

The Impact of Contextual Learning and Learning Interest in Prayer Material on Islamic Education Subjects

*Alif Achadah¹, Sigit Dwi Laksana², Anisah Triyuliasari³,
Agni Tyas Nursata Chandra⁴, Fina Kholij Zukhrufin⁵

¹Universitas Islam Raden Rahmat Malang, Jl. Raya Mojosari No.2, Malang, East Java, Indonesia

^{2,4}Universitas Muhammadiyah Ponorogo, Jl. Budi Utomo No.10, Ponorogo, East Java, Indonesia

³Kahramanmaraş Sütçü İmam University, Batı Çevreyolu Bulv. 251/A, 46050 Onikişubat, Türkiye

⁵Letiges, Ponorogo, East Java, Indonesia

*alif.achadah@uniramalang.ac.id

ABSTRACT: *This research aims to explain and analyze the influence of Contextual Teaching Learning (CTL) on student learning outcomes in Islamic Education subjects by selecting the research locus at State Junior High School 1 Sambit, Ponorogo. This research is quantitative research with a descriptive approach. The population in this study was 102 students in seventh grade. A simple random sampling technique was used to obtain a sample of 52 students. Data collection techniques used were questionnaires, interviews, and documentation. To determine the data collection instrument, use a Likert scale. Data analysis techniques used regression equations, regression significance tests, and regression linearity tests. The findings of this research are that CTL learning has a significant effect on the learning outcomes of seventh-grade students in Islamic Education, and interest in learning has a significant effect on the learning outcomes of Class VII students in Islamic Education. There is an influence by the learning variables Contextual Teaching Learning and interest in learning of 71.7% on the student learning outcomes variable, while the other 28.3% can be explained by other variables outside the model. This study shows that Contextual Teaching and Learning and students' learning interests have a positive and significant effect on the learning outcomes of Islamic Education of seventh-grade students at State Junior High School 1 Sambit, with CTL as the most dominant factor. The originality of this finding lies in the application of CTL in the local context and religious subjects, which are rarely studied, as well as the integration of students' cognitive and affective aspects through a contextual learning approach that involves spiritual reflection and worship practices. This approach strengthens the relevance of CTL not only in academic learning but also in the formation of students' values and characters.*

Penelitian ini bertujuan untuk menjelaskan dan menganalisis pengaruh pembelajaran *Contextual Teaching Learning* (CTL) terhadap hasil belajar

¹  orcid id: <http://orcid.org/0009-0006-1380-1650>

²  orcid id: <http://orcid.org/0000-0002-3481-5692>

³  orcid id: <http://orcid.org/0009-0004-1951-9424>

⁵  orcid id: <http://orcid.org/0009-0009-9330-0961>

siswa pada mata pelajaran Pendidikan Agama Islam dengan memilih lokus penelitian di SMPN 1 Sambit Kabupaten Ponorogo. Penelitian ini merupakan penelitian kuantitatif dengan pendekatan deskriptif. Populasi dalam penelitian ini adalah siswa kelas VII yang berjumlah 102 orang dengan menggunakan teknik simple random sampling dan diperoleh sampel sebanyak 52 orang siswa. Teknik pengumpulan data menggunakan angket, wawancara dan dokumentasi. Sedangkan untuk menentukan instrumen pengumpulan data menggunakan *skala likert*. Teknik analisis data menggunakan persamaan regresi, uji signifikansi regresi, dan uji linearitas regresi. Temuan penelitian ini adalah pembelajaran CTL berpengaruh signifikan terhadap hasil belajar siswa kelas VII mata pelajaran Pendidikan Agama Islam, minat belajar berpengaruh signifikan terhadap hasil belajar siswa kelas VII mata pelajaran Pendidikan Agama Islam. Terdapat pengaruh variabel pembelajaran *Contextual Teaching Learning* dan minat belajar sebesar 71,7% terhadap variabel hasil belajar siswa, sedangkan sisanya sebesar 28,3% dapat dijelaskan oleh variabel lain di luar model. Penelitian ini menunjukkan bahwa *Contextual Teaching and Learning* dan minat belajar siswa berpengaruh positif dan signifikan terhadap hasil belajar Pendidikan Agama Islam siswa kelas VII SMPN 1 Sambit, dengan CTL sebagai faktor yang paling dominan. Orisinalitas temuan ini terletak pada penerapan CTL dalam konteks lokal dan mata pelajaran agama yang jarang dipelajari, serta pengintegrasian aspek kognitif dan afektif siswa melalui pendekatan pembelajaran kontekstual yang melibatkan refleksi spiritual dan praktik ibadah. Pendekatan ini memperkuat relevansi CTL tidak hanya dalam pembelajaran akademik, tetapi juga dalam pembentukan nilai dan karakter siswa.

Keywords: *Contextual Teaching Learning (CTL), Learning Interests, Student Learning Outcomes.*

Received: February 1, 2025; Revised: April 8, 2025; Accepted: May 1, 2025

I. INTRODUCTION

Schools should create graduates who are qualified, moral, and reliable and who have the choice to invite progress from now on. The nature of schooling consists of various levels of schooling and lessons, one of which must be seen through the various subjects and grades obtained by students on the grounds that success is shown from several lessons that students have taken with the aim of training their abilities in social life in society.

Training is one of the applications applied in each country in terms of directing, educating and preparing for activity exercises carried out at school and outside of school to daily life in order to prepare students to take the right role in different living conditions from now on (Arsila et al., 2025; Metera et al., 2025). The success or failure of achieving educational goals depends on variables that are both from the outside of the student (outer element) and from the inner side of the student (inner element). Inner variables include physical and mental conditions, including knowledge/insight, character, tendency, interest, and inspiration (Helmawati, 2014). External factors, namely ecological conditions, are influenced by individuals at the time of learning. "Natural conditions are divided into two classifications, namely friendly and non-social

conditions. Social climate includes guardians, relatives, teachers, companions, and the local environment. The non-social climate includes (Semiz & Ilić, 2023).

With insight into the nature of teaching from all fields of science, especially Islamic education, educators are expected to be smarter and more imaginative in dynamizing the circumstances and conditions of the classroom so that the experience of educating and growing can occur in accordance with reasonable goals, especially further developing student learning outcomes. The acquisition of results must be seen from changes due to individual contributions to the type of interest, abilities, and learning plans as planned by educators (Ikhwan, 2014).

Learning outcomes are the most important point in the learning cycle and are often seen as a proportion of student progress in learning progress. According to Sudjana (2017) view, learning outcomes are an ability as driven by students regardless of receiving their opportunity to develop. Normal learning outcomes are generally scientific quality or ideal achievement. Related to achieving results in learning, there are still difficulties or achievements obtained that cannot be realized ideally. The acquisition of results from ideal student learning can be caused by several things in the developing experience, for example, context-oriented learning models and showing the ability of learning specializations of students who concentrate on Islamic Education subjects to further develop student learning outcomes.

In its implementation, Islamic Education not only delivers religious material theoretically but also emphasizes the relevance of the material to everyday life. PAI plays a role in shaping the character of students through values of compassion reflected in social interactions in the surrounding environment. Therefore, it is important for the learning process to empower students to be able to relate the information they learn to real practices as individuals in families and communities. One learning model that is relevant to this approach is Contextual Teaching and Learning, which encourages students to relate academic concepts to real-life contexts in order to improve understanding and meaningfulness of learning (Rosyadi & Azis, 2024).

By linking the information by each student to their daily life, it is easier for students to find meaning in their learning. By applying the CTL learning model, students will be able to do and gain experience, not just convey information from the teacher to the students. The CTL method is a technique created with the aim that the learning process becomes more useful and meaningful. Because students are invited to work and have experience, it can be easy for them to understand the concept of material and later hone their thinking skills to solve a problem.

The use of relevant educational and familiarizing learning models is expected to provide a new and interesting atmosphere related to the evolving experience. Based on the benefits contained in the context-oriented model, especially teaching-focused learning, making students more dynamic, educators can filter as well as direct students so that students can get more meaningful learning, as with the problem of context-oriented learning models educating and picking up students are more dynamic and there is a deeper interest in examples of strict Islamic schools (Dewi & Alam, 2021; Fathurrahman, 2024).

Apart from the learning media that affects the results, it is also the student's interest in learning itself. This interest can have an influence on learning outcomes because interest in learning is the main factor that can determine the results of the learning process of students. As with the existence of an interest in being able to learn in students, it will

bring interest and excitement to students in order to learn (Ko et al., 2024; Mahmudin et al., 2024). Interest and excitement in learning are obtained from the material given and the way the teacher delivers examples that are not aligned with the interests of the students, so these students cannot concentrate because there is no attraction for them. The increase in experiences that are not useful and the low interest in learning for students in educational experiences can affect the results of student learning in PAI subjects on prayer material.

State Junior High School 1 Sambit seventh-grade has four classes where. In each class, there are 34 students. The results of the researcher's observations in the field that PAI subjects in prayer material with learning methods applied by teachers at State Junior High School 1 Sambit have used CTL, which requires students to be more active in understanding PAI materials and aspects related to students' interest in learning PAI subjects in prayer material show behaviour, among others, a poor attitude, laziness in the process of learning PAI and implementation in everyday life. Thus, for this reason, researchers have an interest in conducting in-depth research on CTL learning methods and students' interest in learning PAI.

II. METHOD

This research approach is quantitative descriptive, which is used to analyze data in the form of numbers that are applied to determine and describe the effect of Context-Based Learning on students' learning interest in Prayer Material. The subjects studied were 102 students of seventh-grade of State Junior High School 1 Sambit, Ponorogo Regency; in the 2022/2023 academic year, the population was using a simple random sampling technique to determine the number of samples obtained, namely 52 people.

Data collection techniques and instruments in this study, namely closed questionnaires for those used are closed, asking questions or statements to students with answers that are already available and this is closed, so students are only allowed to choose the answers given by the researcher and aim to obtain answers related to the effect of CTL-based learning, Interviews Specific data collection methods are accompanied by methodological questions and depend on the objectives in the study. This interview was conducted at the research location (school) by giving a number of questions addressed to the interviewees based on the interview guidelines (Majid, 2024). Documentation is aimed at obtaining data directly from the research location, namely archives, opinion books, theories, arguments, or laws (Heru et al., 2020). According to Sofyan Siregar, data collection instruments are tools used to collect, process, and interpret information obtained from informants by using a similar measurement model.

The data analysis techniques used include regression equations, regression significance tests, and regression linearity tests, which are statistically analyzed using the SPSS program. First, Multiple Linear Regression Equations are used to determine how much influence the simultaneous independent variables, namely CTL (X_1) and learning interest (X_2), have on the dependent variable, namely learning outcomes (Y). The regression equation is arranged in the form:

$$Y = a + b_1X_1 + b_2X_2 + e,$$

Where a is a constant, b_1 and b_2 are the regression coefficients of each variable, and e is the error term.

Second, the Regression Significance Test (F Test and t-test) is carried out to test whether the independent variables simultaneously (F Test) or partially (t-test) have a significant effect on the dependent variable. In the research results, a significance value of 0.000 (<0.05) indicates that both CTL and learning interest significantly affect student learning outcomes.

Third, the Regression Linearity Test aims to ensure that the relationship between the independent and dependent variables is indeed linear, not curvilinear or non-linear. This test is important to ensure the validity of the regression model. In this study, the linearity assumption is met so that the regression analysis can be continued validly.

The following is the framework for thinking in this study as follows:

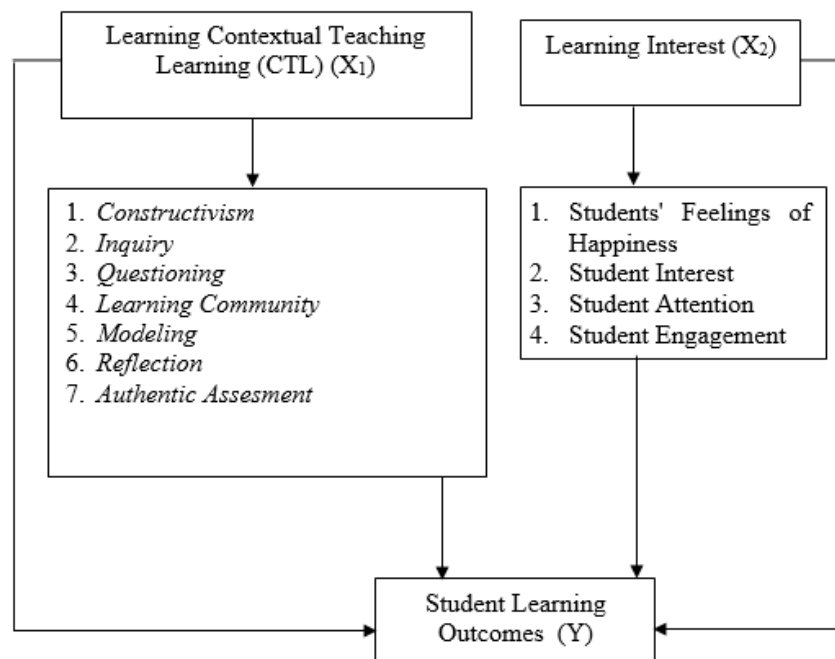


Figure 1. Research thinking

III. RESULT AND DISCUSSION

The discussion in this research is to analyze and find out the Contextual Teaching Learning (CTL) based learning as well as student learning encouragement on student learning outcomes at State Junior High School 1 Sambit in Islamic Education subjects of seventh-grade students. This research was conducted using analytical descriptive techniques and statistical methods. In the descriptive method, information regarding the characteristics of respondents, including gender and upper-grade statements in the questionnaire, were obtained from respondents through questionnaires. The statistical method of data processing is now applied using the SPSS program in Windows Release 21.

Contextual Teaching Learning and Students' Learning Motives on the Learning Outcomes of Students

Contextual Teaching Learning and Students' learning motives on the learning outcomes of students of State Junior High School 1 Sambit in the subject of Islamic Education Reviewed from the test results through the SPSS Program for Windows release 21

simultaneously showed that the variables of Contextual Teaching Learning and their learning motivation each had a positive and significant impact on student learning outcomes in the subject of Islamic Education at State Junior High School 1 Sambit. And the Contextual Teaching Learning variable is the variable that has the greatest influence on student learning outcomes. That way, these results show that in order to achieve optimal learning outcomes, teachers are required to optimize the use of appropriate and accurate learning methods, in this case, the CTL method, and students show the need for better content understanding. Understand well. The material taught by the teacher.

Table 1. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.847 ^a	.717	.705	2.298

a. Predictors: (Constant), Minat Belajar, Pembelajaran Contextual Teaching Learning (CTL)

Based on the results of the data above, about 71.7% of the variation in student learning outcomes is likely to be influenced by Contextual Teaching Learning based learning variables and interest in learning, and the remaining 28.3% is proven to be influenced by Contextual Teaching Learning based learning variables and interest in learning. Influenced by other variables. It can explain variables outside the model.

The CTL method in the classroom encourages students to reflect on their own prayer practices and conduct regular self-evaluation. Teachers can facilitate group or individual reflection activities where students think about how they can improve the quality of their prayers based on the understanding they gain from learning. By applying the CTL approach in learning the prayer material, it is expected that students will be more engaged, understand better, and be able to apply the concepts taught in their daily lives.

This will help students understand the content more easily. Learning using the CTL method brings excitement to students and helps them understand the content presented by the teacher. Students can directly see and experiment with examples of objects taught in class (Kaharu et al., 2023). Use media through methods CTL.

According to Munawaroh & Setyani (2015), there are three pillars of situated learning. First, the CTL model emphasizes the principle of interdependence. This principle is seen when students work together to solve problems faced during the learning process. In this context, there is an active collaboration not only between students but also between schools and the business world or other real worlds so that learning becomes more applicable and relevant to the needs of society. The second illustrates the principle of differentiation. Based on this principle, students must understand that diversity of ideas is a sign of stability and strength. Students are able to recognize each other's differences and uniqueness in a creative and collaborative process. Third, CTL reflects the principle of self-organization. The process of self-organization allows students to know themselves and understand their different interests. You can play an active role in student-centred learning by using an authentic assessment process and identifying clear and high-quality indicators of goal achievement (Petriani et al., 2020).

Educators, in this case teachers, must have knowledge about this. Student desires are mainly related to performance. Each student has different needs (Sari & Wilujeng,

2020). Facts show that many students are less motivated to achieve, more likely to take risks and experience failure in achieving high academic achievement. However, many students have a strong desire to achieve high grades.

Therefore, understanding the characteristics and learning needs of each student is crucial for teachers in implementing the Contextual Teaching and Learning method effectively. CTL is not only about linking learning materials to real life but also emphasizes active student participation in the learning process. In this context, teachers need to design learning activities that allow students to explore the material independently and collaborate with peers, thus creating a meaningful and enjoyable learning atmosphere. Such a learning process will be able to arouse students' intrinsic motivation to learn because they feel that what they learn has real benefits in everyday life. For example, when Islamic religious learning materials are linked to their daily worship practices, such as praying, students will find it easier to understand the essence of the teachings and be motivated to apply them correctly. In addition, teachers are also required to be able to facilitate learning that accommodates different learning styles. Some students may prefer a visual approach, while others are more comfortable with kinesthetic or auditory methods. The use of various learning media, such as videos, teaching aids, simulations, and group discussions, is very helpful in optimizing the effectiveness of the CTL method. In this case, teacher creativity plays an important role in forming contextual, interactive, and adaptive learning to the development of the times and the needs of students (Lasaiba, 2024; Mu'aziyah & Isnawati, 2023).

Thus, the integration between the application of the CTL method and the teacher's understanding of student learning motivation is a key factor in improving learning outcomes. This positive influence is also seen from research data, where the CTL variable has a more dominant contribution to learning outcomes than learning motivation, indicating the importance of pedagogical innovation in the education process.

Contextual Teaching Learning Affects the Learning Outcomes of Students

The results of this study determined the Contextual Teaching Learning (CTL) base learning variable on student learning outcomes, namely $0.000 > 0.05$, and the value is $5.864 > \text{Table } 1.675$.

Table 2. Coefficients a

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	36.824	4.330		8.505	.000
	Pembelajaran Contextual Teaching Learning (CTL)	.840	.143	.540	5.864	.000
	Minat Belajar	.577	.128	.415	4.514	.000

a. Dependent Variable: Hasil Belajar

We can conclude that CTL learning has a significant impact on student learning outcomes. Class VII subject Islamic Education at State Junior High School 1 Sambit. Research in line with Mazidah & Sartika (2023) states that this study investigates the impact of the CTL method approach on cognitive learning outcomes in science subjects and does not investigate other factors that can affect learning outcomes.

Given the shortcomings in this study, it is hoped that future studies will be able to expand the research by including more innovative variables and providing insights to improve the quality of learning. Learning with Contextual Teaching and Learning techniques is also able to explore the potential of students to solve problems that occur in their environment. This learning will be more meaningful than just memorizing or imagining objects shown by the teacher while learning.

Another study Situmorang et al. (2023) also states that researchers can conclude that the use of contextual teaching-learning models has a significant impact on student learning outcomes. Situated teaching and learning emphasizes the development of students' insights, understanding, and skills, as well as the understanding that lies in the relationship between learning objects and the real world. Situated learning is also a useful learning approach in this case. The teacher collaborates with what has been taught by adjusting daily life and motivating students to relate their knowledge to daily life applications.

Location-based learning is a learning concept that focuses on the connection between learning materials and daily life, thus allowing students to correlate their learning while applying skills in everyday life (Olugboyega et al., 2024). CTL learning occurs so that it allows for a calm and pleasant learning process. Because they can directly practice what they have learned, situated learning helps students understand the nature, meaning, and benefits of learning, increases perseverance and motivation to learn, and even makes students addicted to learning.

Thus, the Contextual Teaching and Learning approach not only provides a positive cognitive impact on student learning outcomes but is also able to form a more comprehensive and real-life-oriented learning experience. Students are not only invited to understand theoretical concepts but are also directed to relate them to situations and problems they encounter every day. This is certainly very relevant in the context of Islamic Education, where understanding spiritual and moral values needs to be manifested in real behaviour. When students learn about the importance of prayer, for example, the CTL method can encourage them to reflect on the quality of their worship, assess its regularity, and find solutions to the obstacles faced in carrying out this worship independently and meaningfully. In addition to providing space for reflection and real experience, CTL also opens up great opportunities for the development of critical, collaborative, and creative thinking skills. In the learning process, students are actively involved in observing, asking, trying, reasoning, and communicating their knowledge with peers and teachers. This is very important in forming the character of students who are not only academically smart but also resilient in facing life's challenges. Contextual learning indirectly requires students to develop understanding strategies that are relevant to their social and cultural conditions. This makes learning more contextual and adaptive and touches the reality of their lives directly (Ni et al., 2025).

In its application, of course, teachers' readiness is needed to design contextual learning. Teachers are not only tasked with delivering material but also as facilitators and guides in the process of forming students' learning experiences. Creativity, sensitivity to students' needs, and the ability to design meaningful learning activities are needed. Teachers also need to understand students' psychological and social conditions in order to develop effective CTL strategies that have an impact on learning outcomes. This emphasizes the importance of developing teachers' professional competencies on an ongoing basis in order to be able to optimally integrate CTL into learning.

Furthermore, the CTL approach also opens up space for cross-disciplinary integration. For example, when students learn about the value of honesty in Islamic Education lessons, teachers can link the learning to PPKn or Indonesian lessons through discussion activities, drama performances, or case studies involving similar values. Integration like this helps strengthen students' understanding of the values taught while increasing the appeal of learning. It is believed that student involvement in contextual and cross-disciplinary learning experiences will increase their retention of the material taught (Qiu, 2024; Tryanasari et al., 2024).

Student Learning Interest Affects the Learning Outcomes

The results of the study showed that the variable "interest in learning" on learning outcomes was $0.000 < 0 > t$ Table 1.675. So, the researchers concluded that the interest in student learning has a significant impact on the results in the learning of seventh-grade students in the subject of Islamic Education at State Junior High School 1 Sambit. Supported by research, Setiawan et al. (2022) the learning interest and learning outcomes of grade VI students of SDN 1 Gamping were stated to be in the moderate category with a percentage of 42%. The impact of learning interest on current learning outcomes is 78.5%. Thus, from the results of this study, it can be concluded that there is a mutually influential correlation between learning interest and learning outcomes of grade VI students of SDN 1 Judi. Our opinion to educators is to stimulate interest in student learning from the start in order to maximize the results of the learning process.

Karina and her friends' research shows that there is a correlation between interest in learning and the results of learning science lessons in fifth-grade students of SD Negeri Garot Juseu Aceh Besar. The results of the analysis explain the correlation between student interest in learning and science learning outcomes, showing a correlation value of $0.77 > 0.423$. Because the value of the r count is greater than the r table, the research hypothesis that there is a positive correlation between learning interest and student learning outcomes in science subjects in fifth-grade students at Public Elementary School (SDN) Garot Juseu Aceh province is accepted (Putri & Sawitri, 2020).

Dimiyati & Mudjiono (2010) believe that students determine their learning progress. To take action, students must face problems in their minds. Factors experienced and internalized by students that affect the learning process are: 1) Attitude in learning, 2) Motivation in learning, 3) Concentration in learning, 4) Processing learning materials, 5) Retention of learning outcomes, 6) Research of learning outcomes, 7) Achievement or demonstration of learning outcomes 8) self-confidence of each student, 9) intelligence and success in learning, 10) learning habits, 11) ambitions of each student.

Thus, it can be concluded that learning interest is one of the variables that play a crucial role in determining students' success in achieving optimal learning outcomes. When students have a high interest in lessons, especially in Islamic Education, they will be more active in participating in the learning process, more diligent in understanding the material, and faster in absorbing and remembering the information taught. This is because strong interest encourages students to be emotionally and cognitively involved in learning activities, which ultimately has a positive impact on their academic performance. In the context of State Junior High School 1 Sambit, this finding shows that increasing students' learning interest can be an effective strategy to improve learning outcomes, especially in lessons that contain moral and spiritual values, such as Islamic Education. In addition, the formation of students' learning interests cannot be separated from the role of teachers in creating a learning atmosphere that is fun,

interactive, and relevant to everyday life. Teachers can use various creative approaches such as discussion methods, case studies, educational games, and digital media integration to attract attention and increase student involvement. When students feel that the material they are studying is directly related to their reality and needs, they will be more motivated to study seriously. This is in line with the theory put forward by Dimiyati & Mudjiono (2010), which states that internal aspects such as attitude, concentration, motivation, and self-confidence greatly influence the process and results of student learning.

Furthermore, learning interest can also be fostered through an individual approach to student characteristics. Each student has a different learning style, background, and interest tendencies. Therefore, teachers need to recognize the needs and potential of each student and create a variety of appropriate learning strategies. For example, students who prefer a visual approach can be given material with the help of pictures or videos, while students who are more kinesthetic can be invited to do experiments or direct practice. With the right approach, students will feel cared for and appreciated so that their interest in the lesson will increase naturally (Alpian et al., 2025).

It is also important to involve the family environment in shaping students' learning interests. Parental support, both emotionally and in providing learning facilities, greatly influences students' enthusiasm and enthusiasm in participating in learning. When students feel full support from their parents, their intrinsic motivation will grow, which ultimately strengthens their interest in learning and improves academic results.

IV. CONCLUSION

Based on the results of research and data analysis related to the influence of Contextual Teaching Learning (CTL) and learning interest on student learning outcomes in PAI Subjects of seventh-grade Prayer Material at State Junior High School 1 Sambit, Ponorogo Regency in the 2022/2023 Academic Year, conclusions are hereby drawn: 1) The learning variable based on Contextual Teaching Learning on student learning outcomes is $0.000 > 0.05$ has a t-count of $5.864 > t\text{-table } 1.675$, so it can be concluded that CTL Learning (Contextual Teaching and Learning) has a significant impact on the learning outcomes of seventh-grade students of Islamic Education subjects at State Junior High School 1 Sambit. 2) Learning interest variable on learning outcomes is $0.000 < 0.05$ and has a t-count of $4.514 > t\text{-table } 1.675$, so it can be concluded that learning interest has a significant impact on the learning outcomes of seventh-grade students of Islamic Education subjects at State Junior High School 1 Sambit. 3) There is an influence of the Contextual Teaching Learning base learning variable and interest from learning of 71.7% on the student learning outcomes variable, while the other 28.3% can be explained by other variables outside the model. CTL is proven to be the most dominant learning method that influences learning outcomes compared to learning motivation/interest. This is shown by the results of statistical tests that show strong significance values and t-count values that exceed t-tables. Students' learning interests also have a significant influence on achieving learning outcomes, although not as strong as CTL, but are still an important factor in supporting students' academic success.

V. REFERENCES

- [1] Alpian, Y. ... Warsih, W. (2025). The Activity of Students in Problem-Based Learning and Project-Based Learning Models to Improve Social Studies Learning Outcomes in Elementary Schools. *Jurnal Ilmiah Sekolah Dasar*, 9(1). <https://doi.org/10.23887/jisd.v9i1.91909>
- [2] Arsila, Y. ... Muhammad, R. (2025). Implementating Educational Concepts Of Athiyah Al Abrasyi At The Ghifari Foundation Sleman Yogyakarta. *Intiha: Islamic Education Journal*, 2(2), 251–261. <https://doi.org/10.58988/intiha.v2i2.329>
- [3] Dewi, A. E. R., & Alam, A. A. (2021). The Effect of Contextual Teaching and Learning Approach and Learning Creativity on Student Learning Outcomes. *Journal of Educational Science and Technology (EST)*, 7(3). <https://doi.org/10.26858/est.v7i3.24675>
- [4] Dimiyati, & Mudjiono. (2010). *Belajar dan Pembelajaran*. Jakarta: Pt. Rineka Cipta.
- [5] Fathurrahman, F. (2024). Contextual Teaching Learning; An Approach to Improving Students' Mathematics Learning Outcomes. *Jurnal Ilmiah Mandala Education*, 10(2), 517. <https://doi.org/10.58258/jime.v10i2.6861>
- [6] Helmawati. (2014). *Pendidikan Keluarga: Teori dan Praktis*. Bandung: Remaja Rosdakarya.
- [7] Heru, C. ... Siti, Z. (2020). *Pengelolaan Dana Desa; Studi dari sisi Dekomrasi dan Kapasitas Pemerintah Desa*. Jakarta: LIPI Press.
- [8] Ikhwan, A. (2014). Integrasi Pendidikan Islam (Nilai-Nilai Islami dalam Pembelajaran). *Ta'allum: Jurnal Pendidikan Islam*, 2(2), 179–194. <https://doi.org/10.21274/taalum.2014.2.2.179-194>
- [9] Kaharu, S. ... Boromang, S. (2023). The Influence of the Contextual Teaching and Learning (CTL) Learning Model on Students' Learning Outcomes. *Prisma Sains : Jurnal Pengkajian Ilmu Dan Pembelajaran Matematika Dan IPA IKIP Mataram*, 11(3), 937. <https://doi.org/10.33394/j-ps.v11i3.7263>
- [10] Ko, D. ... Schrader, E. (2024). Dismantling the Settler-Colonial Punitive School System: Speculative Future-Making with a Rural High School Community Amid Uncertainty and Political Backlash. *Teachers College Record: The Voice of Scholarship in Education*, 126(1). <https://doi.org/10.1177/01614681241308103>
- [11] Lasaiba, D. (2024). Training for Improving English Literacy Skills: A Contextual Approach and Competency-Based Curriculum. *Jurnal Pengabdian Arumbai*, 2(1), 25–35. <https://doi.org/10.30598/arumbai.vol2.iss1.pp25-35>
- [12] Mahmudin, W. ... Al-fajar, F. (2024). The Role of The Principal in Improving the Quality of Education Through School-Community Relations Management at MI Persis Gandok Tasikmalaya City. *Naturalistic: Jurnal Kajian Dan Penelitian*

- Pendidikan Dan Pembelajaran*, 9(1), 381–390.
<https://doi.org/10.35568/naturalistic.v9i1.4444>
- [13] Majid, M. N. (2024). Humanist Da'wah Husain Ja'far Al Hadar on Instagram Media: Millennial Generation Perspective. *Mediakita*, 8(1), 85–98.
<https://doi.org/10.30762/mediakita.v8i1.1439>
- [14] Mazidah, N. R., & Sartika, S. B. (2023). Pengaruh Pendekatan Contextual Teaching and Learning (CTL) Terhadap Hasil Belajar Kognitif pada Mata Pelajaran IPA Kelas V di SDN Grabagan. *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, 5(1), 9–16. <https://doi.org/10.36232/jurnalpendidikdasar.v5i1.3192>
- [15] Metera, I. ... Rumbay, C. (2025). Designing Etnopedagogy: The Philosophy of Tri Hita Karana as The Foundation of Educational Values. *Advances In Social Humanities Research*, 3(3), 175–185. <https://doi.org/10.46799/adv.v3i3.356>
- [16] Mu'aziyah, S., & Isnawati. (2023). Curriculum Change vs Changes in The Field: How Contextual is Learning in The Merdeka Curriculum? *Equator Science Journal*, 1(2), 73–79. <https://doi.org/10.61142/esj.v1i2.34>
- [17] Munawaroh, & Setyani, N. S. (2015). The Development Of Learning Model With The Approach Of CTL (Contextual Teaching And Learning) Through The Method Of Apbl (Authentic Problem Based Learning) To The Subject Of Entrepreneurship. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 5(3), 86–95.
<https://doi.org/10.9790/7388-05338695>
- [18] Ni, L. ... Santiana, I. (2025). Implementation of Independent Learning Curriculum in Elementary Schools. *Jurnal Riset Multidisiplin Dan Inovasi Teknologi*, 3(1), 60–72. <https://doi.org/10.59653/jimat.v3i01.1243>
- [19] Olugboyega, O. ... Olanipekun, A. (2024). Development of BIM learning model for construction sites operatives. *Frontiers in Built Environment*, 10.
<https://doi.org/10.3389/fbuil.2024.1452764>
- [20] Petriani ... Lahmi, A. (2020). Pengaruh Pendekatan Contextual Teaching and Learning (Ctl) Terhadap Motivasi. *Inovasi Pendidikan*, 7(1), 39–49.
<https://doi.org/10.31869/ip.v7i1.2240>
- [21] Putri, K. A., & Sawitri, D. R. (2020). Hubungan Antara Efektivitas Komunikasi Interpersonal Siswa Dan Guru Dengan Prokrastinasi Akademik Pada Siswa Sma Negeri “X.” *Jurnal Empati*, 7(1), 165–174.
<https://doi.org/10.14710/empati.2018.20174>
- [22] Qiu, Y. (2024). Research on Path Planning Based on Q-learning. *Highlights in Science, Engineering and Technology*, 120, 431–438.
<https://doi.org/10.54097/94b7rx59>
- [23] Rosyadi, M., & Azis, D. (2024). Implementation of the Contextual Teaching and Learning (CTL) Approach on the Learning of Moral Beliefs in Madrasah Ibtidaiyah: A Perspective of Axiological Philosophy. *International Proceedings of*

- Nusantara Raya*, 3(1), 15–21. <https://doi.org/10.24090/nuraicon.v3i1.1117>
- [24] Sari, W. K., & Wilujeng, I. (2020). Education change in the industry 4.0: Candidate science teacher perspective. *Journal of Physics: Conference Series*, 1440(1), 0–7. <https://doi.org/10.1088/1742-6596/1440/1/012090>
- [25] Semiz, M., & Ilić, M. (2023). The congruence and currency of Comenius's understanding of the theory and practice of preschool and family education. *Norma*, 28(1), 21–33. <https://doi.org/10.5937/norma2301021S>
- [26] Setiawan, A. ... Widyaningtyas, D. (2022). Pengaruh Minat Belajar Terhadap Hasil Belajar Siswa Kelas Vi Sdn 1 Gamping. *Tanggap : Jurnal Riset Dan Inovasi Pendidikan Dasar*, 2(2), 92–109. <https://doi.org/10.55933/tjripd.v2i2.373>
- [27] Situmorang, J. Y. ... Sijabat, D. (2023). Pengaruh Model Pembelajaran Contextual Teaching and Learning (CTL) terhadap Hasil Belajar Siswa pada Tema 8 Subtema 1 Pembelajaran 4 di Kelas V UPTD SD N 122332 Jl. Jenderal Sudirman. *Journal on Education*, 6(1), 2588–2600. <https://doi.org/10.31004/joe.v6i1.3289>
- [28] Sudjana, N. (2017). *Penilaian Hasil Proses Belajar Mengajar*. Bandung: Remaja Rosdakarya.
- [29] Tryanasari, D. ... Harsiati, T. (2024). Pattern of critical literacy learning planning in boarding schools based. *Premiere Educandum : Jurnal Pendidikan Dasar Dan Pembelajaran*, 14(2), 112–120. <https://doi.org/10.25273/pe.v14i2.19301>