

## **The Influence of Contextual Approach in PAI Learning on Students' Religious Attitudes**

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### **Abstract:**

This study aims to analyze the influence of the contextual approach in Islamic Religious Education (PAI) learning on students' religious attitudes. The contextual approach is considered relevant in connecting lesson materials with students' daily life experiences, thus strengthening their understanding and practice of religious teachings in their social context. This research employs a quantitative method with an experimental design, in which the sample consists of high school students divided into two groups: an experimental group that uses the contextual approach and a control group that uses the conventional approach. The results of this study indicate that the contextual approach has a significant positive influence on students' religious attitudes, as reflected in increased discipline, adherence to religious teachings, and greater motivation to perform religious practices.

**Keywords:** Contextual approach, Islamic Religious Education learning, Religious attitude

### **INTRODUCTION**

Rapid information, moral and spiritual values are often marginalized. Phenomena such as declining awareness of worship, increasing deviant behavior among students, and weak social awareness are indicators that religious education has not been fully successful in forming strong and applicable religious attitudes among students. Students' religious attitudes are the result of the process of internalizing religious values obtained through formal learning, social environment, and personal experience. (azhar, nd, p. 6)

In the context of school, teachers have a central role in shaping these attitudes, especially through the learning methods and approaches used. Thus, learning becomes more meaningful, alive, and touches the affective and psychomotor aspects of students. In groups, they learn to discuss, respect opinions, and solve problems together. This not only fosters social skills, but also strengthens Islamic values such as ukhuwah (brotherhood), tolerance, and helping each other, which are part of religious attitudes. Challenges and Obstacles Perceived Although

most students gave positive responses, some also expressed challenges in this approach. Among them are Not all students feel comfortable with group activities because of differences in ability or shyness. Some students find it difficult to connect religious concepts with certain social phenomena, especially if not explicitly guided by the teacher

The contextual approach in Islamic Religious Education learning facilitates students to directly experience the meaning of religious teachings, not just memorizing theories or dogmas. For example, when discussing material about honesty, teachers not only convey related arguments, but also invite students to identify and reflect on their life experiences related to honest behavior. Thus, students are invited to understand and feel the benefits of implementing Islamic values in real life. This is the teaching of Islam and forms a deep spiritual awareness.(Basyar, 2020, p. 89)

However, there are still many Islamic Religious Education teachers who tend to use a traditional approach that is one-way and often makes students passive and less emotionally and intellectually involved. As a result, the religious values conveyed are not optimally internalized in students, and Islamic Religious Education learning tends to lose its meaning as a means of character formation. Based on this background, this study aims to analyze the influence of a contextual approach in Islamic Religious Education learning on students' religious attitudes. and provide recommendations for teachers and educational institutions in implementing an approach that can strengthen students' religious attitudes in a real and contextual manner.(Marzuki & Imron, 2023, p. 32)

## **RESEARCH METHODS**

The study aims to empirically determine the effect of the contextual approach in Islamic Religious Education (PAI) learning on students' religious attitudes. Quasi-experiments were chosen because in practice researchers cannot fully control all independent variables in the school environment, but it is still

possible to apply treatment (treatment)O4The treatment in this case is the use of a contextual approach (Contextual Teaching and Learning/CTL) in the PAI learning process in the experimental class, while the control group continues to use the conventional approach commonly used in schools, such as the lecture method. Location and Time of Research availability of facilities, teacher readiness, and support from the school. The study lasted for 8 weeks, covering the preparation stage, implementation of learning, and data collection.

Experiment and one other class as a control group. The number of samples in each group consisted of 30 students. Data Collection TechniquesTo measure students' religious attitudes, the following data collection techniques were usedReligious attitude questionnaire: Compiled based on indicators of religious attitudes according to Islamic educational psychology theory, such as discipline in worship, social concern, honesty, responsibility, and tolerance. This questionnaire uses a 4-point Likert scale (strongly agree to strongly disagree). groups, they learn to discuss, respect opinions, and solve problems together. This not only fosters social skills, but also strengthens Islamic values such as ukhuwah (brotherhood), tolerance, and helping each other, which are part of religious attitudes. Challenges and Obstacles Perceived Although most students gave positive responses

Participatory observation: To see the active participation of students during the learning process, especially in contextual activities such as group discussions, case studies, and simulations. Structured interviews: Conducted with several students and teachers to explore their perceptions of the learning experience with a contextual approach and its impact on religious behavior. Documentation: Includes the Learning Implementation Plan (RPP), teacher daily journals, and student portfolios as supporting data. education and religion. Content validity was tested using expert judgment, while its reliability was tested through initial trials on students outside the research sample using the Cronbach Alpha formula, and the reliability results showed a coefficient  $> 0.80$  which means very reliable.

Data Analysis TechniquesResults (gain) data from pre-test to post-test Qualitative analysis: The results of observations, interviews, and documentation were analyzed using a descriptive-qualitative approach to support quantitative

results and provide a more holistic picture of changes in students' religious attitudes. groups, they learn to discuss, respect opinions, and solve problems together. This not only fosters social skills, but also strengthens Islamic values such as ukhuwah (brotherhood), tolerance, and helping each other, which are part of religious attitudes. Challenges and Obstacles Perceived Although most students gave positive responses, some also expressed challenges in this approach. Among them are Not all students feel comfortable with group activities because of differences in ability or shyness. Some students find it difficult to connect religious concepts with certain social phenomena, especially if not explicitly guided by the teacher

## **DISCUSSION**

Students' perceptions of a learning method or approach. Based on the results of observations, interviews, and qualitative analysis in this study, students' perceptions of the contextual approach are generally positive and enthusiastic. Learning is More Relevant to Real Life One of the most prominent aspects of students' perceptions is that the contextual approach makes Islamic Religious Education learning feel more real and relevant to everyday life. Students expressed that they found it easier to understand Islamic values when teachers related the material to phenomena they experienced at home, school, or in the community. For example, when discussing honesty, teachers invite students to reflect on their experiences in keeping promises or not cheating on exams. This provides a contextual and concrete learning experience.(Oktavia & Khotimah, 2023, p. 90)

Increasing Interest and Motivation to LearnContextual approach of the learning process. This has an impact on increasing their interest in Islamic Religious Education lessons, which were previously considered boring because they were too theoretical. Increasing Conceptual Understanding and ValuesIn terms of cognitive and affective, students feel that the contextual approach helps them understand the concept of Islamic teachings more deeply, because every value taught is connected to reality. This makes them not only know the evidence or rules, but also understand why the value is important and how to practice it. This perception shows that

learning does not only emphasize memorization, but also understanding and practice.

**Strengthening Religious Attitudes and Self-Reflection** Many students expressed that through contextual learning, they were more motivated to reflect on their religious behavior. For example, after discussing the importance of prayer in Muslim life, students were asked to observe the regularity of their prayers for a week and keep a personal journal. This activity helped them realize their shortcomings and try to improve themselves. This shows that the contextual approach can strengthen the formation of spiritual attitudes and awareness.

**Increasing Social Interaction and Collaboration** Students also felt that contextual learning increased social interaction and collaboration between friends. (Saefudin et al., 2023, p. 99)

In group activities, they learn to discuss, respect opinions, and solve problems together. This not only fosters social skills, but also strengthens Islamic values such as ukhuwah (brotherhood), tolerance, and helping each other, which are part of religious attitudes.

**Challenges and Obstacles Perceived** Although most students gave positive responses, some also expressed challenges in this approach. Among them are

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Learning time feels shorter because of the many activities that must be completed. However, these challenges are more technical and can be overcome with good planning and facilitation from the teacher. Overall, students' perceptions of Islamic Religious Education learning with a contextual approach are very positive. They feel that learning becomes more alive, meaningful. This approach has been proven to be able to make students not only know, but also care and want to do (act) the values of Islamic teachings in real life.

**Research Objectives** The general objectives of this study are to analyze and understand the effect of the application of a contextual approach (Contextual Teaching and Learning/CTL) in Islamic Religious Education (PAI) learning on students' religious attitudes. This study is

based on the need for a learning strategy that not only instills religious knowledge cognitively, but also forms the character and spiritual awareness of students as a whole in the context of their real lives.(Sholichin et al., 2022, p. 99)

More specifically, Identifying changes or improvements in students' religious attitudes after participating in Islamic Religious Education learning using a contextual approach, which includes aspects such as discipline in worship, honesty, responsibility, social concern, and religious tolerance. Revealing students' perceptions and learning experiences regarding the use of religious attitudes. Challenges and Obstacles Perceived Although most students gave positive responses, some also expressed challenges in this approach. Among them are Not all students feel comfortable with group activities due to differences in ability or shyness. Some students find it difficult to connect religious concepts with certain social phenomena, especially if not explicitly guided by the teacher

Exploring the challenges and supporting factors of implementing a contextual approach in Islamic Religious Education classes, both from the perspective of students and teachers, so that it can be considered for the future. Providing theoretical and practical contributions to the development of Islamic Religious Education pedagogy, by offering traditional and teacher-centered learning approaches. By achieving these objectives, it is hoped that the results of this study can provide new insights for educators, curriculum developers, and schools in designing Islamic Religious Education learning that is able to foster authentic religious attitudes that are rooted in the reality of students' lives.(Afif, 2023, p. 43)

Constraints and Supporting Factors in having great potential to integrate religious values into students' real lives actively, meaningfully, and reflectively. However, in practice, the success of this approach cannot be separated from the existence of various supporting factors and constraints that influence the learning process. A deep understanding of both is very important so that the implementation of the contextual approach can be designed and run optimally. In groups, they learn to discuss, respect opinions, and solve problems together. This not only fosters social skills, but also strengthens Islamic values such as ukhuwah (brotherhood),

tolerance, and helping each other, which are part of religious attitudes. Challenges and Obstacles Perceived Although most students gave positive responses, some also expressed challenges in this approach.

Supporting Factors for Islamic Religious Education Teacher Competence and Creativity Teachers have a central role in implementing a contextual approach. Teachers who are competent in pedagogy and have high creativity are able to develop interesting and contextual learning strategies. For example, teachers can design project-based learning activities, social case studies, or field observations that are relevant to the teaching material. Flexible and Contextual Curriculum The Merdeka Curriculum and the 2013 Curriculum provide space for teachers to develop learning based on local contexts and student needs. This allows for the integration of Islamic values with social and cultural phenomena in the student's environment, so that Islamic Religious Education material does not seem rigid or dogmatic.(Aghni, 2018, p. 90)

Support from the School Support from the principal and the education management team is very important, such as providing sufficient learning time, learning facilities, and opportunities for teacher professional development. Schools that support innovation tend to be more successful in implementing contextual learning. Responsive Learning Environment Schools with a strong religious culture and a conducive social environment will facilitate the internalization of religious values through a contextual approach. An environment that encourages students to discuss, express opinions, and convey religious reflections will strengthen the affective dimension of learning.

Collaboration between Students Contextual learning emphasizes cooperation, problem solving, and group activities. Active and cooperative students will create class dynamics that support the achievement of learning objectives, including understanding Islamic Religious Education values together. Obstacles in the Implementation of the Contextual Approach because it involves the process of exploration, discussion, reflection, and real activities. In a busy learning schedule, teachers often find it difficult to allocate enough time to explore the material in

depth and relate it to the context of students' lives.(Anggraeni & Nurazizah, 2024, p. 43)

Unequal Teacher Readiness contextual approach or skills in designing context-based learning. Some teachers are still accustomed to using traditional approaches that are oriented towards lectures and memorization, making it difficult to change the teaching paradigm. Limited Learning Facilities and Resources Limited learning aids, media, and access to contextual learning resources (e.g. current news, local case studies, or learning technology) can be obstacles in creating interactive and meaningful learning. Challenges and Obstacles Perceived Although most students gave positive responses, some also expressed challenges in this approach. Among them are Not all students feel comfortable with group activities due to differences in ability or shyness. Some students find it difficult to connect religious concepts with certain social phenomena, especially if not explicitly guided by the teacher

Diverse Student Characteristics Differences in student backgrounds, both in terms of religious understanding, learning motivation, and academic ability, can affect the effectiveness of the contextual approach. Students who are less accustomed to critical thinking or are less active in discussions tend to have difficulty following the learning process that requires active participation. Less Adaptive Learning Evaluation Assessment in contextual learning should not only focus on written exam results, but also on the process, attitudes, and behavioral changes. However, many teachers and schools still use conventional evaluation systems, so they are unable to capture the success of this approach in its entirety.

The application of a contextual approach in Islamic Religious Education learning is highly dependent on the synergy between teachers, students, schools, and curriculum. Supporting factors such as innovative teachers, a supportive learning environment, and curriculum flexibility are the keys to the success of this approach. However, challenges such as time constraints, teacher readiness, and minimal learning facilities need to be addressed immediately so that Islamic values are not only learned, but truly lived by students in their daily lives. This research is

motivated by the challenges of religion in a meaningful and applicable way to students.(Ashadi, 2016, p. 90)

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Islamic Religious Education learning is not only required to convey cognitive information. Specifically, this study aims to measure the differences in students' religious attitudes before and after participating in Islamic Religious Education learning using a contextual approach. This objective focuses on aspects of change or improvement in students' religious attitudes, both in spiritual (worship), social (morals towards others), and moral (universal Islamic values) aspects. Analyze the effectiveness of the contextual approach compared to the conventional learning approach in influencing students' religious attitudes. This includes quantitative analysis of attitude values, as well as observations of student behavior in learning activities and daily life at school.(Farhana, 2023, p. 12)

## **CONCLUSION**

Through case discussions, reflective activities, group work, and direct observation, it has been proven to be more effective in forming meaningful understanding and applicable religious attitudes compared to conventional approaches that are theoretical and teacher-centered. Students showed improvements in various aspects of religious attitudes, such as discipline in worship, honesty, sense of responsibility, social concern, and tolerance. They also responded positively to the contextual learning model because they felt more involved, understood the material better, and were able to relate religious teachings to their daily life experiences. This positive

perception shows that the contextual approach not only improves cognition, but also students' affection and real actions in practicing Islamic values.

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