



Implementing Contextual Teaching and Learning (CTL) Model to Teach *Fiqh*

Dedi Setiawan¹, Khodijah², Ahmad Mansyur³

¹Institut Agama Islam Ma'arif Nahdlatul Ulama (IAIMNU) Metro Lampung, Indonesia

²Institut Agama Islam Negeri (IAIN) Metro Lampung, Indonesia

³Institut Agama Islam Ma'arif Nahdlatul Ulama (IAIMNU) Metro Lampung, Indonesia

Correspondence : ✉ dedisetiawanpr@gmail.com

Article Information:

Received : 2020-12-28

Revised : 2020-12-30

Accepted : 2020-12-31

Keywords:

Assessment of CTL based teaching, Contextual Teaching and Learning Model (CTL), Teaching *Fiqh*, Implementation of CTL based teaching, Planning of CTL based teaching.

Abstract

The problem of teaching *Fiqh* in Islamic Senior High School (*Madrasah Aliyah*) was lack of understanding of the student. It was happened due to teacher did not provide real-world situations to facilitate students' understanding. Therefore, to help the students to obtain optimal understanding, the Contextual Teaching and Learning model was implemented. It help students to make connections between their knowledge and its application in their lives as family and community members. The purpose of this research is: to determine the planning, the implementation and the assessment. The research was a qualitative research method with a case of study approach. Retrieval of informants using a purposive sampling system. The main informants in this study were the teachers of Islamic Civilization History, the vice principal of the curriculum field and the students of class XI State Islamic Senior High School (*Madrasah Aliyah Negeri*) Gumawang, Ogan Komering Ulu Timur. The data collection techniques used observation, interview and documentation techniques. Data analysis techniques using data reduction techniques, data presentation, and drawing conclusions. Based on the results of the study, it could be concluded that the implementation of the contextual teaching and learning model was run well, in its implementation there were three stages in implementing the model, namely the learning planning stage, the implementation stage. learning, and the contextual learning assessment stage.

INTRODUCTION

The subject of *fiqh* is a scientific field that is directly tied to everyday life. Therefore, *fiqh* learning is directed so that students can understand the principles of Islamic law and the procedures for its implementation to be applied in life so that they become Muslims who are always obedient to carry out Islamic law in a *kaffah* (perfect) manner (KEMENAG, 2008).

However, in reality, it is often found that the *fiqh* learning model at *Madrasah Aliyah* is less attractive and tends to be boring for students.

According to Azyumardi Azra (2001), there are several problems that arise in the implementation of Islamic religious education today, including a methodological crisis or a pedagogical crisis. Nowadays the tendency of the pattern of implementation of Islamic religious education is getting higher, that what is happening is more of a *teaching*, process a teaching process, rather than a learning process, an educational process. It is further explained that the process of teaching Islamic religious education until now has only filled personal and character aspects.

Meanwhile, in Amin Abdullah's (2001) view, the learning of Islamic religious education that has been running until now has focused more on the problem of theoretical religious issues that are cognitive in nature. Religious education feels less related or less concern to the issue of how to change cognitive religious knowledge into meaning and values that need to be internalized in students through various means, media and forums. Furthermore, the meaning and value that have been chewed and lived can be a motivation for students to move, act, and behave in a concrete, religious manner in the area of everyday practical life.

To achieve this, teachers are required to better master various appropriate teaching approaches, so that what we convey to students can trigger learning and increase learning outcomes. The problem that is often encountered in teaching, especially the teaching of Islam is how to present material to students properly so that effective and efficient results are obtained. In addition to other problems, according to Basyiruddin (2002), it is also often found that the lack of attention of religious teachers to variations in the use of teaching approaches in an effort to improve the quality of lessons properly.

Starting from the understanding of the teaching approach, which is a set of assumptions regarding the nature of teaching and learning in *fiqh* lessons, the function of the teaching approach cannot be ignored. Because the teaching approach determines the success or failure of a teaching and learning process and is an integral part of a teaching system. As for our educators, in this case Islamic religious education teacher teachers in public schools or Islamic school (*madrasah*), not a few of them do not prepare the lesson material. In connection with the methods they have applied, many of them still use inappropriate methods, so the teaching process is still far from being expected. The teacher as the most important element for the

success of students in the school environment should have applied the right *fiqh* teaching and learning approach. On the shoulders of educators, according to Samsul Nizar (2007), lies a huge responsibility in an effort to lead students towards the desired goals.

Therefore, a teacher in delivering the subject matter should first select and use an approach and model that is in accordance with the conditions that are of interest to students and in its use it can attract and arouse students' interest in learning. With this approach and model, the teaching and learning process takes place as well as possible. The learning method is one of the factors that influence student learning activities. Learning methods must also be adapted to the circumstances of students in order to develop their abilities optimally, because choosing an inappropriate learning method will result in the teaching and learning process not being optimal.

In *fiqh* learning which concerns material that occurs in society, of course, it is not just a theory that is conveyed, but also links between the material being taught and the real world situation of the students. By looking at the reality of social phenomena around society, and encouraging students to make connections between the knowledge they have and its application in their lives as members of the family and society. One approach or learning model related to this is the learning model of Contextual Teaching and Learning (CTL).

The CTL is a system based on the philosophy that students are able to absorb lessons when they capture meaning in the academic material they receive and are able to relate new information to the knowledge and experience they already obtained (Johnson, 2007). With this concept, learning outcomes are expected to be more meaningful for students. This approach is suitable to be applied in *fiqh* lessons as an applicable subject and can encourage students to appreciate it as well as to practice Islamic principles in daily life. Through the contextual learning model, *fiqh* subjects can be given to students to apply the principles of *fiqh* to the real world, so that it is hoped that the level of student understanding can increase and can apply the knowledge gained in life for the long term. Unlike conventional learning which only helps students remember subjects in the short term.

Therefore, this study focused on the implementation of CTL to teach *fiqh*. The implementation included planning, teaching and learning process and the assessing. The research results are expected to provide benefits for related parties, including; (1) For students: increasing active participation in the learning process, creating a conducive and varied learning atmosphere, and improving learning outcomes. (2) For teachers: an alternative and renewal in choosing

learning methods for students. (3) For schools: providing an alternative to implementing a learning approach that can improve learning outcomes in elementary schools. (4) For researchers: to be an inspiration to improve the quality of learning, especially in *fiqh* subjects with a contextual approach.

CTL Learning Model

CTL (*Contextual Teaching and Learning*) learning is a concept that emphasizes the relationship between learning material and the real world of students' lives, so that students are able to connect and apply competency learning outcomes in everyday life.[10] Learning with a contextual approach is expected to encourage students to understand the nature, meaning and benefits of learning so that it will provide a stimulus and motivation for them to be diligent and always learn.

Contextual learning is a learning concept in which the teacher presents real-world situations into the classroom and encourages students to make connections between the knowledge they have and its application in their lives as family and community members. So that learning will be more meaningful and fun. Learning strategies and methods are more important than results. This contextual learning aims to help students understand the meaning of the lessons they learn by connecting with the context of their own lives in the social and cultural environment of society (Suprijono, 2010).

CTL is a learning strategy that emphasizes the process of full student involvement to be able to find the material being studied and relate it to real life situations so as to encourage students to apply it in their lives (Sanjaya, 2008). With the CTL learning approach model, the learning process is expected to take place naturally in the form of student activities to work and experience, not the transfer of knowledge from teachers to students. Through the CTL learning model, students are expected to learn to experience not memorize. The philosophical foundation of CTL is *constructivism*, which is a learning philosophy which emphasizes that learning is not just memorizing, but reconstructing or building new knowledge and skills through the facts or propositions they experience in their lives (Muslich, 2010).

Based on the theoretical description above, it can be concluded that the contextual learning approach model is a learning concept that helps teachers link the material being taught with students' real-world situations and encourages students to make connections between their

knowledge and its application in their lives as family members and Public. With this concept, learning outcomes are expected to be more meaningful for students. The learning process takes place naturally in the form of activities students work and experience, not the transfer of knowledge from teachers to students.

The Components of Contextual Teaching and Learning

There are seven main components that underlie learning contextually. The seven components are constructing, asking (questioning), finding (inquiries), society learning (learning community), modeling, reflection, and the actual assessment (authentic assessment). Moreover, constructivism is the process of building or compiling new knowledge in students' cognitive structures based on experience. According to constructivism, knowledge does come from outside but is constructed from within a person (Sanjaya, 2010). Another opinion suggests that constructivism is a learning process that emphasizes the development of one's own understanding actively, creatively and productively based on prior knowledge and from meaningful learning experiences. Knowledge is not a set of facts, concepts and rules that are ready to put into practice. Humans must first construct that knowledge and give meaning through real experience (Muslich, 2010).

Finally, the objective of constructivism learning is to emphasize the creation of an understanding that demands creative and productive activities in a real context. For this reason, the teacher's job is to facilitate the process by: (1) Making knowledge meaningful and relevant to students. (2) Give students the opportunity to find and apply their own ideas. (3) Make students aware to apply their own strategies in learning (Mulyasa, 2007). Therefore, this first component of contextual learning is the important one. It constructs learner knowledge in order to obtain meaningful learning. Thus, in the end of teaching and learning process, the learners can shape and save the knowledge deeply and clearly.

The second component in CTL is inquiry. It means that the meaning of the learning process is based on disbursement and discovery through a systematic thinking process. In general, the process inquiry can be carried out in several steps, namely: formulating problems, proposing hypotheses, collecting data, testing hypotheses, and making conclusions (Sanjaya, 2010). It is also a learning process based on search and discovery. This activity begins with the observation of phenomena, followed by meaningful activities to produce findings obtained by students themselves. The knowledge and skills obtained by students are not the result of

remembering a set of facts, but the results of finding themselves from the facts they face (Muslich, 2010).

The third component is questioning. It is based on the idea that the learning is essentially asking and answering questions. Asking questions can be seen as a reflection of the curiosity of each individual, while answering questions reflects a person's ability to think (Sanjaya, 2010). According to Mulyasa (2003), there are 6 question skills in learning activities, namely clear and concise questions, giving references, focusing attention, giving turns and spreading questions, giving thought opportunities, and providing guidance. In learning through CTL the teacher does not just convey information, but provokes it so that students can find out for themselves. Therefore the role of asking is very important, because through questions the teacher can guide and direct students to find any material they are learning.

The next component is Learning Community. This concept states that students' knowledge and understanding is influenced by communication with other people (Mulyasa, 2009). Learning outcomes are obtained from sharing between friends, between groups and between those who know and those who don't, both inside and outside the classroom (Muslich, 2010). Contextual-based classes, teachers are advised to always carry out learning in study groups. Students are divided into groups whose members are heterogeneous, both in terms of their learning abilities and skills, as well as their talents and interests. And keep in mind that there are groups, they all have to work when there are tasks or problems at hand. As in cooperative learning in which several small groups are formed, with this group to increase student achievement, as well as other positive effects that can develop relationships between groups. Another reason is the growing awareness that students need to learn to think, solve problems, and integrate and apply their skills and knowledge (Slavin, 2008).

The fifth component is modeling. It is a learning process by demonstrating something as an example that can be imitated by every student. Modeling is a principle that is quite important in CTL learning, because through modeling students can avoid theoretical (abstract) learning which can allow verbalism to occur (Sanjaya, 2010). The concept of modeling, in CTL, suggests that learning certain skills and knowledge is followed by a model that students can imitate. The model in question can be in the form of providing examples of how to operate something, showing the work, showing an appearance. This method of learning will be more quickly

understood by students than just telling stories or giving explanations to students without being shown a model or example (Muslich, 2010).

The sixth component is reflection. It is the process of depositing experiences that the student has learned which is done by re-ordering the events or learning events that have been passed (Sanjaya, 2010). Learners put forward what has just been learned as a new knowledge structure, which is an enrichment or revision of previous knowledge. The basic principles that need to be considered by teachers in the context of implementing the reflection component are as follows: (1) Contemplating on something newly acquired knowledge is an enrichment of previous knowledge. (2) Contemplation is a response to events, activities, or newly acquired knowledge. (3) Reflection can take the form of conveying an assessment of the newly received knowledge, making short notes, discussing with peers (Muslich, 2010).

Authentic assesment is the last component. it is a process that is carried out by the teacher to gather information about learning progress students do. This assessment is needed to find out whether students actually learn or not, whether students' learning experiences have a positive influence on good development intellectual or mental students. CTL learning is more emphasizes on the learning process not just on learning outcomes (Sanjaya, 2010).

***Fiqh* Learning**

According to Abdul Wahab Khalaf, defining *Fiqh* as the science of *syara'* law about human actions (*amaliah*) obtained from detailed arguments (Khalaf, 1978). Meanwhile, according to al-Jurjani defines *fiqh* as the science of *syara'* law regarding human actions (*amaliah*) which is obtained from detailed arguments. In other words, *fiqh* is knowledge produced by the mind and *ijtihad* which requires thinking and contemplation (Hanafi, 2003). The above definitions can be concluded, *fiqh* is the science that describes the *syar'iyah* law which deals with all human actions in the form of words or deeds. Thus, learning *fiqh* is a learning process to develop creative thinking that can improve students' thinking skills, and can increase the ability to build new knowledge that is obtained from experiences in the learning process related to their daily lives. This is in accordance with the contextual learning component that by linking learning material contained in everyday life or in the context of real life, the learning process is truly meaningful and makes an impression on their minds.

The subject of *fiqh* which is part of the subject of Islamic Religious Education in Islamic School (*Madrasah*) is important for students who generally understand the principles of Islamic law in a detailed and comprehensive manner, both in the form of naqli and aqli arguments and to practice Islamic law properly. The subject of *fiqh* as part of Islamic Religious Education explains that it is a basic and planned effort in preparing students to know, understand, live and believe in the teachings of Islam (Majid & Andayani, 2004). In this case the process of learning *fiqh* at Islamic Senior High School (*Madrasah Aliyah*) cannot be separated from the role of the institution itself.

METHOD

This research uses qualitative research methods, namely research that comes from the viewpoint of phenomenology and seeks to understand the meaning of events and its relation to the object of research. With the research procedure to produce descriptive data, in the form of written words, sentences as well as oral and observable people and behaviors, others are collected to be the key to what has been researched, this approach is directed at and the individual holistically (Miles & Hubberman, 1992).

The reason for choosing a qualitative paradigm is because this research chooses simulation, by trying to understand human behavior and terms of the frame of mind and actions of the people themselves, this method can also be used to get new, unknown inheritance. Qualitative methods can provide complex details about phenomena that are difficult for quantitative methods to reveal (Strauss & Corbin, 2003). The subjects of this study were the teacher of *fiqh* subjects, the vice principal of the curriculum field, and the students of class XI at State Islamic Senior High School (*MAN*) Gumawang Belitang, Ogan Komiring Ulu. Retrieval of informants using a system purposive sampling, namely by adjusting the objectives or research focus determined by the researcher. The focus of this research is the implementation of the learning approach model Contextual Teaching and Learning (CTL) in *fiqh* subjects.

The data analysis technique in this study was carried out using an interactive analysis model as expressed by Miles and Hubberman (1992), namely the analysis process carried out simultaneously with the data collection process. This analysis process goes through three stages, namely, data reduction, data display, and drawing conclusions. To check the validity of the data in this study, the researcher used the data confidence level with the technique triangulation. In this study, the researcher checked the degree of trust in the source by interviewing different

informants, namely the teacher of *fiqh* subjects, the vice principal of the curriculum field and the students.

RESULT AND DISCUSSION

There were three stages in implementing CTL model for teaching *fiqh*. Those steps were planning, teaching and learning process and assessing. After doing the research, it was found as follow;

Planning

According to the *fiqh* subject teacher, learning planning is a very supportive factor and plays a very important role in being able to carry out a good learning and to be able to create a conducive condition for teaching and learning activities. The lesson plan is a class activity plan that contains a step-by-step scenario of what the teacher and students will do with regard to the topics they will study. In preparation or planning the process of teaching and learning activities, a teacher is one of the success factors in contextual learning of *fiqh* subjects. In the application of the contextual learning model in *fiqh* subjects, before the teaching and learning process takes place the teacher prepares and prepares a lesson plan that will be used in the teaching and learning process and also readiness to become a professional teacher in teaching (Salmini, personal communication, Januari 14, 2020).

Meanwhile, the results of the interview with the vice principal in the field of curriculum stated that the lesson plan and syllabus must be made by a teacher before the teaching and learning process takes place (Imron, personal communication, Januari 14, 2020). The contextual learning process can be carried out by the teacher of *fiqh* in the classroom or outside the classroom according to the material to be taught, for example, for the material of prayer and hajj, it can be done in mosques and school yards and material for those who do not practice in the class.

In the contextual learning model approach, the teacher of *fiqh* subjects has a duty to stimulate students so that they can play an active role in the class as well as being motivated in the learning process, but the teacher in the class must also supervise students so that these students are not far from the objectives of the material presented during the lesson. In addition, the contextual learning approach process is linked in the real life of students in their environment so that students can know the benefits of learning and understand the lesson well.

The results of the interview with the *fiqh* subject teacher stated that the teacher's task in carrying out a contextual learning approach must be thorough in conveying material so that students can understand and be able to practice the subject matter, thus contextual learning and learning plans on *fiqh* subjects can be applied in a community environment. In addition, students also get an additional lesson, namely *Tazkiyah*. It is a lesson for self-provision for students in the form of material about prayer, stories of the prophet, and *aswaja* for provision in the community (Salmini, personal communication, Januari 18, 2020).

The implementation of teaching and learning process

The teaching and learning process is a process or deliberate effort to obtain changes in student behavior due to interactions between individuals in accordance with formulated goals. Based on the results of interviews with *fiqh* subject teachers, it is known that the process of teaching and learning activities at state islamic senior high school (MAN) Gumawang is no longer only using the lecture method, but teachers have tried to use various methods so that the learning process is interesting and not boring (Salmini, personal communication, Januari 18, 2020). This is where teacher competence is needed in choosing the right method. Teachers and students as educational actors are expected to collaborate to create learning innovations in developing teaching and learning activities in schools with the aim of avoiding boredom and boredom so that teaching and learning activities can run effectively and efficiently.

The implementation of the contextual learning approach model in *fiqh* subjects in East the school basically involves seven main components of active learning, namely *constructivism*, finding, asking, learning society, modeling, reflection, and actual assessment. However, in its implementation there are components that cannot be implemented, some materials also cannot use a contextual learning approach (Salmini, personal communication, Januari 18, 2020).

The assessment process

Relating to the contextual learning process, an evaluation system used is authentic assessment, namely the evaluation of students' abilities in context real world, performance appraisal (*performance*), portfolio appraisal (collection of student work), systematic observation (impact of learning activities towards student attitudes), and journals (response books). According to the vice principal in the field of curriculum, evaluation in contextual learning is not limited evaluation of results (daily tests, but also in the form of quizzes, group assignments,

individual assignments, and final semester tests) but can also be evaluated process (Imron, personal communication, Januari 14, 2020).

The results of interviews with *fiqh* subject teachers showed that the evaluation process was divided into two, namely individual assignments and group assignments. Individual assignments include reading, summarizing, making papers, working on LKS (worksheet), while group assignments include making reports on observations, discussions and student activeness in presenting the results of discussions or observations (Salmini, personal communication, Januari 18, 2020).

Furthermore, according to the *fiqh* subject teacher, when the process of teaching and learning activities using the CTL learning approach, data collection on student learning development is not only by using tests. The principle used is *authentic assessment*, namely the actual assessment, the main value of the students is obtained from the students' daily appearance while studying. How active and enthusiastic he is in following lessons, how he looks when he presents ideas, discussing, how is his school notebook (discipline, tidiness), how they do their assignments and their accuracy in collecting assignments. All of these are sources of assessments *authentic* or real carried out by the teacher throughout the learning activities.

CONCLUSION

Based on the overall findings above, it can be concluded that the implementation of the learning approach model *Contextual Teaching and Learning* in *fiqh* subjects in state islamic senior high school (MAN) Gumawang Belitang runs optimally, although in the process of implementing the contextual learning approach there is one component that is not implemented and teachers also often ignore the lesson plans because teachers are still focused on the conventional method, namely the lecture method. The learning process of *fiqh* with a contextual approach, the teacher of *fiqh* in the school performs several stages of learning, namely: (1) the preparation stage or contextual learning planning: making learning tools that include annual programs, semester programs, effective week calculations, syllabus, and implementation plans learning, (2) the implementation stage of contextual learning: using seven components of contextual learning, and (3) the assessment stage of contextual learning: assessment in terms of affective, psychomotor and cognitive.

The suggestions that are expected include: (1) For teachers of *fiqh* subjects it is expected that in teacher learning activities not only provide material theoretically but also relate it to students' real-world situations, so that students more easily understand the material provided and can apply it in everyday life. (2) Students are expected to be more active in the teaching and learning process by paying attention to the material presented by the teacher, so that later they will be able to face and solve their daily problems in society.

REFERENCE

- Abdullah, Amin (2001) *Problem Epistemologis-Metodologis Pendidikan Agama*”, dalam Munir Mulkhan, dkk, *Rekonstruksi Pendidikan dan Tradisi Pesantren Religiusitas Iptek*, Jogjakarta, Pustaka Pelajar.
- Azra, Azyumardi (2001) *Rekonstruksi Kritis Ilmu dan Pendidikan Islam* dalam Munir Mulkhan, dkk, *Rekonstruksi Pendidikan dan Tradisi Pesantren Religiusitas Iptek*, Jogjakarta, Pustaka Pelajar.
- B. Miles, Matthew dan Michael Humbermen (1992) *Analisis Data Kualitatif*, Jakarta: UI-Press,
- Depag RI (2004) *Metodologi Pendidikan Agama Islam*, Jakarta. *Dirjen Pembinaan Kelembagaan Agama Islam*.
- Johnson, Elaine B (2007) *Contextual Teaching And Learning*, Terj. Ibnu Setiawan Bandung: MLC.
- Muchtar, Hari Jauhari (2005) *Fiqih Pendidikan*, Bandung: PT. Remaja Rosda Karya.
- Mulyasa, E (2003) *Kurikulum Berbasis Kompetensi*, Bandung: PT Remaja Rosda karya, 2003.
- Muslich, Masnur (2009) *KTSP; Pembelajaran Berbasis Kompetensi dan Kontekstual*, Jakarta: Bumi Aksara.
- Nizar, Samsul (2002) *Filsafat Pendidikan Islam*, Jakarta: Ciputat Press.
- Peraturan Menteri Agama Republik Indonesia Nomor 2 Tahun 2008 tentang Standar Kompetensi Lulusan dan Standar Isi Pendidikan Agama Islam dan Bahasa Arab di Madrasah Bab VII.
- Sanjaya, Wina (2008) *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, Jakarta, Kencana Prenada Media Group.
- Slavin, Robert E. (2008) *Cooperative Learning*, terj. Nurulita Yusron, Bandung: Nusa Media.
- Strauss, Anselm dan Juliet Corbin (2003) *Dasar-dasar Penelitian Kualitatif*, Yogyakarta: Pustaka Belajar.
- Sumiati, dkk (2008) *Metode Pembelajaran*, Bandung: Wacana Prima, 2008.

Suprijono, Agus (2010) *Cooperative Learning: Teori dan Aplikasi PAIKEM*, Yogyakarta: Pustaka Pelajar.

Trianto (2007) *Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik*, Jakarta: Prestasi Pustaka

Kemendikbud (2008) Undang-Undang RI No. 20 Tahun 2003 *Tentang Sisdiknas*, Jakarta: Sinar Grafika.

Usman, M. Basyiruddin (2002) *Metodologi Pembelajaran Agama Islam*, Jakarta: Ciputat Press.