

THE IMPACT OF IMPLEMENTING THE CONTEXTUAL LEARNING MODEL ON STUDENTS' INTEREST IN LEARNING ISLAMIC RELIGIOUS EDUCATION AT IBNU ABBAS AS-SALAFY ISLAMIC BOARDING SCHOOL

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Abstract

This study aims to determine the effect of applying the Contextual Teaching and Learning (CTL) model on students' learning interest in Islamic Religious Education (PAI) subjects at Pondok Pesantren Ibnu Abbas As Salafy Sragen. The background of this research stems from the low learning interest of students in PAI, as indicated by the lack of active participation and limited connection between learning materials and real-life experiences. This study employed a quantitative approach with an associative research design. Data were collected through questionnaires distributed to 137 students at the Wustha and Madrasah Aliyah levels using purposive sampling. The data were analyzed using correlation tests, simple linear regression, and the coefficient of determination. The results show that the implementation of the CTL model has a significant effect on students' learning interest, with a correlation coefficient of 0.575 and a determination coefficient of 57.5%, indicating a moderately strong positive relationship. It can be concluded that the CTL model effectively enhances students' interest in learning PAI through active, relevant, and meaningful learning experiences. This finding is expected to serve as a reference for PAI teachers in applying innovative learning strategies in Islamic boarding schools.

Keywords: Contextual teaching and learning; Learning interest; Islamic religious education; Islamic boarding school.

INTRODUCTION

Learning is a complex process that occurs in every individual and continues throughout life, from infancy to the end of one's life. One indicator that a person has learned something is the occurrence of changes in behavior, including changes in knowledge (cognitive), skills (psychomotor), as well as values and attitudes (affective) (Hrp et al., 2022). In the context of education, learning plays a crucial role in developing high-quality human resources, as education serves as one of the main pathways to achieving national progress. As an integral part of Indonesia's national education system, Islamic Religious Education (IRE) bears the responsibility of shaping students' character so that they not only possess intellectual intelligence but also moral and spiritual integrity (Sulaiman, Al Hamdani, & Aziz, 2018). Furthermore, based on the mandate of Law Number 20 of 2003 concerning the National Education System (Ansori, 2020), education aims to develop students' potential so that they become individuals who are faithful, pious to God Almighty, possess noble character, are knowledgeable, competent, creative, independent, and become democratic and responsible citizens (Asmaroini, 2016).

Nevertheless, in the practice of Islamic Religious Education learning, there are often phenomena indicating a lack of students' learning interest, such as limited active participation in learning activities and minimal connection between learning materials and real-life situations. This occurs despite learning theories emphasizing that meaningful and relevant learning can enhance motivation and learning outcomes. Contextual learning theories, such as Contextual Teaching and Learning (CTL), emphasize linking learning materials to students' real-life experiences so that learning becomes meaningful (Johnson, 2007). However, empirical studies that specifically explore

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Article History | Submitted: 28 October 2025 | Revised: 19 November 2025 | Accepted: 6 December 2025 | Publish: 5 January 2026
HOW TO CITE (APA 6th Edition):

Albineri, Andrey Fajar., Sukari, Sukari. (2026). The Impact of Implementing the Contextual Learning Model on Students Interest in Learning Islamic Religious Education at Ibnu Abbas As-Salafy Islamic Boarding School . *Juspi: Jurnal Sejarah Peradaban Islam*. 9(2), page.379-386

DOI: <https://dx.doi.org/10.30829/juspi.v9i2.26523>

the effect of implementing the CTL model on students' learning interest in Islamic Religious Education within Islamic boarding school (pesantren) environments remain limited. Many existing studies tend to focus on general learning outcomes or are conducted in public schools without adequately considering the unique context of pesantren education (Setiawan, Puspaningrum, & Umam, 2019). Therefore, there exists a theoretical and empirical gap that needs to be addressed, namely how effective the CTL model is in enhancing students' learning interest in Islamic Religious Education within pesantren settings.

Several previous studies have demonstrated that the implementation of the CTL model can improve students' learning interest or learning outcomes. Srilisnani, Amin, and Yolanda (2019) found that the application of CTL in learning activities for Grade X students at SMA Negeri 5 Lubuklinggau contributed 56.25% to students' learning interest. In another study, the contextualization of Economics learning for Grade XI students at Madrasah Aliyah Negeri 1 Baubau was shown to increase students' activity and learning outcomes, indicating that the implementation of CTL at MAN 1 Baubau effectively addressed students' affective aspects (Eli, 2020). These studies strengthen the theoretical foundation that CTL has significant potential; however, few studies specifically examine learning interest (rather than merely learning outcomes) in pesantren contexts using a quantitative approach with strong effect determination.

This study aims to examine the effect of implementing the Contextual Teaching and Learning (CTL) model on students' learning interest in Islamic Religious Education at an Islamic boarding school. The main argument proposed is that when Islamic Religious Education learning connects instructional materials to real-life situations through the CTL approach, students' learning interest will increase significantly. This is because CTL is capable of making learning more meaningful, interactive, and relevant to students' daily lives (Pratama, 2023).

The significance of this study lies in several aspects. First, from a theoretical perspective, this research is expected to fill the existing gap in the literature regarding the application of CTL to students' learning interest in Islamic Religious Education, particularly within the unique context of Islamic boarding schools (Maghfiroh, 2024). Second, from a practical perspective, the findings of this study may serve as a reference for Islamic Religious Education teachers and pesantren administrators in implementing innovative and contextual learning strategies. Third, this research is expected to contribute to improving the quality of Islamic Religious Education learning, not only in terms of cognitive outcomes but also affective aspects and attitudes, in line with the goals of national education and character development.

RESEARCH METHOD

This study employs a quantitative approach with a quasi-experimental research design. This approach was selected because it aims to examine the effect of implementing the Contextual Teaching and Learning (CTL) model on students' learning interest in Islamic Religious Education at Ibnu Abbas As-Salafy Islamic Boarding School. Quantitative research is grounded in the positivist paradigm, in which data are collected through structured instruments and analyzed statistically to test the formulated hypotheses (Hildawati et al., 2024).

The research was conducted at Ibnu Abbas As-Salafy Islamic Boarding School, Sragen, Central Java, during the even semester of the 2024/2025 academic year (February–March 2025). The population of this study consisted of all students at the PKPPS Wustha level (equivalent to junior secondary school/MTs) and Madrasah Aliyah (senior secondary school/MA), totaling 1,119 students. The sample was selected using purposive sampling, with the criterion that participants were tahfidz program students who had completed the memorization of all 30 juz of the Qur'an. Based on the Slovin formula calculation with an error margin of 8%, a total sample of 137 students was obtained, consisting of 86 male students and 51 female students. The sample was then proportionally distributed between the Wustha and MA levels.

This study involved two main variables: the independent variable (X), namely the implementation of the contextual learning model, and the dependent variable (Y), which was

students' learning interest. Data were collected using several instruments, including a Likert-scale questionnaire to measure students' perceptions, observation to record learning behaviors during the instructional process, and documentation to complement secondary data such as student numbers and academic records.

The research instruments were tested for validity and reliability to ensure the accuracy and consistency of measurement. Validity was examined using the Pearson Product Moment correlation, while reliability was assessed using Cronbach's Alpha (Amalia & Dianingati, 2022). Data analysis was conducted statistically through several stages, including normality and homogeneity tests as prerequisite analyses, followed by hypothesis testing using Pearson Product Moment correlation, simple linear regression analysis, and coefficient of determination (R^2). Through these analyses, the researcher sought to determine the extent to which the implementation of the contextual learning model has a significant effect on improving students' learning interest in Islamic Religious Education.

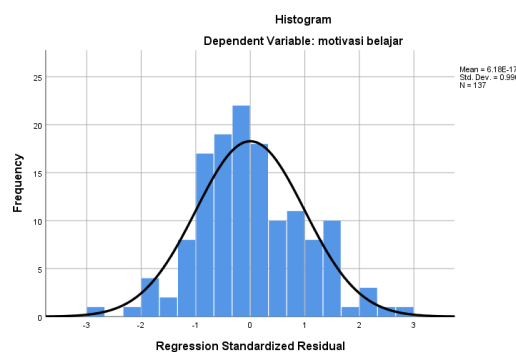
RESULT AND DISCUSSION

Prerequisite Analysis Tests

Normality Test

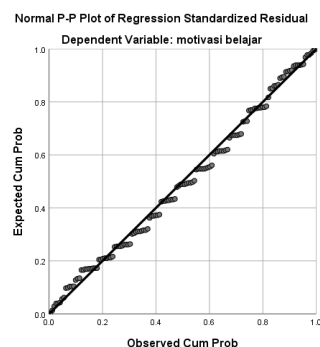
The normality test is conducted to determine whether the data obtained in the study are normally distributed or not (Sintia, Pasarella, & Nohe, 2022). In this study, the normality test was performed using the Kolmogorov-Smirnov approach with the assistance of SPSS Statistics version 25. The results of the normality test are presented in the following tables and figures.

Table 1. Histogram of the Normality Test



Based on the histogram displayed above, a dataset is considered to be normally distributed if it forms an upward-curving bell-shaped pattern, as shown in Table 4.5. However, evidence of normality is not solely determined by the histogram. Normality can also be examined through the Normal P-P Plot of Regression Standardized Residuals, as presented below.

Table 2. P-P Plot of the Normality Test



Based on the table above, it can be observed that the positions of the points closely follow the diagonal line in the plot. This indicates that the data distribution in this study is normal. Furthermore, normality can also be assessed using the Kolmogorov–Smirnov test, in which the data are considered normally distributed if the significance value (Sig.) is greater than 0.05. As shown in Table 4.7 below, the results of the Kolmogorov–Smirnov test indicate that the data meet the normality assumption.

Table 3. Kolmogorov–Smirnov Test for Normality

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		137
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.18771137
Most Extreme Differences	Absolute	.052
	Positive	.052
	Negative	-.048
Test Statistic		.052
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Therefore, based on the results shown in the table above, it can be identified that the significance level is 0.200. Data are considered to be normally distributed if the significance value is greater than 0.05. Thus, it can be concluded that the data in this study are normally distributed.

Homogeneity Test

The homogeneity test is used to examine whether two or more data distributions have equal variances (Hanifah, Supriadi, & Widyastuti, 2019). This test is commonly applied as a prerequisite for independent sample t-tests and Analysis of Variance (ANOVA). However, since this study involves only one independent variable (X), the homogeneity test was not conducted, as the data already indicate homogeneity.

Hypothesis Testing

Correlation Test

After the prerequisite analysis tests were completed and the assumptions were fulfilled, the next step was hypothesis testing, which included correlation, regression, and determination (R^2) analyses. The correlation test is a statistical technique used to measure the degree of relationship between two or more variables, determine the direction of the relationship (positive or negative), and test its statistical significance. This test also aims to identify whether changes in one variable are linearly related to changes in another variable, producing a correlation coefficient ranging from -1 to +1. The results of the correlation test in this study are presented below.

Table 4. Correlation Test Results

Correlations			
		model ctl	motivasi belajar
model ctl	Pearson Correlation	1	.575**
	Sig. (2-tailed)		.000
	N	137	137
motivasi belajar	Pearson Correlation	.575**	1
	Sig. (2-tailed)	.000	
	N	137	137

** . Correlation is significant at the 0.01 level (2-tailed).

Based on Table 4.8, the correlation coefficient value of students' learning interest is 0.575. This value falls within the correlation interpretation range of 0.400–0.599, indicating that the relationship between the implementation of the contextual learning model and students' learning interest is at a moderate level.

Simple Linear Regression Test

The simple linear regression test was conducted to determine the extent to which the independent variable (X), namely the implementation of the Contextual Teaching and Learning model, influences the dependent variable (Y), which is students' learning interest. The research data were processed using SPSS Statistics version 25, and the results of the analysis are presented in the following table.

Table 5. Simple Linear Regression Test Results

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	14.252	1.875	7.600	.000
	model ctl	.511	.063	.575	.000

a. Dependent Variable: motivasi belajar

For the simple linear regression analysis, the interpretation is based on the coefficient values in element B and the t-test results. The regression equation is formulated as follows:

$$Y = a + bX$$

$$Y = 14,252 + 0,511X$$

This indicates that the constant value (a) is 14.252, meaning that if there is no change in the independent variable (i.e., when the value of X is 0), the value of the dependent variable (Y) is 14.252. The regression coefficient of the independent variable (X), namely the Contextual Teaching and Learning (CTL) model, is 0.511 and is positive. This implies that for every one-unit increase in the implementation of the CTL learning model, students' learning interest increases by 0.511 units.

Furthermore, based on the t-test results, the significance value is 0.000, which indicates that the p-value is less than 0.05. Therefore, it can be concluded that there is a significant effect of the implementation of the CTL learning model on students' learning interest.

Coefficient of Determination Test (R²)

The coefficient of determination test (R²) is conducted to determine how much influence the independent variable (the implementation of the CTL learning model) has on the dependent variable (students' learning interest). The results of the determination test, processed using SPSS Statistics version 25, are presented in the following table.

Table 6. Coefficient of Determination (R²) Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.575 ^a	.331	.326	3.199

a. Predictors: (Constant), model ctl

Based on the table above, it can be identified that the value of R is 0.575, which can be interpreted as 57.5%. Therefore, the results of the coefficient of determination analysis indicate that the magnitude of the influence of the independent variable on students' learning interest in Islamic Religious Education is 57.5%.

Arkoun's ethical and political reasoning are grounded on his idea of Applied Islamology, which attempts to be comparative rather than eliminating methodological disparities across Islamic studies. While upholding interdisciplinary scientific cooperation with an Islamic studies paradigm. Furthermore, Applied Islamology welcomes criticism from the scientific community and does not view itself as the only valid approach. For Arkoun, Islam is not a lifeless or abstract concept; rather, it is greatly impacted by social, historical, and other contexts. Consequently, every intellectual output of Islamic thinking is extremely restricted to a certain epistemological framework, even its political offshoots. Future research on Islam, according to Arkoun, has to employ modern epistemes rather than those from the Middle Ages. Stated differently, Arkoun seeks to highlight that Islamic studies ought to be able to recognise ordinary mental constraints as well as the historical context and reality in addition to the text's content. In the Mediaeval Ages.

This discussion section aims to describe and interpret the research findings regarding the effect of implementing the Contextual Teaching and Learning (CTL) model on students' learning interest in Islamic Religious Education (IRE) at Ibnu Abbas As-Salafy Islamic Boarding School. The data were obtained through direct observation of the classroom learning process, enabling the researcher to identify how CTL contributes to increasing students' engagement and enthusiasm during learning activities.

The implementation of the CTL model in this Islamic boarding school created an active, meaningful, and student-centered learning environment. Students were not only passive listeners or note-takers but were also actively involved in experiential learning, allowing their cognitive, affective, and psychomotor domains to develop in a balanced manner. The CTL model consists of seven main components: constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment. Through the application of these components, students became more active, more confident in expressing their opinions, and perceived learning as more relevant to their real-life experiences.

Based on the statistical analysis results, the implementation of the CTL model was proven to have a significant effect on students' learning interest. The correlation test yielded a coefficient value of 0.575, indicating a positive relationship with a moderate level of strength between CTL implementation and students' learning interest. Furthermore, the simple linear regression analysis showed a regression coefficient of 0.511, which implies that every increase in the implementation of the CTL model is followed by an increase of 0.511 units in students' learning interest. In addition, the significance value (p-value) of 0.000, which is less than 0.05, confirms that the effect between the two variables is statistically significant.

Moreover, the coefficient of determination (R^2) value of 0.575 indicates that 57.5% of the variation in students' learning interest is influenced by the implementation of the CTL learning model, while the remaining 42.5% is affected by other factors not examined in this study, such as the learning environment, internal motivation, and teacher support. Overall, this study confirms that the application of the CTL model is able to significantly enhance students' learning interest by providing contextual, engaging, and meaningful learning experiences that encourage active participation in Islamic Religious Education.

Implication

Theoretical Implications

The findings of this study strengthen the theory that the contextual learning model is an effective approach for increasing students' learning interest. The core principle of CTL—linking academic concepts to real-life contexts—has been proven to enhance motivation, understanding, and student engagement. In the context of Islamic Religious Education, CTL helps students understand Islamic values not merely as cognitive knowledge but also as life guidance that can be practiced in daily life.

Practical Implications

1. For Islamic Religious Education teachers, this study highlights the importance of innovation in teaching methods. Teachers are encouraged to implement CTL creatively, for example by linking learning materials to social, cultural, or students' real-life experiences, so that learning becomes more dynamic and meaningful.
2. For educational institutions, the results of this study provide a basis for improving learning quality by supporting the implementation of the CTL model through teacher training programs, the provision of learning media, and continuous academic supervision.
3. For students, the application of CTL helps them understand Islamic teachings in a more concrete and contextual manner, enabling Islamic values not only to be known but also internalized and practiced in real life.

CONCLUSION

Overall, this study demonstrates that the implementation of the contextual learning model has a significant effect on increasing students' learning interest in Islamic Religious Education. CTL is not merely a teaching method, but a comprehensive learning approach that fosters meaningful, relevant, and applicable learning experiences. Through CTL, students not only understand religious teachings theoretically but are also motivated to apply them in their daily lives. With effective implementation of CTL, teachers can act as facilitators who assist students in constructing their own understanding, while educational institutions can adopt CTL as a strategic learning approach to enhance the quality of Islamic Religious Education.

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