acts of Approaching Adultery; Exemplifying Allah SWT Through Asma'ul Husna; Presenting angels in everyday life; Increase self-dignity by dressing Syar'i; Honest brings a life full of blessings; Love to study and implement it; Getting used to living based on Islamic law; and Perfecting religion through Hajj and Umrah (Rahman et al. 2017).

METHODOLOGY

This research was the descriptive qualitative approach by analyzing a document that was a textbook. According to Moleong (1999), document analysis is a systematic procedure for reviewing or evaluating documents. This research analyzed a textbook that was Islamic Education and Character for Class X of Vocational School based on seven components of contextual teaching and learning approach. The characteristics of document analysis or content analysis are the text needs to be processed with pre-designed rules or procedures (explicitly formulated rules); The text is processed systematically (which belongs to the category and which is not established based on the established rules); the process of analyzing the text must lead to the giving of contributions to the theory (there is its theoretical relevance); the analysis process is based on the manifested description; using quantitative techniques (the use of simple statistics/ numerical data from predetermined categories) (Muhadjir 1996).

Survey Data Collection

The technique of data collection is the way to obtain the data (Sugiyono, 2013). The data of this research were a document that was Islamic Education and Character Textbooks of Vocational School for Class X. This book has published by Erlangga in 2018 based on the 2013 curriculum. The data were collected by putting a tick on the scoring sheet by paying attention to the scoring criteria on each component of the contextual teaching and learning approach.

Research Instrument

The instrument of this research was the scoring sheet of contextual teaching and learning components. Then, the researcher put a tick on the scoring sheet that contains criteria of contextual teaching and learning components.

The Technique of Data Analysis

The data were analyzed by describing the content of the textbooks in the following steps, they were: preparing a textbook; making scoring criteria in every component of CTL for every chapter in the textbook; analyzing by assigned categories; calculating the percentage in every component of CTL by formula as follows:

$$P\% = \frac{\sum q}{\sum r} \times 100\%$$

Where:

$P\%$ = percentage obtained by each observed aspect

$\sum q$ = the number of scores obtained by each observed aspect

$\sum r$ = the maximum number of scores of each observed aspect

Assessment with a percentage score is then categorized into assessment guidelines (Purwanto 2002), as follows:

Table 1 Category Scale of Assessment Guidelines

Percentage	Category
86% - 100%	Very Good
76% - 85%	Good
60% - 75%	Enough
55% - 59%	Bad
$\leq 54\%$	Very Bad

RESULTS

After analyzing the textbooks, the researcher found that the textbooks implemented seven components of CTL that could be explained as follows:

(1) Constructivism. Based on 15 chapters in the textbook, constructivism existed in every chapter in which 7 chapters contained 3 constructivism activities with a score of 4; 4 chapters contained 2 constructivism activities with a score of 3, and 4 chapters contained 1 constructivism activity with a score of 2. Thus, the score obtained for the constructivism component was $(7 \times 4) + (4 \times 3) + (4 \times 2) = 28 + 12 + 8 = 48$. The maximum score was $15 \times 4 = 60$. The percentage obtained for the constructivism component was $48/60 \times 100\% = 80\%$. The result matched the category scale of assessment guidelines. The constructivism component that had a score of 80% was in a good category.

(2) Inquiry. It was obtained that all of the chapters in the textbook met all the criteria for steps of inquiry so that each chapter had a score of 4, then the score for the inquiry component was $(15 \times 4) = 60$ with a maximum score of $15 \times 4 = 60$. The obtained percentage for the inquiry component was $60/60 \times 100\% = 100\%$. According to the scale, the inquiry component had a score of 100% and was in the very good category.

(3). Questioning. It was found 10 chapters that had 3 questioning activities with a score of 4 and 5 chapters contained 2 questioning activities with a score of 3. The score of questioning was $(10 \times 4) + (5 \times 3) = 40 + 15 = 55$; with a maximum score of $15 \times 4 = 60$. The percentage obtained for the questioning component was $55/60 \times 100\% = 91.6\%$ which was in a very good category.

(4). Learning Society. It was found that each chapter had a score of 4, then the score obtained for the learning society component was: $(15 \times 4) = 60$, with a maximum score of $15 \times 4 = 60$. Thus, the obtained percentage was $60/60 \times 100\% = 100\%$ which was in a very good category.

(5). Modeling. It was found that 2 chapters contained more than 1 modeling with a score of 4 and 13 chapters had 1 modeling with a score of 3, so the score of the modeling was $(2 \times 4) + (13 \times 3) = 8 + 39 = 47$, with the maximum score was $15 \times 4 = 60$. The percentage of modeling was $47/60 \times 100\% = 78.3\%$ which was in the good category.

(6). Reflection. Each chapter of the textbook had a score of 4, then the score obtained for the reflection was $15 \times 4 = 60$, with a maximum score was $15 \times 4 = 60$. The percentage for the reflection was $60/60 \times 100\% = 100\%$ which was in a very good category.

(7). Authentic Assessment. All of the chapters in the textbook had authentic assessments such as attitude, cognitive, and skill assessments so each chapter had a score of 4. Then the score obtained for the authentic assessment was $15 \times 4 = 60$, with a maximum score of $15 \times 4 = 60$. The percentage for the authentic assessment was $60/60 \times 100\% = 100\%$ which was in a very good category.

CONCLUSIONS

Based on the results above, the textbook that was used by the teacher and the students at SMKN 2 Padang Panjang had implemented the seven components of contextual teaching and learning approach. It could be explained as follows: the percentage of constructivism was 80% or in the good category; the percentage of the inquiry was 100% or in the excellent category; the percentage of questioning was 91.6% or in the excellent category; the percentage of learning society was 100% or in the excellent category; the percentage of modeling was 78.3% or in the good category; the percentage of reflection was 100% or in the excellent category and the percentage of authentic assessment was 100% or in the excellent category. The researcher suggested that chapter 12 of the textbook should be given mathematical operations (questions) about zakat (almsgiving) so that the students can calculate it well. Then, the teachers should implement the contextual teaching and learning approach in delivering their materials so that the students can relate the knowledge that they obtain inside of the classroom and then implement it in their real-life situations.

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