Contextual Teaching Learning (CTL) Model Integrated with Islamic Education for Early Childhood Social Development at BA Aisiyah Pacitan

Ismail[1*]

[1*]Institut Studi Islam Muhammadiyah Pacitan, Indonesia
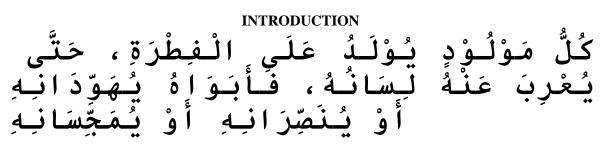[1*]ismailhand316@gmail.com

ARTICLE INFO

ABSTRACT (10PT)

The concept of Contextual Teaching and Learning (CTL) learning relates learning materials to students' daily lives or the environment. Islam provides an exception for this superior potential, the process of its development is strongly influenced by the environment. The application of the Contextual Teaching and Learning (CTL) model with Islamic values education to shape the character of early childhood in BA Aisyah, Pacitan Regency is adjusted according to the concept of contextual learning, namely learning that emphasizes students to be fully involved in connecting real life with the material studied with the main principles of learning and doing. This study aims to analyze how Contextual Teaching Learning (CTL) integrated with Islamic Education works for kindergarten students of BA Aisiyah Pacitan, especially for their social development. This is a qualitative study that used the students of BA Aisiyah Pacitan as the sampling and the data collected through direct observation. This study found that the kindergarten students at BA Aisyah Pacitan were able to develop very well in terms of knowledge and application of Islamic values

INTRODUCTION

<div dir="rtl">

كُلُّ مَوْلُوْدٍ يُوْلَدُ عَلَى الْفِطْرَةِ ، حَتَّى يُعْرِبَ عَنْهُ لِسَانُهُ، فَأَبَوَاهُ يُهَوِّدَانِهِ أَوْ يُنَصِّرَانِهِ أَوْ يُمَجِّسَانِهِ

</div>

"Every child born is born on a fitrah until he is fluent (speaks). It was his parents who made him a Jew, a Christian, or a Magian." (This hadith was narrated by al-Baihaqi and ath-Thabarani in al-Mu'jamul Kabir.)

This hadith becomes a philosophical foundation in shaping the character of early childhood. Every human being who is born in a good and perfect condition, Allah also confirms human perfection in the letter At-Tin verse 4.

$$\text{لَـقَـدْ خَـلَقْـنَـا ٱلْإِنـسَٰنَ فِـىٓ أَحْسَنِ تَـقْـوِيـمٍ}$$

Allah SWT says that He has created man in the most perfect and most beautiful form (Surat At-Tin verse 4) (Maksum, 2020).

Based on these hadiths and verses, humans have the nature to be perfect beings in the sense of both physically, spiritually and intellectually perfect, in essence created to be human beings, namely beings who are not only physically perfect there are also spiritual and intellectual elements (Mayar, 2013). To maintain this perfection, humans are strongly influenced by the environment as expressed by Vygotsky, stating how important the child's environment affects his development. Constructivism theory is the basic principle of the theory proposed by Vygotsky, in that theory He said that the cognitive development of early childhood is strongly influenced by the environment around them. Without social influence, children cannot develop their cognitive abilities (Nawas, 2018). What is meant by a very complex environment can be family, parents, playmates, or the circumstances of an era, more simply something that comes from outside the individual.

Social development in children must be stimulated properly to create a generation that is intelligent, able to adapt and sensitive to the environment and people around. This is very important because it is a provision for children so that when they grow up they have maturity in social relationships (Mayar, 2013). So it is very important to create a learning model in which children are in an actual environment or as if they were in an actual situation so that the learning delivered will be more effective. For this reason, teachers must be able to choose the right learning model to be able to achieve the goals and learning outcomes that have been targeted. Especially at the level of formal education for children, especially kindergartens, it is very necessary for teachers to be careful in implementing and developing learning models that are effectively able to stimulate social development in children.

BA Asiyah Pacitan is one of the formal education institutions at the kindergarten level that has long implemented the Contextual Teaching and Learning learning model. Therefore, this is the reason why the researcher took a sampling and chose BA Asiyah as a place to conduct research related to this topic. Researchers want to know how the Contextual Teaching and Learning (CTL) learning model is carried out at BA Aisyah Pacitan and to find out to what extent this learning model provides learning outcomes that are expected to be able to meet the set targets.

METHOD

This research is qualitative research. Qualitative research is used to examine natural objects where the researcher is the instrument (Sugiyono, 2016). So this research is a field research that is observing an event that is in school. Field research is collecting data or information about the problems of people's lives that are the object of research (Amir & Sartika, 2017). The objects of research studied are teachers, students and parents of BA Aisiyah Pacitan. So in this study the researchers immediately went into the field to collect information at Aisiyah Pacitan Kindergarten.

FINDINGS

Learning in Islamic Education

Islamic education is a process of guidance to humans that includes physical and spiritual based on the teachings and dogmas of religion (Islam) in order to form the main personality according to Islamic rules in life so that later they will get happiness in the hereafter (Salim, 2015).

According to Achjar Chalil, learning is a process of interaction between students and educators and learning resources in a learning environment (Achjar Chalil, 2008). According to Saiful

Sagala, learning is a two-way of communication process, namely teaching is carried out by the teacher as an educator and learning by students (Sagala, 2007). According to Rahil Mahyudin, learning is a process of changing the behavior of cognitive skills, namely mastery of knowledge and development of skills.

Based on the various opinions of education experts that learning has a more constructive meaning, namely seeking students to be able to learn, feel the need to learn, motivated to learn, willing to learn and interested in continuous learning so that it emphasizes that students are active in learning and are expected to be able to provide stimulus to obtain maximum results in the learning process.

The principles of learning and theory are an interrelated unit in the world of education. The understanding of learning principles from educational experts have similarities as well as differences. This event is a natural thing because considering the diversity that exists in experts starting from educational, social, religious and other backgrounds.

According to Dr. Dimyanti and Drs. Mudjiono learning principles can be developed which include (Dimyati, 2015).

a. *Attention and motivation*
   Attention is the most important thing in learning activities so that students will feel comfortable in expressing an opinion, while motivation is student interest where interesting learning activities will attract students' attention so that they are motivated to learn it.
b. *Activity*
   Activeness is a behavior that is shown by students in accepting the learning process taking place, starting from physical activities that are easy to observe to psychological activities that are difficult to observe. Students will look active and follow the learning process well.
c. *Engagement*
   Involvement or better known as student experience is a learning process that refers to students working rather than teachers transferring knowledge to students. So that it will produce knowledge experiences that are felt by students in the ongoing learning process.

According to Muhaimin, Islamic learning is a learning activity that seeks students to learn, need to learn and are interested in continuously learning Islam, both to know how to practice the right religion and to study Islam as knowledge (A. Ghofir Muhaimin, 1996).

The opinion above can be concluded that Islamic learning is how to make students grow and develop according to the aims and objectives, namely being able to understand and understand Islamic teachings so that they can be applied both in terms of cognitive, affective and psychomotor.

Islamic learning listed in the QS. An-Nahl verse 125 :

اُ دْ عُ اِلَـى سَبِيْلِ رَبِّكَ بِـالْـحِكْمَهْ وَ الْـمَوْ عِظَةِ الْـحَسَنَةِ وَجَادِلْـهُمْ بِـالَّـتِى هِيَ اَحْسَنُ اَنَّ رَبَّـكَ هُوَ اَعْلَمُ بِـمَنْ ضَلَّ عَنْ سَبِيْلِهِ وَهُوَ اَعْلَمُ بِـالْـمُهْـتَدِيْـنَ » الـنَـحل : ١٢٥

Meaning: "(O Prophet Muhammad SAW) Call (all humans) to the path (shown) by your Lord, your Sustainer with wisdom (with wise words according to their level of intelligence) and good teaching

and refute them in the best way. . Verily, your Lord is your guardian, He knows best (of those who have strayed from His path and He knows best those who are guided)." QS. An-Nahl verse 125.

Meanwhile, according to the hadith HR. Ahmad, ath-Thabrani, ad-Daruqutni. This hadith was quoted by al-Albani in Sahihul Jami 'no: 3289). The learning process in Islamic education is an effort to prepare students to become good citizens, they must be able to have the skills to do, work in the sense of contributing a useful life for the community. The sound of the hadith is :

$$خَيْرُ \ الـنَّاسِ \ أَنْفَعُهُمْ \ لِلنَّاسِ$$

It means "The best of humans are those who are most beneficial to humans"

Children Social Development

Development is a change experienced by an individual or organism towards a level of maturity or maturity that takes place systematically, progressively and continuously, both physically (physically) and psychologically (spiritually). Social is all human behavior that describes the relationship of non-individualism (Mayar, 2013). In a study conducted by Carsaro revealed that when children interact with peer groups, preschoolers share in two ways. The first is in the form of social participation, namely the involvement of children in playing activities together or trying to participate in ongoing friend group activities. The second is in the form of protection of the group's social area (the protection of interactive space). That is the tendency of children who are involved in an episode of ongoing play activity to resist attempts or distractions from other children who are participating (Rizzo, 1990). So it can be concluded that social development is the achievement of maturity in social relations. Can also be interpreted as a learning process to adapt to norms, morals, and traditions: Merging themselves into a unit that communicates and cooperates with each other.Contextual Teaching Learning (CTL)

Contextual Teaching and Learning (CTL) is a way of learning that relates learning material to students' real world situations and encourages students to connect with their knowledge that can be applied in their daily lives (Mansur, 2007). Contextual Teaching and Learning is a learning process that fully involves students to learn the material and can be used in real life (Sanjaya, 2006). The opinion above can be concluded that Contextual Teaching and Learning is a method or learning activity used by teachers to transfer subject matter which can later be applied by students in their lives.

Characteristics of Contextual Teaching and Learning (Mansur, 2007):
     a. Learning directed at the achievement of skills in the real world.
     b. Learning provides opportunities for students to do meaningful tasks.
     c. Learning is carried out by providing meaningful experiences to students.
     d. Learning is carried out through group work, discussing and correcting each other between friends.
     e. Learning that creates a sense of togetherness, cooperation and mutual understanding between one another.
     f. Learning that is more concerned with collaboration that is active, creative and productive.
     g. Learning is carried out with fun.

The main components of Nurhadi's Contextual Teaching and Learning (CTL) learning (Nurhadi, 2003):

     a. *Constructivism*, namely knowledge that is built by humans little by little and the results are expanded through a limited context emphasizing on self-understanding, being active and productive.

     b. *Inquiry* (find) is a complex idea, able to formulate problems, collect data through observation, analyze and be able to present results.

     c. *Asking* is a method used by an educator to his students aimed at guiding students to think and provide direct assessment.

d. *Learning community*, namely the emergence of student learning achievements obtained from collaboration with friends, groups, both inside and outside the classroom.

e. *Modeling*, namely a teacher who wants his students to learn includes demonstrating and studying learning concepts.

f. *Reflection* is the way students think in understanding the material that has just been studied or that has been studied so that students are able to connect it into knowledge.

g. *Real assessment* is a true value that is carried out during and after the learning process takes place.

DISCUSSION

Implementation of Contextual Teaching and Learning Model Learning at BA Aisyiah Pacitan

TK Aisiyah Bustanul Athfal or abbreviated as BA Aisiyah Pacitan was established on April 30, 1954, located on Jl. H. Samanhudi No. 5 Pacitan, is one of the BA Aisiyah under the auspices of the Regional Leadership of Muhammadiyah Pacitan Regency. BA Aisyiah Pacitan functions to foster, grow, and develop all the potential of early childhood optimally so that basic behaviors and abilities are formed according to the stage of development in order to have readiness to enter further education. BA Aisyiah Pacitan has 824 students divided into 6 classes, 13 teachers, and 1 principal (BA Aisyiah Pacitan, 2013).

In carrying out its role as one of Muhammadiyah's charities engaged in education, especially pre-school or early childhood education, BA Aisyiah Pacitan adopts an education system that combines academic and religious, especially kemuhamadiyahan, or AIK. BA Aisyiah Pacitan carries out the learning process according to the objectives of early childhood education in Islam, namely to maintain, assist the growth and development of the human nature of the child, so that the soul of a child born in a state of nature is not polluted by worldly life. In order to achieve the target of learning outcomes, one of the learning models applied by BA Aisyiah Pacitan is based on Contextual Teaching and Learning (CTL), namely a learning model in which the teacher places or relates the material being taught to students' real world situations and encourages students to make connections between knowledge possessed by its application in their lives as family members, community members and even citizens (Nawas, 2018).

The CTL learning model is used at BA Aisyiah Pacitan especially to create social development in students from an early age, so to achieve this, the school integrates the CTL learning model with Islamic education. Broadly speaking, the CTL learning model includes seven components (Hasnawati, 2006), which is also an indicator of the implementation of the CTL model in BA Aisyiah Pacitan, namely:

1. Constructivism

    In constructivism students' knowledge is built gradually and the results are obtained through a limited context. The knowledge obtained is not only a set of facts, concepts, or rules that are ready to be taken and remembered, but students must construct their own knowledge and then give meaning through real experience. In the learning process students build their own knowledge through active involvement during the learning process, so that students become the center of activity. For example, in the Police theme, the teacher conveys the roles and duties of the police to form an initial mind set for students.

2. Inquiry (find yourself)

    Inquiry is the most important part of learning that uses a contextual approach. The knowledge and skills acquired by students are obtained by discovering for themselves. Therefore, the learning process designed by the teacher must be in the form of activities that refer to finding activities. The learning steps begin with formulating problems, observing,

analyzing, and communicating. In the Police theme, the teacher shows a random picture that contains several professions and the duties. Students are asked to match which is the duty of a policeman.

3. Questioning (ask)

Questioning is the main strategy in the contextual approach. Asking in learning is seen as a teacher activity to encourage, guide and assess students' thinking abilities. For example, the teacher asks the students what the duties of the police are, where the police station is and what color the police uniform is to build understanding in students.

4. 4. Learning community

Learning community is one of the techniques in the contextual approach. With this technique learning is obtained from collaboration with other people. Learning outcomes are obtained through sharing between friends, between groups and between those who know and those who do not know. This activity will occur when there is no dominant party in the communication, no party is reluctant to ask questions and no party considers himself to be the one who knows best. Each party should feel that each other has different knowledge, experience or skills that need to be learned. In the Learning Community aspect, one example that BA Aisyiah Pacitan has done is visiting the police station, inviting BA Aisyiah Pacitan students to have a dialogue with the police, wearing various police vehicles, introducing children to traffic signs, driving rules and so on.

5. Modeling (providing examples of models)

The purpose of modeling is that learning is done by displaying a model that can be seen, felt and even imitated by students. In practice the teacher is not the only model. Because the model presented will be the standard of competence to be achieved, so if the teacher is not able to become a model, never force you. Teachers can bring in models from outside. The model can be from students who are considered capable, or experts in the class. For example, the teacher is not able to play the role of the police so that the teacher involves the police in learning.

6. Reflection

Reflection is a way of thinking about what we have done in the past. Reflection is a response to events, activities, or newly received knowledge. The purpose of this reflection activity is to see how far the previously built knowledge can settle in the minds of students. Therefore, this reflection activity must always be done before the teacher ends the learning process for each meeting.

7. Authentic Assessment (actual assessment)

Assessment is the process of collecting various data that can provide an overview of student learning development. This activity needs to be done by the teacher to find out and ensure that students have experienced the learning process correctly. And if from the results of this assessment it is known that students experience difficulties in mastering competencies, the teacher must immediately take appropriate action so that students can master the competencies that have been determined.

Evaluation of Learning Outcomes

From the results of learning on the themes that have been taught to students, such as the Police theme, students are able to mention the duties and roles of the police in everyday life. Even students have been able to memorize and even follow the directions of traffic signs and other driving rules, such as walking on the left, wearing helmets and seat belts.

From observations and interviews conducted by researchers, it was found that through the Contextual Teaching and Learning (CTL) teaching method which was integrated with Islamic education, BA Aisyiah Pacitan students were able to show good development related to their social development. This can be seen when the CTL learning process enters the Reflection and Authentic Assessment stages. In other words, the Contectual Teaching and Learning (CTL) learning model combined with Islamic education is able to make children's social development grow and develop well, so it can be said that this CTL works very well for the social development of BA Aisyiah Pacitan students.

CONCLUSION

From observations and interviews conducted by researchers, it was found that through the Contextual Teaching and Learning (CTL) teaching method which was integrated with Islamic education, BA Aisyiah Pacitan students were able to show good development related to their social development. This can be seen when the CTL learning process enters the Reflection and Authentic Assessment stages. In other words, the Contectual Teaching and Learning (CTL) learning model combined with Islamic education is able to make children's social development grow and develop well, so it can be said that this CTL works very well for the social development of BA Aisyiah Pacitan students.

REFERENCES

[1] A. Ghofir Muhaimin, N. A. R. (1996). Strategi Belajar Mengajar (Penerapannya dalam Pembelajaran Pendidikan Agama). CV. Medika Karya Anak Bangsa.

[2] Achjar Chalil, H. (2008). Pembelajaran Berbasis Fitrah. Balai Pustaka.

[3] Amir, M. F., & Sartika, S. B. (2017). *Buku Ajar Metodologi Penelitian Dasar Bidang Pendidikan*. Umsida Press.

[4] BA Aisyiah Pacitan. (2013). *BA Aisyiah Pacitan*. http://20571560.siap-sekolah.com/2013/10/07/hello-word/#.YtDFRFxBzDc

[5] Dimyati, M. (2015). Belajar dan Pembelajaran. Rineka Cipta.

[6] Hasnawati. (2006). Pendekatan Kontekstual Teaching and Learning. *Jurnal Ekonomi Dan Pendidikan*, *3*(1), 53–62. https://doi.org/https://doi.org/10.21831/jep.v3i1

[7] Maksum, I. (2020). Konsep Kecerdasan Menurut Al-Qur'an. *Al-Ifkar*, *14*(02), 4–24.

[8] Mansur, M. (2007). *KTSP. Pembelajaran Berbasis Kompetensi dan Kontekstual. Panduan Bagi Guru Kepala Sekolah dan Pengawas Sekolah*. Bumi Aksara.

[9] Mayar, F. (2013). Perkembangan Sosial Anak Usia Dini Sebagai Bibit untuk Masa Depan Bangsa. *Jurnal Al-Ta'lim*, *1*(6), 459–465.

[10] Nawas, A. (2018). Contextual Teaching and Learning (CTL) Approach through REACT Strategies on Improving the Students ' Critical Thinking in Writing. *International Journal of Management and Applied Science*, *4*(7), 46–49. https://doi.org/10.1103/PhysRevD.62.093023

[11] Muslich Mansur. (2007). KTSP. Pembelajaran Berbasis Kompetensi dan Kontekstual. Panduan Bagi Guru. Kepala Sekolah dan Pengawas Sekolah. Bumi Aksara.

[12] Nurhadi, D. (2003). Pembelajaran Kontekstual dan Penerapannya dalam KBK. Universitas Negeri Malang.

[13] Rizzo. (1990). *Friendsip Developmen Among Cildren in School*. Ablex Publishing Corporation.

[14] Sagala, S. (2007). Konsep dan Makna Pembelajaran. CV. ALFABETA.

[15] Sanjaya, W. (2006). Strategi Pembelajaran. Kencana Prenada Media Group.

[16] Salim, D. P. (2015). Islamic Education. In *The Transnational and the Local in the Politics of Islam*. Springer, Cham. https://doi.org/https://doi.org/10.1007/978-3-319-15413-8_5

[17] Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (23rd ed.). Alfa Beta.