

CONTEXTUAL TEACHING AND LEARNING MODEL WITH INQUIRY METHOD IN STUDENT LEARNING OUTCOMES

SUYONO DUDE

Fakultas Pertanian Jurusan Agroteknologi Universitas Negeri Gorontalo
suyonodude@ung.ac.id

ABSTRACT:

In order for the learning objectives of Islamic religious education to be recognized as Islamic religious education, it is necessary to use appropriate learning methods in line with the subject matter, and can functionally be used to realize the ideal values contained in the objectives of Islamic Religious Education. Experience proves that the failure of teaching Islam is one of the reasons for choosing the method or method of learning that is not quite right, there is often a less enthusiastic teaching and learning process and the condition of students is less creative due to the determination of learning methods that are not in accordance with the nature of the material and not in accordance with the objectives of teaching. It even seems that the teachers are very comfortable using conventional learning methods or methods and monotonous for all learning activities.

To realize the learning objectives of Islamic religious education, in this case to improve student learning outcomes, teachers must use a model that can be more varied in order to maintain Islamic religious education and the objectives of Islamic religious education. One of them is the contextual teaching and learning approach with the inquiry method. The reason is because meaningful learning can only occur through discovery learning. Knowledge gained through discovery learning lasts longer and has a better transfer effect. Discovery learning improves reasoning and independent thinking skills, and trains

cognitive skills for problem finding and solving.

INTRODUCTION:

The learning outcomes that have been studied by students' Islamic religious education so far are of course the result of learning conditions that are still conventional and do not touch the realm of the dimensions of the students themselves, namely how to actually learn. In a more substantial sense, that the learning process until now still provides teacher dominance and does not provide access for students to develop independently through their discoveries and thought processes (Trianto, 2020).

Conventional learning which is said to be the cause of low student learning outcomes also makes the classroom atmosphere tend to be teacher-centered or teacher centered so that students become passive. This is of course a lot of our Islamic religious education in learning Islamic religious education in the classroom so far. Even so, the teacher prefers to apply this model, because it does not require practical tools and materials, it is enough to explain the concepts in textbooks or other references. In this case, students are not taught learning strategies that can understand how to learn, think, and motivate themselves.

Criticism of conventional learning is also aimed at the way teachers teach, which places too much emphasis on mastering mere information or concepts. The accumulation of information or concepts in students can be of little use or even of no use if it is only communicated by the teacher to students in one

direction such as: pouring water into a glass. It cannot be denied that the concept is very important, but it does not lie in the concept itself, but in how the concept is understood by students.

The importance of understanding concepts in the teaching and learning process greatly influences attitudes, decisions, and ways of solving problems. For that the most important thing is the occurrence of meaningful learning and not just like pouring water in a glass for students. From a number of phenomena that have been stated, it can be pointed out that there is a "red thread" behind the teacher's teaching method.

Based on these reasons, it is very urgent for teachers to understand the characteristics of the material, students and learning methodologies in the learning process, especially in relation to the selection of modern learning models. Thus the learning process will be more varied, innovative and constructive in reconstructing knowledge insights and their implementation so as to increase student activity and creativity. Increased activity and creativity also means an increase in the quality of the learning process and can continue to improve student learning outcomes.

The problem now is how to find the best way to synchronize Islamic religious education, right? The various concepts of Islamic religious education are taught so that students can use and remember these concepts longer. How teachers can communicate well with their students. How the teacher can open diverse thinking insights from all students so that they can learn various concepts and how to relate them to real life. How teachers can increase the activity of the learning process and student achievement as a result of their learning.

To help students understand the concept of Islamic religious education and make it easier for teachers to teach these concepts, a learning approach is needed that directly links the

conceptual material of Islamic religious education with real experiences in everyday life. With this approach, the quality of student learning outcomes is expected to improve. The learning approach is contextual learning or Contextual Teaching and Learning.

Contextual Teaching and Learning is a learning concept that helps teachers link the material they teach with students' real-world situations and encourages students to make connections between their knowledge and its application in their daily lives, by involving seven main components of CTL learning, namely: constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment. This approach stems from the assumption that children learn better through self-study activities in a natural environment. The learning process takes place naturally in the form of activities students work and experience, not transfer of knowledge. In this context students need to understand what the meaning of learning is, what are the benefits, in what status they are and how to get their Islamic religious education and they are aware that what they are learning is useful for their life later. With this concept the learning outcomes are expected to be more meaningful for students.

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 cognitive structures. In addition, students are also given the opportunity to seek and find their own knowledge, make observations and do problem solving together within the framework of scientific activities, and students are also given the opportunity to carry out an abstraction or a process of interpreting daily life referred to in theory. or existing examples.

CONTEXTUAL TEACHING AND LEARNING APPROACH:

An approach that provides opportunities for students to apply what they learn in class is called contextual learning or Contextual Teaching and Learning. (Ahmad Zayadi & Abdul Majid, 2005). Contextual Teaching and Learning was originally developed by John Dewey from his traditional learning experiences. In 1918 Dewey formulated a curriculum and learning methodology related to student experiences and interests. Students will learn best if what they learn is related to the knowledge and activities they already know and what happens around them. Contextual Teaching and Learning is a learning concept that helps teachers link the learning material taught with students' real-world situations and encourages students to make connections between their knowledge and its application in their daily lives. Thus the Contextual Teaching and Learning approach prioritizes knowledge and experience or the real world (real world learning), high-level thinking, student-centered, active, critical, creative, problem solving, student learning is fun, exciting, not boring (joyful and quantum learning) and using a variety of learning resources.

This Contextual Teaching and Learning (CTL) approach implies that the mind naturally seeks the meaning of the context according to the real situation of one's environment and that can occur through the search for a relationship that makes sense and is useful. The integration of subject matter with the daily context of students in Contextual Teaching and Learning (CTL) learning will produce the basics of deep knowledge where students will be rich in understanding problems and ways to solve them. Students are able to independently use their knowledge to solve new and never faced problems, and have more responsibility for their learning as their experience and knowledge increase.

Contextual Teaching and Learning (CTL) can be said to be an approach that recognizes and shows the natural conditions of knowledge. Through relationships inside and outside the classroom, a Contextual Teaching and Learning (CTL) learning approach makes experiences more relevant and meaningful for students in building knowledge that they will apply in lifelong learning.

Contextual Teaching and Learning (CTL) is a conception that helps teachers connect teaching material content to real-world situations and motivates students to make connections between knowledge and its application to their lives as family members, citizens and the workforce. In other words, CTL is learning that takes place in close connection with actual experiences.

Johnson (2007) also states that Contextual Teaching and Learning enables students to connect the content of academic subjects with the immediate context of their daily lives to discover meaning. This means that Contextual Teaching and Learning (CTL) is a learning system based on the philosophy that a learner will be willing and able to absorb the subject matter if they can grasp the meaning of the lesson. According to Johnson, the application of CTL in learning involves students in important activities that help them relate academic learning to the real life contexts they face.

Contextual Teaching and Learning (CTL) is a learning approach 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. (Wina Sanjaya , 2004) Thus, learning activities will be more concrete, more realistic, more actual, more real, more enjoyable, and more meaningful. The discovery of meaning is a key feature of CTL. In the dictionary, "meaning" is defined as "the significance of something or purpose"

(according to the translation of Webster's New World Dictionary). In a contextual classroom, the teacher's job is to help students achieve Islamic religious education. That is, the teacher has more to do with strategy than with providing information. The teacher's job is to manage the class as a team that works together to find something new for class members (students). Something new comes from discovering for yourself not from what the teacher said. That is the role of the teacher in the classroom which is managed by the Contextual Teaching and Learning (CTL) approach.

According to Johnson Contextual Teaching and Learning (CTL) is a comprehensive system consisting of interconnected parts. When these parts are intertwined with one another, an effect that exceeds the yield of the parts given separately will result. Each part of CTL involves a different process which, when used together, enhances students' ability to make meaningful connections, contributing to helping students understand learning tasks. Together, they form a system that allows students to see the meaning in it, and remember academic material, because the CTL system includes eight components, namely: 1) making meaningful connections, 2) doing meaningful work, 3) doing self-regulated learning, 4) working together, 5) thinking critically and creatively, 6) helping individuals to grow and develop, (7) achieving high standard Islamic religious education, and 8) using authentic assessment.

Sardiman, AM (2004) states that in contextual teaching, the main task of the teacher is to expand students' perceptions so that the meaning or understanding is easily captured and the learning objectives can be immediately understood. Contextual Teaching and Learning (CTL) is a learning concept that helps teachers to relate teaching material to the student's real situation, which can encourage students to make connections between the knowledge

learned and its application in the lives of students as family and community members.

Thus, the Contextual Teaching and Learning (CTL) approach will create classrooms in which students will become active participants, not just passive observers who are responsible for their learning. The application of learning with the CTL approach will greatly help teachers to connect subject matter with real-world situations and motivate students to form a relationship between knowledge and its application with their lives. In other words, the Contextual Teaching and Learning (CTL) approach also aims to equip students with flexible knowledge that can be absorbed or transferred from one problem to another and from one context to another.

PRINCIPLES AND STRATEGIC APPROACH CONTEXTUAL TEACHING AND LEARNING:

The basic principle of the Contextual Teaching and Learning (CTL) approach is so that students can develop their own way of learning and always relate to what is already known and what is in society, namely the applications and concepts learned. In detail, the basic principles of Contextual Teaching and Learning (CTL) are as follows: 1) Emphasizes problem solving; 2) Identifying teaching activities that occur in various contexts such as: home, community and workplace; 3) Teaching students to monitor and direct their learning so that they become active and controlled learners; d) Emphasize learning in the context of student life; 5) Encourage students to learn from one another and learn together; 6) Using authentic judgment.

Observing the basic principles of the Contextual Teaching and Learning (CTL) approach above, in its application it helps students master three things, namely: 1) Knowledge, namely what is in their minds forms concepts, definitions, theories and facts; 2) Competence or skills, namely the ability to act or

something that can be done; 3) Contextual understanding, which is knowing when and how to use knowledge and expertise in real life situations.

Furthermore, the Contextual Teaching and Learning (CTL) approach strategy can be demonstrated in the form of a combination of the following activities: 1) Authentic instruction, which is learning that allows students to learn in meaningful contexts, thereby strengthening the bonds of thought and skills to solve important problems in his life; 2) Inquiry based learning (inquiry based learning), namely interpreting learning strategies with scientific methods, in order to obtain meaningful learning; 3) Problem based learning (problem based learning), namely a learning approach that uses problems in the real world or around them as a context for students to learn critical and problem-solving skills and to obtain the main concepts of a subject; 4) Service learning (serve learning), namely a learning method that combines community services with school structures to reflect services, emphasizing the relationship between services experienced and academic learning in schools; 5) Work based learning is a learning approach that uses a work context and discusses the application of subject concepts in the field.

CONTEXTUAL TEACHING AND LEARNING APPROACH:

Basically, Contextual Teaching and Learning (CTL) can be applied in any curriculum, any subject and class regardless of the circumstances. The application of Contextual Teaching and Learning (CTL) in the classroom is quite easy. In general, the steps are as follows: 1) Develop the idea that students will learn more meaningfully by working alone, discovering themselves, and constructing their own new knowledge and skills; 2) Do as far as possible inquiries for all topics; 3) Develop

students' curiosity by asking questions; 4) Create a "learning society" (learning in groups); 5) Present the model as an example of learning; 6) Reflect at the end of the meeting; 7) Do the actual assessment in various ways. (Baharuddin & Esa Nur Wahyuni, 2007).

Contextual Teaching and Learning learning activities are expected to improve quality learning outcomes, encourage more creativity and productivity as well as more promising efficiency and effectiveness. Why learning outcomes increase, because in contextual learning all sensory organs are used simultaneously so that learning activities become more actual, concrete, realistic, real, fun and meaningful. (Abdul Rachman Saleh, 2004).

Approach Contextual Teaching and Learning (CTL) involves the seven major components of learning productively, namely: Constructivism, the process of finding, Questioning, Learning Community, modeling, reflection, and an authentic assessment. With the application of Contextual Teaching and Learning (CTL), students are placed in the context of meaningful everyday experiences if we ask what they can do with the knowledge they have acquired. When high goals are filled with meaning, students will succeed in attaining their Islamic religious education. When students see meaning in their lessons, when they are invited to apply new lessons to situations that touch their lives, they will survive until their Islamic religious education is successful.

Thus it can be said that the application of Contextual Teaching and Learning (CTL) will greatly help teachers to connect subject matter with real-world situations and motivate students to form a relationship between knowledge and its application with their lives as family members and community members.

METHOD OF INQUIRY:

Inquiry comes from the word "inquire" which means asking, asking for information or investigating and in English "inquiry" means a question or examination, investigation. The inquiry method is a way of presenting lessons that involve students in mental processes in the context of their discovery. The process of inquiry requires teachers to act as facilitators, resource persons and group extension agents. Students are encouraged to seek knowledge on their own, not be overwhelmed with knowledge. Inquiry is a core part of contextual-based learning activities (Contextual Teaching and Learning) . Knowledge and skills acquired by students are expected not the result of remembering a series of facts, but the result of finding themselves.

Inquiry is a general process by which humans seek or understand information. According to Gulo (2002), an inquiry strategy means a series of learning activities that maximally involves all students' abilities to search and investigate systematically, critically, logically, analytically, so that they can formulate their own findings confidently. The main targets in inquiry learning activities are: a) maximum student involvement in the learning process; b) activity direction logically and systematically on learning objectives; and c) develop a confident attitude in students about what is found in the inquiry process.

In inquiry learning, the teacher rarely explains, but he asks a lot of questions. With questions, the teacher can help students realize which way they should be thinking. Teachers can ask questions that are appropriate to each individual student in such a way that they are better able to organize opinions and can further increase understanding of everything that is being discussed. With appropriate questions, the teacher can help students to find out for themselves the concept or principle that the teacher plans to have.

In addition, in inquiry learning, discussion is expected. In the discussion, it is expected that there will be interaction between students, teachers and especially it is also expected that there will be optimal interaction between students. In the discussion, the teacher can direct students' mental activities as planned. Students are more involved so they do not only listen to information or lectures from the teacher, but get the opportunity to address the problems presented in the discussion. with this question or problem, in an effort to answer it or give an opinion, students are "forced" to learn to analyze, synthesize, evaluate or perform other mental activities. This is a good training for students to develop their ability to inquiry.

Thus this method of inquiry always tries to get students involved in the problems being discussed. Students are programmed to be always active, both mentally and physically. The material presented by the teacher is not just notified and accepted by students. Students are endeavored in such a way that they gain various experiences in order to "discover for themselves" the concepts planned by the teacher. Thus it is only natural that they have and keep the concept better.

Gulo (2002) states that inquiry does not only develop intellectual abilities but all existing potential, including emotional and skill development. Inquiry is a process that starts from formulating problems, formulating hypotheses, collecting data, analyzing data and making conclusions.

Related to the use of the inquiry method in learning, this method also has advantages and disadvantages. The advantages of this method include: a) The teaching strategy has changed from presenting information by the teacher to students as good recipients of information but low-grade mental processes, to learning that emphasizes the information processing process where students actively seek and process their

own information with a higher or greater degree of mental processing; b) Learning changes from teacher centered to student centered . Teachers no longer fully dominate student learning activities, but are more guiding and giving students freedom of learning. Some of the other advantages of this method of inquiry are: a) Students will understand basic concepts and ideas better; b) Assist in using memory and in transferring to new learning process situations; c) Encourage students to think and work on their own initiative; d) Encourage students to think intuitively and formulate their own hypotheses; e) Providing intrinsic satisfaction; f) The learning process through inquiry activities can form and develop self-concepts in students.

While the weaknesses of this method of inquiry include the following : a) Requires a change in the learning habits of students who receive information from the teacher as is, if no teacher does not learn, towards getting used to independent and group learning by finding and processing information by themselves; b) Teachers are also required to change their learning habits, which are generally as providers and presenters of information, to become facilitators, motivators , and student guides in learning; c) This method gives a lot of freedom to students in learning, but this freedom does not guarantee that students learn well, in the sense of doing it diligently, full of activity and direction; d) This method in its implementation requires the provision of various learning resources and adequate facilities which are not always easily provided; e) The way students learn in this method demands better teacher guidance such as when students conduct investigations and so on; f) Problem solving may be mechanistic, formality, and boring. When that happens, solving problems like this does not guarantee meaningful inquiry.

CONTEXTUAL TEACHING AND LEARNING APPROACHES WITH INQUIRY METHODS IN IMPROVING STUDENT LEARNING OUTCOMES IN ISLAMIC RELIGIOUS EDUCATION SUBJECTS :

Islamic Religious Education is "an effort in the form of guidance and care for students or students so that later after finishing their education they can understand and practice the teachings of Islam and make it a way of life".

From this understanding it can be concluded that Islamic Religious Education can be used as a view of life for the safety and welfare of life in the world and in the hereafter. Islamic Religious Education expects its students to apply Islamic teachings and practice their teachings in everyday life. This is in accordance with the objectives of Islamic education and according to the criteria of being a good human being. Islam wants its adherents to be smart and clever. Intelligent is characterized by the ability to solve problems quickly and accurately, while intelligent is characterized by having a lot of knowledge. The need for moral characteristics possessed by Muslims has been explained in the following verse of the Al-Quran Az-Zumar verse 9 : "(Are you more fortunate polytheists) or are people who worship at night with prostration and standing, while he is afraid of (doom) in the hereafter and expect the grace of its Lord? Say: "Are there those who know as well as those who don't?" Truly wise people who can receive lessons".

In order for the purpose of Islamic education and the criteria for a good human being to be subject to Islamic religious education, it is necessary to use appropriate learning methods in line with the subject matter, and functionally which can be used to realize the ideal values contained in the objectives of Islamic Religious Education. Experience proves that the failure of teaching Islam is one of the reasons for choosing the method or method of learning that is not quite

right, there is often a less enthusiastic teaching and learning process and the condition of students is less creative due to the determination of learning methods that are not in accordance with the nature of the material and not in accordance with the objectives of teaching. In fact, it seems that the teachers are very comfortable using conventional and monotonous learning methods or methods for all teaching and learning activities.

The author tries to use the contextual teaching and learning approach with the inquiry method to improve student learning outcomes in Islamic religious education learning, because the inquiry learning model will require students to seek and find their own problem solutions for students.

Sofia Endah Sari in 2008 in her thesis proved that there were significant differences in implementing learning using the inquiry method and students who applied the lecture method. The group that applied the inquiry method had a higher average learning achievement of 70.025 compared to the group that used the lecture method, namely 64.175.

The reasons for the importance of the contextual teaching and learning approach with the inquiry method in learning Islamic religious education are for several reasons, as expressed by Jerome Bruner (Dahar, 1989: 108) meaningful learning can only occur through discovery learning. Knowledge gained through discovery learning lasts longer and has a better transfer effect. Discovery learning improves reasoning and independent thinking skills, and trains cognitive skills for problem finding and solving.

CONCLUSION:

Schools should further increase support and provide convenience to the implementation of learning by using an inquiry model, one of which is by completing learning facilities and infrastructure and student learning resources

so that they can be more optimal in the learning process. This needs to be prioritized to support the implementation of the learning process properly. For teachers, so that the application of the Contextual Teaching and Learning (CTL) approach with the inquiry method is truly effective, Islamic religious education teachers must consistently follow the procedures of the inquiry method, use learning media, and modify learning activities, among others by providing high motivation. to students, giving rewards (prizes), implementing field observations, so that students are motivated to improve their learning outcomes.

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