



IMPLEMENTATION CONTEXTUAL TEACHING LEARNING (CTL) MODEL IN FIQH LESSONS AT MTS DARUL MUTA'ALIMIN SAMARINDA

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Abstract

This research is focused on implementing the contextual teaching and learning (CTL) model for Fiqh subjects at MTs Darul Muta'alimin Samarinda. The research method used is descriptive qualitative, the research subjects include the Deputy Principal for Curriculum, Fiqh subject teachers, and students. Data collection techniques were carried out using observation, interviews, and documentation, to test the validity of the data used triangulation techniques. The results showed that the implementation of the CTL model was carried out through a learning process starting from preparation by preparing a lesson plan (RPP), implementation and evaluation stages according to the components and characteristics as well as matters related to CTL learning, namely; 1) Develop students' critical thinking so that learning activities are more meaningful, 2) Provide motivation so that students can actively participate in learning activities, 3) Develop students' curiosity by providing opportunities to express opinions, 4) Utilization of media and resources learn optimally, both

media based on information technology or media and resources available in the surrounding environment, 5) Implement Inquiry learning by providing opportunities to find understanding from experience, 6) Creating a learning community by forming discussion groups, 7) Reflecting and drawing conclusions from learning outcomes, and 8) Conducting

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A. Introduction

Learning is said to be successful if one of the indicators is that it can print students with character.¹ In carrying out the teaching and learning process, educational institutions should pay attention to the principles of education that have been proclaimed in the National Education System Law number 20 of 2003. The regulations for implementing these learnings include; being held in a democratic, fair, non-discriminatory, civilizing, and empowering students that lasts a lifetime. By referring to the principles that have been stated in the National Education System Law, the learning process is expected to be more planned and directed to achieve goals.

A mature plan provides convenience in the implementation of learning. So that carry all learning programs can be carried out correctly. Learning at this time has begun to develop along with the development of knowledge and technology. In the learning process, it is not just memorizing facts and knowledge. However, it is more focused on gaining familiarity with various experiences.² The student learning experience is always related to the actual problems in the surrounding environment.³ Such learning will be more interesting; it will also be felt very needed by studio careful planning.⁴ Of course, the implementation of education is an important thing that must be educational considered institutions.⁵

Interesting learning is learning that finds directly, namely learning that is based on systematic search and discovery.⁶ Knowledge is not just a fact that is

¹ Subriadi Hasibuan, Ida Karnasih, dan Dian Armanto, "PEMBELAJARAN KONTEKSTUAL UNTUK MENINGKATKAN KARAKTER DAN KEMAMPUAN BERPIKIR KRITIS SISWA DI MADRASAH TSANAWIYAH," *JURNAL SILOGISME: Kajian Ilmu Matematika dan Pembelajarannya* 6, no. 1 (2021): 11–22.

² Mohammad Faizal Amir, "Pengaruh pembelajaran kontekstual terhadap kemampuan pemecahan masalah matematika siswa sekolah dasar," dalam *Prosiding Seminar Nasional Pendidikan*, 2015, 34–42.

³ Riza Dyah Permata, "Upaya Meningkatkan Kemampuan Pemecahan Masalah Matematika Melalui Pendekatan Contextual Teaching Learning (CTL) Siswa Kelas VIIIID SMP Negeri 1 Mlati," *Universitas PGRI Yogyakarta*, 2015.

⁴ Eka Yusnaldi dkk., "Implementation of Islamic Education Curriculum in Muhammadiyah 3 Basic School Padang Sidempuan," *SYAMIL: Jurnal Pendidikan Agama Islam (Journal of Islamic Education)*, 15 Desember 2020, 135–55, <https://doi.org/10.21093/sy.v8i2.1991>.

⁵ Dede Liphah dkk., "Implementasi Model Pembelajaran Kontekstual di Sekolah Dasar," *TSAQOFAH* 2, no. 1 (2022): 31–40.

⁶ Siti Nur Halimah, Ratu Betta Rudibyani, dan Tasviri Efkar, "Penerapan Model Inkuiri Terbimbing dalam Meningkatkan Motivasi Belajar dan Penguasaan Konsep Siswa," *Jurnal Pendidikan dan Pembelajaran Kimia* 4, no. 3 (2015): 997–1010.

remembered but is the result of a self-discovery process to be practiced throughout life. Thus, as an educator, the teacher not only prepares material that must be memorized but also designs learning that allows students to find the core material that they must understand and apply in life.

The CTL learning model is a holistic learning process and aims to motivate students to understand the meaning of the material in the context of everyday life.⁷ So that students know/skills that can be applied flexibly in solving one problem and another.⁸ CTL learning has been attempted to be applied comprehensively in learning. CTL learning can encourage students to solve real problems so that they are more meaningful and can develop high-level thinking.⁹ CTL learning is connected to the pattern of improving the experience of learning materials that students have learned in everyday life. In addition, using CTL learning can contribute to teachers making it easier to deliver learning materials.¹⁰ In addition, using CTL learning can contribute to teachers making it easier to deliver learning materials.¹¹

The CTL learning model contains the main component objectives, namely: Constructivism, Inquiry, Questioning, Learning Community, Modeling, Reflection, and Authentic Assessment.¹² Thus, CTL is very helpful for students in improving students' understanding in understanding the subject matter of the Islamic Religious Education (PAI) clump, especially the subject of Fiqh. On the other hand, the subject of Fiqh is one of the subjects that learn about aspects of worship and muamalah. Fiqh subjects not only contain knowledge and understanding that must be memorized but also require experience and action in learning it. Therefore, CTL learning is considered very suitable to be applied in Fiqh subject. The results of the initial observations that have been made in the application of the CTL model at MTs Darul Muta'alimin that CTL learning has been implemented. However, researchers want to dig deeper into the implementation of the CTL model in Fiqh subjects.

B. Literature Review

1. Implementation Stage

Implementation in the Big Indonesian Dictionary is concluded as a process or application.¹³ It means what is done and applied. Implementation

⁷ Edy Suprpto, "Pengaruh model pembelajaran kontekstual, pembelajaran langsung dan motivasi berprestasi terhadap hasil belajar kognitif," *invotec* 11, no. 1 (2015).

⁸ Aris Shohimin, *Model Pembelajaran Inovasi dalam Kurikulum 2013*, (Yogyakarta: AR Ruzz Media, 2014).

⁹ Permata, "Upaya Meningkatkan Kemampuan Pemecahan Masalah Matematika Melalui Pendekatan Contextual Teaching Learning (CTL) Siswa Kelas VIIID SMP Negeri 1 Mlati."

¹⁰ Ine Gantini, "PENERAPAN STRATEGI PEMBELAJARAN KONTEKSTUAL PADA PEMBELAJARAN ZAKAT" 1, no. 2 (14 Desember 2021): 174–83.

¹¹ Gantini.

¹² M. Idrus Hasibuan, "Model Pembelajaran CTL (Contextual Teaching and Learning)," *Logaritma: Jurnal Ilmu-ilmu Pendidikan dan Sains* 2, no. 01 (2014).

¹³ Kamus Besar Bahasa Indonesia, "Departemen Pendidikan Nasional," *Jakarta: Pusat Bahasa*, 2008.

of learning can be interpreted as the implementation or application of learning, broadly implementation is an action or implementation of a careful and detailed plan in carrying out the learning process.¹⁴ According to Hamzah, the implementation of learning is applying the interaction process between students and educators and learning resources in the learning environment unit which includes educators and students who exchange information.¹⁵ The implementation process is divided into four namely; 1) It is done seriously based on the reference to the specification norms to achieve the activity goals. 2) Incorporating new content/materials into existing programs, based on the results of experiments in the field and the experience of teachers. 3) Hold discussions with educators to get input. 4) Implementation is considered complete when the process of improving the new program is seen as complete.¹⁶

It is concluded that the implementation of learning is the process of applying learning to implement a new idea, program, or set of activities by expecting a change in a person. Therefore implementation does not stand alone but is influenced by other objects, one of which is the curriculum, educators, students, learning facilities.

2. Contextual Teaching Learning (CTL) Model

Contextual Teaching and Learning (CTL) is a learning model that emphasizes the full involvement of students to be able to find the material being studied and relate it to real-life situations to encourage students to be able to apply it in their lives.¹⁷ Philosophically, this Contextual Teaching Learning (CTL) approach refers to the philosophy of constructivism, namely a learning philosophy that emphasizes that learning is not only memorizing, but students must construct knowledge in their minds.¹⁸ That knowledge cannot be separated, but knowledge reflects knowledge itself and skills and behaviors that can be applied in life. Therefore, the acquisition of one's experience is obtained from the process of assimilation and accommodation so that experience is embedded in one's mind.¹⁹

Contextual learning also shows a holistic educational process and encourages students to know/skills that can be flexibly applied from one

¹⁴ Usman Nurdin, *Implementasi Pembelajaran* (Yogyakarta: Rajawali Pers, 2011).

¹⁵ Hamzah B. Uno, *Perencanaan Pembelajaran* (Jakarta: Bumi Aksara, 2012).

¹⁶ Hamzah B. Uno.

¹⁷ Emi Ramdani, "Model pembelajaran kontekstual berbasis kearifan lokal sebagai penguatan pendidikan karakter," *JUPIIS: Jurnal Pendidikan Ilmu-Ilmu Sosial* 10, no. 1 (2018): 1–10.

¹⁸ Hasibuan, "Model Pembelajaran CTL (Contextual Teaching and Learning)."

¹⁹ Siti Zulaiha, "Pendekatan contextual teaching and learning (CTL) dan implementasinya dalam rencana pembelajaran PAI MI," *Belajea; Jurnal Pendidikan Islam* 1, no. 1 (2016).

problem or context to another.²⁰ The CTL approach makes students experience building knowledge that they will apply in lifelong learning.²¹ CTL enables students from basic to advanced levels to strengthen, expand, and apply academic and non-academic knowledge and skills.²²

CTL allows students to relate the content of academic subjects to the context of everyday life. CTL expands students' thinking to understand and find the meaning of new knowledge through building relationships with fellow students.²³ According to Wina, CTL is a learning strategy that emphasizes students' total involvement in finding the studied material and relating it to real-life situations.²⁴ In the contextual learning process, students not only receive lessons but are required to connect the learning experience at school with real-life as their provision in navigating real life.²⁵ CTL has a significant contribution in increasing students' learning motivation with an increase in learning motivation, and it certainly has a positive impact on improving student learning outcomes.²⁶

According to Howey R. in Rusman, "Contextual Teaching Learning is teaching that enables learning in which students employ their academic understanding and abilities in a variety of in-and-out of school contexts to solve simulated or real-world problems, both alone and with others."²⁷ CTL is a learning concept that helps educators connect the subject matter being taught to the real situation of students and encourages students to make connections between knowledge and reasoning they have and apply it. Learners acquire knowledge and skills from a limited context, little by little, and from the process of constructing their own. As a provision to solve problems in life as a member of society.

The components of CTL learning include; a) Constructivism, namely knowledge that is built by humans little by little whose results are expanded

²⁰ Permata, "Upaya Meningkatkan Kemampuan Pemecahan Masalah Matematika Melalui Pendekatan Contextual Teaching Learning (CTL) Siswa Kelas VIIID SMP Negeri 1 Mlati."

²¹ Marhamah Saleh, "Strategi Pembelajaran Fiqh dengan Problem-Based Learning," *JURNAL ILMIAH DIDAKTIKA: Media Ilmiah Pendidikan dan Pengajaran* 14, no. 1 (2013).

²² Dwi Untari Ningsih, "Penerapan strategi pembelajaran think talk write berbasis kontekstual untuk meningkatkan keterampilan proses sains siswa dalam pembelajaran biologi kelas x-8 sma negeri 1 sukoharjo tahun pelajaran 2010/2011," 2012.

²³ Isma Khoirunnisa dan Suharto Linuwih, "Penerapan Pembelajaran Contextual Teaching and Learning (CTL) untuk Meningkatkan Pemahaman Konsep Siswa Tahfidz dan Reguler Materi Gerak Parabola," *UPEJ Unnes Physics Education Journal* 9, no. 2 (2020): 110–16.

²⁴ Wina Sanjaya, *Strategi Pembelajaran: Berorientasi Standar Prose Pendidikan*, 10 ed. (Jakarta: Kencana Prenada Media Grup, 2013).

²⁵ Martin Kahfi dkk., "Efektivitas Pembelajaran Kontekstual dengan Menggunakan Media Audiovisual dalam Meningkatkan Motivasi dan Prestasi Siswa Pada Pembelajaran IPS Terpadu," *Jurnal Ilmiah Mandala Education* 7, no. 1 (2021).

²⁶ Fithri Angelia Permana, "Pembelajaran Kontekstual Meningkatkan Hasil Belajar Materi Lingkaran Siswa Kelas VIII SMP Negeri 1 Idi Rayeuk," *Jurnal Serambi Akademika* 10, no. 1 (2022): 1–14.

²⁷ Rusman, *Model-model Pembelajaran mengembangkan profesionalisme guru*, 2 ed., 6 (Jakarta: Rajawali Pers, 2011).

through a limited context. Humans must build knowledge and give meaning through real experience. b) Finding (Inquiry), the finding is the core activity of CTL. Through finding efforts, it will be emphasized that the knowledge, skills, and other abilities needed are not only the result of remembering but are the result of self-discovery. c) Asking (questioning), Asking is a basic skill developed in learning. Developed as a driver, mentor, and assessor of students' thinking abilities. d) The learning community is the creation of a learning environment in contextual learning. The learning community accustoms students to cooperate and take advantage of learning resources from their study friends. e) Modeling, modeling is a learning process by demonstrating something as an example that can be imitated by every student. f) Reflection, is the deposition of the experience that has been learned which is done by reordering the events or learning events that have been passed. g) Authentic assessment is to evaluate and research the learning development process of students from real activities carried out during learning.²⁸

3. Fiqh Subjects

According to terminology, fiqh originally meant religious knowledge that included all religious teachings, both in the form of creed, morals, and amaliah (worship) which was the same as Islamic shari'ah. However, in subsequent developments, fiqh is defined as part of the Islamic sharia relating to the actions of mature and reasonable human beings taken from detailed arguments.²⁹ Ibn Khaldun in Mudawan defines fiqh as "knowledge of Allah's rules concerning the actions of those who have themselves bound to fulfill the law and respect what is required, prohibited (haram), recommended (mandub), rejected (makruh) or permitted (mubah)".³⁰ Fiqh is a scientific discipline that discusses knowledge of Islamic law and the ability to carry out worship and muamalah correctly and well in everyday life. Thus, it is clear that fiqh is a science that discusses Islamic teachings in terms of law or sharia.

Fiqh learning is directed to lead students to understand the basics of Islamic law and procedures for implementation to be applied in life so that Muslims who always obey Islamic law are kaffah (perfect). Fiqh learning at Madrasah Tsanawiyah aims to equip students to be able to: a) Know and understand the basics of Islamic law in regulating the provisions and ways of carrying out human relations with God which are regulated in the fiqh of worship and human relations with others which are regulated in fiqh muamalah. b) Implement and practice the provisions of Islamic law correctly in carrying out worship to Allah and social worship.³¹ The scope of fiqh

²⁸ Rusman.

²⁹ Saleh, "Strategi Pembelajaran Fiqh dengan Problem-Based Learning."

³⁰ Syafaul Mudawam, "Syari'ah-Fiqih-Hukum Islam: Studi tentang Konstruksi Pemikiran Kontemporer," *Ayy-Syir'ab: Jurnal Ilmu Syari'ah dan Hukum* 46, no. 2 (2012).

³¹ Kementerian Agama RI, "Standar Kompetensi dan Standar Isi Pendidikan Agama Islam, Bahasa Arab Madrasah" (Kementerian Agama RI, 2013).

subjects at MTs includes aspects of the fiqh of worship: taharah, fard prayers, congregational prayers, remembrance and prayer, plural prayers and qasar prayers, prostration of gratitude/recitations, fasting, zakat, infaq, pilgrimage, and sacrifice. while the aspects of muamalah fiqh are the provisions and laws of buying and selling.

C. Method

The approach in this study uses a qualitative descriptive approach. Reports of research results are presented in the form of sentence descriptions, sentence descriptions used to describe how the implementation of the Contextual Teaching and Learning (CTL) model in Fiqh subjects at MTs Darul Muta'alimin Samarinda. The research subjects were five people, including; Principal, the Deputy Principal for the Curriculum field who are also teachers of Fiqh subjects, teachers of Fiqh subjects, and two students.

Excavation of research data using interview techniques, observation, and documentation. Researchers used structured interviews to focus more on extracting data, the interview instrument that had been prepared was used as a reference to ask research subjects to find out how the CTL model was implemented in Fiqh subjects at MTs Darul Muta'alimin Samarinda. Furthermore, the researchers made observations regarding the teaching and learning process carried out by educators and students in Fiqh subjects. And then the archive documentation of the learning implementation plan (RPP) is collected as a support for the completeness of the research.

The research data that has been obtained are then analyzed, while the data analysis techniques used by the research are as follows; Data reduction by summarizing, choosing the main points, focusing on the important things, and looking for appropriate themes and patterns. The reduced data will provide a clearer picture and easier to collect. Furthermore, the reduced data will be presented in the form of complete and detailed reports and descriptions. This is done so that the data obtained can be sorted in terms of content and content. The last step is a verification and conclusion, concluding to answer the formulation of the problem that has been determined.³²

D. Finding and Discussion

1. Implementation of The Curriculum at MTs Darul Muta'alimin.

The curriculum applied at MTs Darul Muta'alimin is the 2013 Curriculum. The curriculum, the application of the standard learning process at Mts Darul Muta'alimin uses the CTL model of more than 75%.³³ This is supported by the syllabus and Learning Implementation Plan (RPP)

³² Matthew B. Miles, A. Michael Huberman, dan Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook* (SAGE Publications, 2014).

³³ Taufik Rahman (Waka Kurikulum Sekaligus Guru Fiqh), Pelaksanaan Pembelajaran CTL di MTs Darul Muta'alimin, Wawancara, 11 Juni 2020, MTs Darul Muta'alimin Samarinda Seberang.

documents that are archived by the vice-principal.³⁴ The application of the CTL learning model is very relevant and suitable in Fiqh subjects because the purpose of Fiqh learning is to strengthen the attitudes and behavior of students in carrying out worship.³⁵

2. Application of The CTL Model in Fiqh Subjects.

- a. Develop students' thinking to make learning activities more meaningful. The teacher's role is to help students find facts, concepts, or principles for themselves. So the teacher as the main role can provide initial knowledge of learning and convey the objectives of the subject matter to students so that students are motivated to learn. Teaching preparations carried out by fiqh teachers are making lesson plans, making observation sheets, and assessment sheets. In the RPP document, the teacher makes activities to stimulate students to think critically, one of which is by asking students to make questions about learning materials, students discussing in groups difficult materials.
- b. Provide motivation for students through learning activities. CTL is a learning concept that helps educators connect the learning material being taught to the real conditions of students. For this reason, educators must be able to motivate teaching and learning activities. At MTs Darul Muta'alimin educators motivate by using practical and demonstration methods, so that students have enthusiasm when learning is done by direct practice.³⁶ By practicing directly, students gain experience and knowledge together. So that the knowledge gained can be remembered for a long time and can be applied in their daily lives.³⁷
- c. Develop the curiosity of students through questions. The habit of students to ask questions or the ability of educators to use good questions and develop questions about the material being taught to students will encourage an increase in the quality and productivity of learning.³⁸ Each learning takes place, students are allowed to respond and ask questions related to the learning material. After that, the teacher provides feedback on the students' responses to the material.³⁹ Educators always provide opportunities for students to ask questions about the

³⁴ Guru MTs Darul Muta'alimin, "Dokumen Kumpulan Silabus dan RPP MTS Darul Muta'alimin," 2020.

³⁵ Darmawati (Guru Fiqh), Pelaksanaan Pembelajaran CTL, Wawancara, 20 April 2020, MTs Darul Muta'alimin.

³⁶ Abdul (Siswa Kelas VII), Pelaksanaan Pembelajaran CTL di Sekolah, 11 Juni 2020, MTs Darul Muta'alimin.

³⁷ Darmawati (Guru Fiqh), Wawancara.

³⁸ Taufik Rahman (Waka Kurikulum Sekaligus Guru Fiqh), Pelaksanaan Pembelajaran CTL di MTs Darul Muta'alimin.

³⁹ Darmawati (Guru Fiqh), Wawancara.

learning material, thereby helping students to understand the material being studied.⁴⁰

- d. Using media as examples of learning and learning resources.
The media used in Fiqh learning are audio, visual, and audiovisual media, namely Liquid Crystal Display (LCD), projector, video, image, and sound. The media used are selected and matched with the learning material to be taught.⁴¹ Adequate learning media supports the continuity of the teaching and learning process. With the media, it is easier for students to understand lessons, demonstrate and practice learning activities.⁴² In addition to information technology-based media, educators carry out learning by presenting relevant and available media in the school environment, one example is if the topic of learning is related to purification, students are invited to directly practice ablution using water available at school.⁴³
- e. Doing inquiry learning.
Inquiry-based CTL learning that is carried out allows a learning process to occur where students use their understanding and academic abilities in various contexts to solve problems, which are simulative or real, either alone or together. In inquiry learning, students are given a case related to the material, then they are asked to work on the case or problem by looking for reference sources that are relevant to the problem, either from print media or electronic media. They are even allowed to ask questions directly from trusted sources, such as parents, religious teachers, and ustadz.⁴⁴ With inquiry learning, students discuss and exchange opinions to understand the problems that occur around them, so that students who do not understand can understand the subject matter well.⁴⁵ Inquiry learning encourages students to think actively in doing assignments.⁴⁶
- f. Creating a learning society.
The learning community here can be interpreted as a group consisting of several students formed to complete work or tasks together. Students conduct discussions in their groups to exchange opinions and thoughts, so that tasks can be completed, both tasks that are quite heavy or tasks that are light.⁴⁷ Students in the class are divided into several groups to create good cooperation and discussion so that students can play an active role in the class. The results of group discussions are then presented by students in front of the class, and provide opportunities for other groups

⁴⁰ Abdul (Siswa Kelas VII), Wawancara.

⁴¹ Darmawati (Guru Fiqh), Wawancara.

⁴² Abdul (Siswa Kelas VII), Wawancara.

⁴³ Taufik Rahman (Waka Kurikulum Sekaligus Guru Fiqh), Pelaksanaan Pembelajaran CTL di MTs Darul Muta'alimin.

⁴⁴ Taufik Rahman (Waka Kurikulum Sekaligus Guru Fiqh).

⁴⁵ Darmawati (Guru Fiqh), Wawancara.

⁴⁶ Abdul (Siswa Kelas VII), Wawancara.

⁴⁷ Darmawati (Guru Fiqh), Wawancara.

to ask questions and respond to the results of the presentation. Feedback will appear between one student and another, after which the teacher will conclude all the results of the discussion so that the material that is not understood can be understood by students.⁴⁸

g. Doing learning reflection.

Familiarize students to reflect on each learning activity that has been carried out. The process of depositing the experiences that have been learned is carried out by reordering the events or learning events that have been passed and giving a few questions about the material.⁴⁹ The final reflection of learning is very important to do, to create the memory of students to describe a material that has been taught.⁵⁰

3. Conduct an objective and authentic assesment an evaluation.

Authentic assessment is carried out directly, each subject in the 2013 curriculum must meet the elements of spiritual attitudes, social attitudes, knowledge, and skills based on the results of direct observations and the results of the ability to work on questions/questions.⁵¹ Educators directly assess students' abilities either by giving questions or by assessing students' everyday attitudes in class. Assessment can also be done by doing practice on the subject matter.⁵² The results of daily assessments from educators will be combined with daily test scores, mid-semester exams, and end-of-semester exams to be included in student report cards.⁵³

4. Discussion

The application of CTL model in Fiqh subjects at MTs Darul Muta'alimin Samarinda is carried out in several stages, including:

- a. Educators make a learning implementation plan (RPP) by the 2013 Curriculum, in the RPP it contains all indicators of learning achievement with stages of learning activities that support students to be more active. The stages of learning are made so that learning is carried out well.⁵⁴
- b. Develop students' thinking to make learning activities more meaningful. The learning process carried out is not only the transfer of knowledge from educators to students but rather to provide facilities for students to develop the abilities and potentials of students from what they learn. Thus learning will have more meaning. Educators as facilitators facilitate

⁴⁸ Taufik Rahman (Waka Kurikulum Sekaligus Guru Fiqh), Pelaksanaan Pembelajaran CTL di MTs Darul Muta'alimin.

⁴⁹ Darmawati (Guru Fiqh), Wawancara.

⁵⁰ Taufik Rahman (Waka Kurikulum Sekaligus Guru Fiqh), Pelaksanaan Pembelajaran CTL di MTs Darul Muta'alimin.

⁵¹ Guru MTs Darul Muta'alimin, "Dokumen Silabus dan RPP."

⁵² Darmawati (Guru Fiqh), Wawancara.

⁵³ Taufik Rahman (Waka Kurikulum Sekaligus Guru Fiqh), Pelaksanaan Pembelajaran CTL di MTs Darul Muta'alimin.

⁵⁴ Pardomuan NJM Sinambela, "Kurikulum 2013 dan implementasinya dalam pembelajaran," *Generasi Kampus* 6, no. 2 (2017).

- learning by designing learning models, compiling learning steps, providing the necessary media and tools, and providing evaluations at the final stage of learning.⁵⁵ With the facilities that have been provided, students can think critically in solving problems related to the subject matter.
- c. Motivated students through learning activities. The form of motivation carried out in the CTL learning model can be in the form of doing fun learning activities. One of the lessons that can motivate students is to do direct practice and demonstrate learning activities.⁵⁶ Practicing and demonstrating a subject matter will arouse the enthusiasm of students to play an active role in learning activities, besides that students can take the meaning of learning directly.⁵⁷ Thus, students will remember the subject matter in depth by experiencing it directly.
 - d. Develop the curious nature of students by providing opportunities for students to ask questions. In addition, educators also interact with students by giving questions to students directly. With question-and-answer activities, students can see various aspects of the subject matter. To provide a stimulus to students to think actively and critically.⁵⁸ Interaction of questions and answers between educators and students in learning is needed to develop and assist students in exploring the subject matter.⁵⁹ Asking for educators is one of the driving forces, directing and assessing students' thinking skills, and for students asking questions is an important part of exploring the information they want to know.⁶⁰ It was concluded that with the question and answer activity, students were able to dig up information, improve critical thinking skills, stimulate curiosity and build motivation for more active students.
 - e. Use of media and learning resources. Media and learning resources are very important elements in the teaching and learning process. Media and learning resources facilitate teaching and learning activities, with the media and learning resources helping students understand the lesson. The availability of media and learning resources in the school environment is very necessary because students can take advantage of media and learning

⁵⁵ Siti Zubaidah dan JBFUNM UM, "Pembelajaran kontekstual berbasis pemecahan masalah untuk mengembangkan kemampuan berpikir kritis," dalam *Makalah disampaikan pada Seminar Nasional dengan tema Inovasi Pembelajaran Berbasis pemecahan Masalah dalam Pembelajaran Biologi di Universitas Muhammadiyah Makasar, Makasar*, vol. 6, 2017.

⁵⁶ H. Ali Mudlofir, *Desain Pembelajaran Inovatif: Dari Teori ke Praktik* (PT. RajaGrafindo Persada, 2021).

⁵⁷ Hidayatul Muamanah, "Pelaksanaan Teori Belajar Bermakna David Ausubel Dalam Pembelajaran Pendidikan Agama Islam," *Belajea; Jurnal Pendidikan Islam* 5, no. 1 (2020): 161–80.

⁵⁸ Nurdyansyah Nurdyansyah dan Toyiba Fitriyani, "Pengaruh Strategi Pembelajaran Aktif Terhadap Hasil Belajar Pada Madrasah Ibtidaiyah," *Universitas Muhammadiyah Sidoarjo*, 2018.

⁵⁹ Sinambela, "Kurikulum 2013 dan implementasinya dalam pembelajaran."

⁶⁰ Muhamad Parhan dan 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.

- resources directly.⁶¹ Media and learning resources can be based on information technology or in the form of natural resources available in the surrounding environment. In Fiqh learning, media, and learning resources from the natural environment can be in the form of clean water for purification, places of worship to practice prayer, and other worship equipment.
- f. Carry out Inquiry learning. The CTL learning model is closely related to Inquiry learning.⁶² With Inquiry-based CTL learning, students can build a comprehensive understanding based on their experiences. Inquiry learning can increase students' attention in understanding a lesson, increase interest in learning the lesson, and increase self-confidence.⁶³
 - g. Creating a Learning Community means that in learning students are allowed to form a group and conduct discussions. By studying and discussing in groups, students can improve their critical thinking skills.⁶⁴ Because in discussion groups, students can freely express their opinions, without worrying about speaking wrongly.⁶⁵ The creation of a learning community in teaching and learning activities is highly recommended so that students get used to exchanging opinions to solve the learning problems they face.⁶⁶
 - h. Doing Reflection, meaning that in every learning, educators and students carry out reflection activities to redefine all learning processes from beginning to end. The function of learning reflection is to find answers to what has been learned.⁶⁷ 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 by students.
 - i. Authentic assessment is based on the process that students go through through the assessment of attitudes, knowledge, and skills. In the learning process, the teacher provides opportunities for students to provide views about the material.⁶⁸ With this, students can understand the development

⁶¹ Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif* (Jakarta: Kencana Media Grup, 2011).

⁶² Trianto.

⁶³ Eli Sastriani dan Abdul Halim, "Pembelajaran CTL berbasis inkuiri untuk meningkatkan pemahaman konsep dan motivasi belajar siswa pada materi fluida statis," *Jurnal Pendidikan Sains Indonesia (Indonesian Journal of Science Education)* 4, no. 2 (2016): 89–95.

⁶⁴ Sari Wahyuni Rozi Nasution, "Penerapan Model Inkuiri Terbimbing (Guided Inquiry) dalam Meningkatkan Kemampuan Berpikir Kritis pada Pembelajaran Fisika," *Jurnal Education and Development* 3, no. 1 (2018): 1–1.

⁶⁵ Zubaidah dan UM, "Pembelajaran kontekstual berbasis pemecahan masalah untuk mengembangkan kemampuan berpikir kritis."

⁶⁶ Amir, "Pengaruh pembelajaran kontekstual terhadap kemampuan pemecahan masalah matematika siswa sekolah dasar."

⁶⁷ Laily Rochmawati Listiyani, "Implementasi model pembelajaran inkuiri berbasis refleksi kelompok pada materi reaksi redoks," *JIPVA (Jurnal Pendidikan IPA Veteran)* 2, no. 1 (2018): 58–65.

⁶⁸ Khana Fitri Pratiwi dkk., "Pengaruh Model Pembelajaran Inkuiri Terbimbing Berbasis Penilaian Autentik Terhadap Hasil Belajar Siswa," *Jurnal Inovasi Pendidikan Kimia* 13, no. 1 (2019).

of students' abilities in various aspects that are passed by students so that the material is not only memorized but students also feel that they have experienced it.⁶⁹ Educators assess students according to their abilities of students, through the assessment of attitudes, knowledge, and skills.⁷⁰ Because not all students have the same ability, using authentic assessment motivates students.⁷¹ Students will feel valued with a direct assessment based on the abilities they have.

All of the above implementation stages are based on the 2013 curriculum and the Islamic education curriculum. The implementation of the 2013 curriculum in collaboration with the Islamic education curriculum will become a perfect and more comprehensive curriculum blend. The Islamic education curriculum is needed, especially in Islamic schools or Madrasas.⁷² Both curricula can be used as a learning guide to print future generations who are intelligent and have noble character.

E. Conclusion

The implementation of the Contextual Teaching and Learning (CTL) model in fiqh subjects at MTs Darul Muta'alimin Samarinda Seberang is carried out through a learning process starting from preparation, implementation and evaluation of learning in accordance with the components and characteristics of CTL, including: Developing students' thinking by telling stories about subject matter with student experience, teachers motivate students' curiosity by carrying out significant activities, develop students' interest by asking questions, use media as examples of learning and learning resources in the form of facilities available in the school environment, carry out inquiry activities by working on a given case by the teacher, creating a learning community through group activities to discuss with each other, reflecting on each end of the learning activity, namely inviting students to sort the material that has been taught, conducting an objective/authentic assessment, namely assess the true self in students according to their abilities. For this reason, Islamic education in schools and Madrasas today must continue to develop learning models. Using an attractive learning model will undoubtedly positively impact students' learning motivation. Furthermore, it is suggested that CTL be used not only on fiqh subjects, but all subjects can apply CTL. So that in all matters, students have a comprehensive understanding

⁶⁹ Rizal Muhammad Ramdhan, "Penilaian Autentik Dengan Menggunakan Model Pembelajaran Inkuiri Berbasis Simulasi Elektrik Dari Phet Interactive Simulation" (PhD Thesis, Universitas Pendidikan Indonesia, 2015).

⁷⁰ Fadilah Nur Sugiyanto dan Saiful Ridlo, "Penggunaan Penilaian Autentik Dalam Pembelajaran Biologi Dengan Inkuiri Terbimbing Dan Pengaruhnya Terhadap Hasil Belajar Peserta Didik," *Journal of Biology Education* 4, no. 3 (2015).

⁷¹ Neneng Kusnijati, "Penerapan Penilaian Autentik Sebagai Upaya Memotivasi Belajar Peserta Didik," dalam *Proceeding Seminar Nasional LPP. Purwokerto*, 2014.

⁷² Yusnaldi dkk., "Implementation of Islamic Education Curriculum in Muhammadiyah 3 Basic School Padang Sidempuan."

between theory and natural conditions in their surrounding environment. Especially for the Islamic Religious Education (PAI) class of subjects, CTL learning will give color to teaching and learning.

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