

INNOVATION IN AKIDAH AKHLAK LEARNING THROUGH CONTEXTUAL TEACHING AND LEARNING MODEL AT MAN 1 KENDARI

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Abstract

This research aims to provide a clear and appropriate direction for the implementation of moral faith learning through the contextual teaching and learning model so that it can increase students' learning motivation. The character of students in the contemporary era demands learning innovations that accommodate their needs so that they can survive in the era of globalization. This study uses a type of qualitative research with primary data through interviews with teachers of moral beliefs in MAN 1 Kendari. Data is collected through observation, interview, and documentation techniques, then described, reduced, selected, and analyzed. The results of this study show that the innovation of learning moral beliefs in MAN 1 Kendari through the contextual teaching and learning model can activate students, provide learning through the process of acquiring and adding new insights that can encourage students to analyze every problem presented by the teacher so that they do not just memorize the material but reach the level of understanding and application in life on a daily basis. The learning of the contextual teaching and learning model in the subject of moral beliefs is organized through reflection journals, research projects, case studies, open-ended questions, and group discussions.

Keywords : *Learning Innovation; Akidah Akhlak Subject; Model Contextual Teaching and Learning*

Abstrak: Penelitian ini bertujuan untuk memberikan arah yang jelas dan tepat pelaksanaan pembelajaran akidah akhlak melalui model *contextual teaching and learning* sehingga dapat meningkatkan motivasi belajar peserta didik. Karakter peserta didik di era kontemporer menuntut adanya inovasi pembelajaran yang mengakomodasi kebutuhannya sehingga dapat bertahan di era globalisasi. Penelitian ini menggunakan jenis penelitian kualitatif dengan data primer melalui wawancara kepada guru akidah akhlak di MAN 1 Kota Kendari. Data dikumpulkan melalui teknik

observasi, wawancara dan dokumentasi, kemudian dideskripsikan, reduksi, seleksi, dan dianalisa. Hasil penelitian ini menunjukkan bahwa inovasi pembelajaran akidah akhlak di MAN 1 Kendari melalui model *contextual teaching and learning* dapat mengaktifkan peserta didik, memberikan pembelajaran melalui proses perolehan dan penambahan wawasan baru yang dapat mendorong peserta didik untuk menganalisis setiap permasalahan yang disampaikan oleh guru sehingga mereka tidak hanya menghafal materi tetapi mencapai tingkat pemahaman dan penerapan dalam kehidupan sehari-hari. Pembelajaran model *contextual teaching and learning* pada mata pelajaran akidah akhlak diselenggarakan melalui jurnal refleksi, proyek penelitian, studi kasus, pertanyaan terbuka, dan diskusi kelompok.

Kata Kunci : Inovasi; Akidah Akhlak; Contextual Teaching and Learning

INTRODUCTION

Learning is an integral part of the education system, which there is interaction between educators, students, and learning resources who need each other. An educator is required to be able to manage the classroom so that students contribute to the learning process and the learning goals that have been formulated can be achieved. (Hidayat & Syahidin, 2019) It takes teachers' expertise to find ways to achieve this, one of which is through the use of learning models. (Hazyimara et al., 2024) The implementation of good learning will have an effect on the level of education and it is a symbol of the excellence of the students. (Hidayat et al., 2018) Moral beliefs as one of the subjects in madrasas participate in organizing quality learning to achieve learning goals. Moreover, the content of moral creed material that is related to character values is needed by contemporary education to fortify students from the negative effects of globalization.

The dominant akidah akhlak learning containing materials related to students' affective have a central role in shaping the character of students, one of which is the character of liking to learn. The implementation of akidah akhlak subject should not only aim at the cognitive of students, but must be able to form good attitudes and behaviors of students in daily life based on heart confidence. (Kusumawati, 2015) In this case, teachers must be able to teach with a good learning design so that the material that has been taught is not only conveyed but also lived and even internalized in students. Teachers in designing learning must also consider the environment and conditions of students, because according to research, conventional learning models that place students as passive subjects are no longer relevant. (Djamaluddin & Wardana, 2019)

The passive position of students is less relevant to the sophistication of technology offered now. This can have an impact on the lack of maximum competence possessed by students. And one of the long-term impacts is the rampant moral crisis among students and the low character they have. Cases related to moral crises among students have not receded from media reports. (Hazyimara et al., 2023) This raises the question of moral education in schools that have not been able to internalize the values in students, especially the subject of moral beliefs which is the spearhead in fostering students' faith, piety, and morals. Moral beliefs as religious lessons that aim to improve students' morale are needed to provide positive values to students. Learning that has only touched on the cognitive realm needs to be improved so that the affective and psychomotor of students can be touched as well. Through the affective and psychomotor realm, students not only understand religious material but can also practice it. (Hidayat & Syahidin, 2019)

The needs of education in this contemporary era require innovations that aim to improve the quality of Indonesian education so that students have superior competencies and have competitiveness. (Sutikno, 2021) Modernization that occurs in all walks of life needs to be understood so that the education that is held is in accordance with the conditions and environment that surrounds students. Of course, this is a challenge as well as a demand for teachers to design their learning. The characteristics of students have changed as a result of the modernity that has occurred. (Hazyimara, 2023) Through learning innovations, teachers update the various components needed in delivering subject matter to students so that learning becomes more lively. (Syamiya et al., 2022) This is in line with the learning of Akidah Akhlak held at MAN 1 Kendari which uses the contextual teaching and learning model in some of the material submissions. The innovations carried out by the teachers aim to improve the quality of their learning so that students' abilities can be maximized and achieve the learning goals that have been formulated.

The contextual teaching and learning model implemented in akidah akhlak learning can be cooperative, mutually supportive, fun, not boring, using various learning resources, students are active, critical, and creative. (Hyun et al., 2020) Learning takes place naturally in the form of students' work activities and experiences non-knowledge transfer from educators. Students can construct their own knowledge, discover their own material concepts that are being faced. (Nursikin, 2016) The use of contextual teaching and learning models in learning moral beliefs can contribute to encouraging students to understand the

material of moral beliefs easily. Therefore, it is necessary to discuss specifically related to the innovation of moral faith learning through the contextual teaching and learning model.

METHODS

Research related to the innovation of akidah akhlak learning through the contextual teaching and learning model uses a type of qualitative research with data obtained through field research. Research using this type of qualitative encourages the presentation of detailed explanations through descriptive descriptions of a phenomenon that occurs in social contact. (Yusuf, 2014) Through qualitative research, researchers will act as instruments and data collectors. In addition, the instruments used are observation and interview guidelines to support the success of the research. (Hasan, 2022) This research was carried out from March 10, 2024 to May 10, 2024 at MAN 1 Kendari. In addition to observation and interviews, researchers obtained data through documentation techniques through analysis of books, journals, or writings that can support the completion of research related to this learning innovation. The data obtained by the researcher will be processed and analyzed using data reduction, data presentation, and conclusion drawing (Sugiyono, 2019) by testing the validity using data triangulation so that the data obtained is real and true in the field. (Winarni, 2018)

RESULTS

The characteristics of today's students are different from the characteristics of classical students, so learning must be designed according to these characteristics so that students follow learning well. The difference in the characteristics of modern students is also a consideration in the new curriculum design. The learning carried out in schools must refer to the curriculum so that the learning carried out is in accordance with the demands of the times and the needs of today's students. This shows the urgency of dynamic learning innovation. The changes and improvements implemented in designing learning are solely aimed at students as individuals who inherit the nation's relay have superior competence.

One of the learning innovations is carried out by the teacher of Akidah Akhlak at MAN 1 Kendari by applying the contextual teaching and learning model. Learning moral beliefs as a subject that contains materials related to ethics is needed in education as a

means to form good student character. In addition, the material contained in this subject includes matters of faith that can strengthen the faith of students. (Habiburrohman & Indri, 2020) The akidah akhlak subject discusses the basics of morals, ethics, and virtues of ethics that must be possessed and made into a good habit so as to produce changes in physical and spiritual development in accordance with the values of Islamic teachings. This learning includes the relationship with Allah and the relationship with others and the purpose of morality is to create human beings as high and perfect beings. (Suryawati, 2016) This learning objective is very important in building the character of students as a provision for their future. Through the contextual teaching and learning model applied in the learning of moral beliefs, it is hoped that this goal can be achieved.

The selection of the contextual teaching and learning model in akidah akhlak learning refers to the content of akidah akhlak material related to daily life. Through the contextual teaching and learning model, the moral faith subject is designed according to the context that occurs in the student's environment so that students have maximum knowledge related to these materials. This is a good step in the implementation of akidah akhlak learning at MAN 1 Kendari, because several studies explain that some teachers still use conventional models in teaching akidah akhlak even though it is no longer relevant. (Rasid Harahap, 2021) Modern learning not only sits students passively in the classroom, but on the contrary, students are encouraged to become more active individuals so that learning is fun and meaningful.

Before teaching using the contextual teaching and learning model, the teacher of MAN 1 Kendari first prepares something that will be used in learning including materials, strategies, techniques, and learning media as well as assessment instruments. The preparation made by teachers before teaching will facilitate the teaching process and make it easier for students to accept the learning. Through planning carried out by the teacher of the moral creed, it can also create systematic learning and directed students to carry out their learning.

The plan that has been prepared by the teacher is then applied at the implementation stage. Where at this stage of implementation there are three activities, namely the initial, core, and closing activities. *First*, initial activities by starting greetings in learning, checking the attendance of students, creating students' learning readiness with apacitation and/or conducting initial tests. This initial activity was used by teachers of

akidah akhlak at MAN 1 Kendari to raise enthusiasm and prepare students so that they pay attention to their activities/learning. *Second*, the core activity started by the teacher of the akidah akhlak subject at MAN 1 Kendari by demonstrating learning objectives and conveying alternative learning to be used, which is related to the contextual teaching and learning model. The learning of the contextual teaching and learning model carried out in the moral faith subject at MAN 1 Kendari is carried out in several ways as follows:

1. Reflection journal, where students are asked to write a journal that shows the application of the values they have learned in class. This writing is limited by teachers only to the application of the values contained in the material that has been taught that week. This aims to make it easier for teachers to assess the affective realm of their students. An example of material used using this method is to avoid reprehensible morals (Class XI akidah akhlak material) who study the prohibited acts in Islam. Students are given the task by the teacher to write a simple journal containing things that students have done during the week related to their avoidance of reprehensible morals.
2. Research projects, where students conduct small research in their environment in groups and then present in front of teachers and friends. An example of material used using this method is getting used to having commendable morals (akidah akhlak material class XI) in everyday life. Students observe an event around them through a field study and then demonstrate it in front of the class. The teacher of the moral creed of MAN 1 Kendari in this teaching does not limit the space that will be used as the object of research by students. The teacher only shows that something that is being researched is related to commendable morals carried out by the people around the student or what is visible in the student's vision.
3. Case studies, where students identify an event that occurs in the community and then find the right solution for the event. Case studies are one of the ways in the contextual teaching and learning model that is often used because it is easier to do and can activate students in learning. An example of material used using this method is the morals of students in the midst of adolescent association (akidah akhlak material class XI). Students are given a case by the teacher regarding an event that is rampant among teenagers, then the student finds a solution to the event. This case study model can hone students' critical thinking skills so that they

can equip students with values that they can apply in real life. Through case study learning like this, students will get used to solving problems wisely and it is necessary for students to face associations in the current era where moral degradation is often encountered.

4. Open-ended questions, Where the teacher asks questions to peer students at the beginning of learning then asks students to find the solution through exploration. An example of material used using this method is to emulate the stories of the pious in Islam (akidah akhlak material class XI). Teachers usually throw keywords in the form of the name of the pious person, then students tell things that can be exemplified from that person. Through this open-ended question, it can train students' agility and critical thinking and encourage students to emulate the figure who is the topic of discussion.
5. Group discussions, where students are divided into several groups to then discuss a topic that has been given by the teacher. An example of material used using this method is to avoid reprehensible morals (akidah akhlak material class XI). The teacher has prepared interesting topics that happen in real life about moral degradation events, then from the available topics, the group leader will randomly choose the topic, after which the topic will be discussed with his group mates. The discussion carried out by the students was limited by time because in addition to discussing the topics given by the teacher, they were also given the task of presenting the results of the discussion in front of their friends in turn.

Several methods included in the contextual teaching and learning model are usually used in the implementation of akidah akhlak learning at MAN 1 Kendari. According to the teacher of akidah akhlak MAN 1 Kendari the moral creed subject contains materials related to creed and morals that explore the relationship with Allah swt. (about faith) and relationships with humans (about morals) so that the context available in the student environment is easy to obtain to support the learning of the contextual teaching and learning model. Learning that directly confronts students related to the events that occur around them accustom students to deal with these events and how to respond to them. *Third*, closing activities by explaining the essence of the learning that has been carried out, providing assignments or exercises that can support students' competencies, providing motivation for learning alternative learning activities that students can do, and closing

learning activities with greetings. The teacher of the akidah akhlak of MAN 1 Kendari explained that this closing activity was carried out as a reflection on students and an assessment of students after participating in learning. The assessment carried out by the teacher is material for carrying out an evaluation of the learning that has been carried out.

DISCUSSION

Based on the results of research conducted through interviews with akidah akhlak teachers of and observation of akidah akhlak learning at MAN 1 Kendari, teachers innovated learning by using a contextual teaching and learning model. Learning innovation is an idea or idea in the curriculum and learning that is considered new to overcome problems at the education level. Learning innovation starts from the result of thinking about the existence of the old paradigm to the new paradigm and is considered to be able to solve problems or be able to improve educational practices. Learning innovation has the goal of making learning directed according to what is desired. In addition to having a purpose, there are supporting factors in implementing learning innovations, namely teachers, students, curriculum, facilities, and the social environment of the community. (Sukidal et al., 2022) The learning carried out in schools is dynamic, where innovation in learning is a necessity. Through learning innovation, it is hoped that it can overcome problems that occur in the world of education. (Saiful Rizal, 2023) With learning innovation, a teacher can explore knowledge to manifest an exciting, energetic, and meaningful learning state. Such a learning state can make it easier for students to understand the teaching materials provided by their teachers.

The contextual teaching and learning model was developed by John Dewey from his traditional learning experience. Developed beginning in 1918, John Dewey formulated a curriculum and learning methodology related to the experiences and interests of students. (Auisena et al., 2023) According to him, through learning that is associated with knowledge and conditions that he has known and occurs in his environment, it will make it easier for students to construct their understanding. The learning carried out using this model occurs holistically and has the goal of helping students to understand the learning material by relating it to the context of daily life. (Rofii et al., 2019) According to Soimin, the contextual teaching and learning model is a holistic learning concept, where the subject matter is associated with the surrounding environment or the context of daily life, both

social, cultural, cultural, and personal life of the students so as to achieve meaningful learning and have knowledge and skills that can be applied to various problems. (Soimin, 2014) The application of the contextual teaching and learning model refers to problem-based learning, utilizing events that occur around students, providing group and independent activities, and discovering concepts associated with real life. According to Elaine B. Jhonson, this model can encourage students to be actively involved in learning so that they can find the knowledge they have learned. (Hasibuan, 2014)

Learning by a contextual teaching and learning model encourages students to have the ability to make connections between the knowledge they have and their application in life. In this case, students must know the meaning of learning, its benefits, the positions they may occupy, and how to achieve it. (Abdi, 2011) Understanding some of these things will show students the benefits of what they learn in their future life or in their real life in the community. Through this learning model, it is able to hone students' problem-solving skills, which is one of the competencies needed in today's era. There are several theories underlying contextual learning, which are:

1. *Knowledge based Constructivism*, that is the emphasis on students to build their knowledge independently by being directly involved in learning.
2. *Effort based Learning/Incremental Theory of Intelligences*, that is the hard work of students to achieve learning goals so that they are fully motivated to be actively involved in learning.
3. *Socialization*, yaitu menekankan pada peserta didik bahwa proses sosial yang selama ini mengelilinginya menentukan tujuan pembelajaran.
4. *Situated Learning*, that is the understanding that knowledge and learning must be conditioned in a certain physical and social context.
5. *Distributed Learning*, that is the understanding that an individual is an integrated part of the learning process. (Utaminingsih & Shufa, 2019)

Wina Sanjaya formulated five important characteristics in implementing the contextual teaching and learning model, which are activating knowledge (activating students' knowledge so that they have complete knowledge), acquiring knowledge (there is a process of gaining and adding new insights), understanding knowledge (this knowledge is to be understood, not just memorized), applying knowledge (applied in life visible to

behavior change), and reflecting knowledge (process of improving and perfecting knowledge). (Sanjaya, 2018) The characteristics of this learning model that are hierarchical in nature can create new meanings by students towards the information they obtain. In the contextual teaching and learning model, there are also components that underlie its application in the classroom, these components are referring to the theory of constructivism, there is a process of inquiry, questioning, learning community, modeling, reflection, and authentic assessment. (Wahyuningtyas & Pratama, 2018) The six components aim to develop students' thinking, develop their curiosity, train cooperation, familiarize students to reflect on their activities, and assess students' abilities to what extent. (Rusman, 2014)

As the characteristics formulated by Wina Sanjaya related to the contextual teaching and learning model are illustrated in the implementation of akidah akhlak learning at MAN 1 Kendari. Through reflection journals, research projects, case studies, open-ended questions, and group discussions, students become active individuals in undergoing the learning process because they are encouraged to be actively involved in each stage. In addition, teachers as managers in the classroom also supervise students so that each individual experiences their learning firsthand. Furthermore, students also experience the process of gaining and adding new insights through learning the contextual teaching and learning model which encourages students to analyze every problem presented by the teacher so that they do not just memorize the material but reach the level of understanding and application in their daily lives. In the learning process of the contextual teaching and learning model, there is a process of improving and perfecting the knowledge conveyed by the teacher so that it can maximize the learning outcomes of students.

As the learning model is designed by looking at the characteristics of students, the curriculum mandates that learning is designed by involving students actively and dominantly as offered by the contextual teaching and learning model. In the contextual teaching and learning model, teachers are tasked with guiding students to achieve learning goals. Teachers focus more on their learning strategies that place them as facilitators rather than just giving information directly to students. The discovery process carried out by students can improve problem-solving skills so that students' competence can increase. Nevertheless, the function of teachers in learning is still important, because the one who manages and triggers students to solve the problems faced is the teacher. Teachers must be

able to make learning designs well and systematically so that learning can run smoothly. (Rusman, 2014)

Akidah akhlak teachers at MAN 1 Kendari carry out learning with a contextual teaching and learning model through several steps, which are 1.) providing problems, 2.) learners discuss problems and identify problems, 3.) learning in the context of students' lives, 4.) collaborative learning, and 5.) authentic assessment. (Suhardin, 2018) In the basic concept, students are given problems that exist in the middle of their lives, which they then learn how to solve these problems objectively. To see the success of such a learning model, it requires habituation so that the goal of applying the contextual teaching and learning model can be achieved.

Learning as a means to learn students so that they have competencies that can support their lives is expected to be carried out in a fun and not boring manner so that students are interested in their activities. According to Nurdyansyah, this can be achieved by applying the contextual teaching and learning model, where the learning model allows students to apply and experience their learning materials by referring to their real life so that learning becomes more meaningful and fun. Students will learn something real because it refers to their experience and not something abstract. (Pujiati & Nurdyansyah, 2023)

CONCLUSION

The akidah akhlak learning contains knowledge that can be a means for students to improve their relationship with Allah swt. (about faith) and relationships with fellow human beings (about muamalah). Moral degradation that occurs among students can be faced by strengthening student competence, one of which is through akidah akhlak learning. The implementation of this learning must be maximized so that the values that have been planned are correctly conveyed to students. Through learning innovations with contextual teaching and learning models, teachers strive to organize learning that is more easy understood by students. Teachers of akidah akhlak in MAN 1 Kendari city optimize the contextual teaching and learning model through reflection journals, research projects, case studies, open-ended questions, and group discussions. Some of these ways can activate students so that they are dominantly involved in learning. In addition, students also experience the process of acquiring and adding new insights through learning contextual teaching and learning models that encourage students to analyze every problem presented

by the teacher so that they do not just memorize the material but reach the level of understanding and application in their daily lives.

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