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Implementation of the Contextual Teaching and Learning (CTL) Approach Through Student-Produced Video Learning Materials at SMPN 1 Tanjunganom Nganjuk

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Abstract

This research aims to explore the implementation of the Contextual Teaching and Learning (CTL) approach through the production of video lessons by seventh-grade students at SMPN 1 Tanjunganom, Nganjuk Regency. A qualitative research method was employed, utilizing interviews, observations, and document analysis. The findings indicate that student learning outcomes improved following the implementation of CTL-based video production. Furthermore, the study observed a significant increase in student engagement and enthusiasm during the learning process. This heightened interest is attributed to the hands-on experience of producing short educational videos. The incorporation of video production in learning activities also suggests a potential enhancement of students' higher-order thinking skills.

Keywords: *Contextual Teaching and Learning; video production.*

Introduction

Learning should be presented in a fun way and the context of the learner's life. In addition, learners are also expected to be able to grow their creativity in the learning process by the National Education System Law Number 20 of 2003 article 4 paragraph 4 "Education is organized by setting an example, building will, and developing the creativity of students in the learning process". [1]

However, currently, there are still many applications of learning that do not consider the context of the daily life of students. The learning presented is often far from the condition of the students so it does not succeed in attracting students' interest and developing their creativity, which in the end makes it difficult to produce optimal learning achievements. A vivid example is, that many teachers do not use smartphones in the learning process, even though students today are very close to smartphones. The Asian Parents Insight survey states that 98% of children use smartphones. This is not much different from the PW IPNU East Java survey which states that 96% of students have a smartphone and use it for communication, browsing, listening to music, watching videos, and others[2]. Students even have a long-time intensity when using smartphones. Once seated, they could spend more than an hour playing with their gadgets [3].

Teachers at this time, many ignore the use of smartphones for students and some even ban their use. Learning that utilizes smartphones is also still very limited and prioritizes conventional learning based on package books and Student Worksheets (LKS).

Learning that is far from the context of student life is very likely to make learning monotonous and boring so in the end student learning outcomes decrease. This is evident from the pre-research / pre-test carried out by researchers who showed that only 40% of students had the completeness of learning using conventional learning (pre-research / pre-test). Even though students should be able to have complete learning outcomes[4].

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[1] *Undang-Undang Republik Indonesia No 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, Jakarta: Direktorat Pendidikan Menengah Umum,* 2003.

[2] "Riset IPNU Jatim: 96,5 Persen Pelajar SMP-SMA Punya Telepon Pintar," accessed August 3, 2022, https://www.nu.or.id/amp/nasional/riset-ipnu-jatim-965-persen-pelajar-smp-sma-punya-telepon-pintar-yNhMC.

[3] "Survey Tentang Smartphone & Tablet - Hasilnya Mengejutkan," accessed August 3, 2022, https://id.theasianparent.com/hasil-survey-smartphone-yang-mengejutkan.

[4] Kemendikbud, *Permendikbud No 4 Tahun 2018 Tentang Penilaian Hasil Belajar Oleh Satuan Pendidikan Dan Penilaian Hasil Belajar Oleh Pemerintah*, 2018.

It is the responsibility of the teacher to solve the problem. Because, the task of the teacher is to educate, teach, guide, direct, train, assess, and evaluate students who are directed to achieve learning objectives [5].

Johnson stated that contextual teaching practically promises to increase the interest (interest) in the learning of learners from various backgrounds as well as increase the participation of learners by actively encouraging them to provide opportunities for them to construct knowledge and apply the knowledge they have gained to improve mathematical problem-solving in everyday life.[6]

In addition, Hudson stated that contextual teaching practically promises to increase the interest, and interest in learning students from various backgrounds and increase student participation by actively encouraging them to apply knowledge understanding, connect, and apply the knowledge they have gained in solving the challenges of the problems they face.[7].

Innovative learning turns out to be better than conventional learning, therefore it is necessary to apply a learning strategy that can help students to understand the teaching material and its application in everyday life. In addition, it is necessary to change the learning paradigm, namely the learning orientation that was originally centered on the teacher to be centered on students, the methodology that was originally more dominated by Expository changed to Participatory, and the approach that was originally more textual changed to contextual. All these changes are intended to improve the quality of education, both in terms of the process and educational outcomes. For this reason, teachers must be wise in determining an appropriate learning model that can create conducive classroom situations and conditions so that the teaching and learning process can take place according to the expected goals.

Referring to the results of observations while teaching in Class VII, students experience boredom in learning PAI, where educators who only explain material with classical patterns/lectures plus monotonous assignments, so they rarely get responses/responses from students which eventually have an impact on results learning that is not optimal. This can be measured by students who do not participate

[5] *Undang-Undang Nomor 14 Tahun 2005 Tentang Guru Dan Dosen*, 2005.

[6] EB Johnson, "Contextual Teaching and Learning: What It Is and Why It's Here to Stay," *Choice Reviews Online* 40, no. 02 (2002): 1053–1053.

[7] Clemente Charles Hudson and Vesta R. Whisler, "Contextual Teaching and Learning for Practitioners," in *IMSCI 2007 - International Multi-Conference on Society, Cybernetics and Informatics, Proceedings*, vol. 2, 2007, 228–232.

in learning for various reasons, and the number of students who do not collect assignments on time.

Thus, it has been identified the causes and impacts caused by the aforementioned issues. The results of the identification of this issue will be used as a basis for finding ideas for solving it, namely by making learning videos for PAI material.

With a Contextual Teaching and Learning approach based on making learning videos, PAI material makes an effective and efficient learning system by utilizing information technology and at the same time teachers want to apply the basic values of ASN, namely service-oriented and Adaptive.

The Contextual Teaching and Learning (CTL) approach is a learning model that provides facilities for student learning activities to find, manage, and find learning experiences that are more concrete and relate to the real life of students.[8]

Pai material learning video is a medium that presents audiovisuals that contain learning material that behaves concepts, principles, procedures, theories, and examples of knowledge in the hope that the audience of the video can understand the content of the learning material.

This background is what encourages the implementation of research on the implementation of the PAI learning process to be more innovative and conducive to be able to find out the description of CTL learning based on the production of learning videos in Class VII Students at SMPN 1 Tanjunganom, Nganjuk Regency"

Method

The method used in this study is qualitative. In qualitative research, the methods that are usually used are interviews, observations, and document utilization. According to Sugiyono, the qualitative research method is called a new method, because of its popularity not long ago, it was called post-positivistic because it was based on the philosophy of postpositivism. This method is also referred to as the artistic method, because the research is more artistic (less patterned), and is referred to as the interpretive method because the data from the research is more concerned with the interpretation of the data found in the field.[9]

Qualitative research methods are often called naturalistic research methods because the research is carried out in natural conditions (natural setting); are also

[8] Kokom Komalasari, "The Effect of Contextual Learning in Civic Education on Students' Civic Competence," *Journal of Social Sciences* 5, no. 4 (2009): 261–270.

[9] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2013).

referred to as the ethnography method, since initially this method was more widely used for research in the field of cultural anthropology; is referred to as a qualitative method since the collected data and their analysis are more qualitative.

Results and Discussion

Implementation of Contextual Teaching and Learning (CTL) Approach Based on Video Production of Learning Materials

1. Planning
   a. In this stage, the preparation of the Learning Implementation Design (RPP) is carried out. The details of the activities are as follows:
      1) Prepare a draft RPP starting from the introduction, core activities, and closing
      2) Presenting RPP to principals and expert teachers
      3) Request input and make improvements as directed by the principal and expert teachers
      4) Ratification of RPP by principals and expert teachers
   b. In addition to the preparation of the RPP, facilities, and infrastructure are also carried out with details of activities as follows:
      1) Identifying a list of needs for learning facilities and infrastructure
      2) Coordinate with fellow teachers
      3) Prepare learning facilities and infrastructure
   c. The pre-test was conducted on Wednesday, March 16 in class VII with pre-prepared questions. Starting at 07:30, the lesson opens by praying and begins with reading short letters, and at 08:00 pre-test questions begin to be distributed by the teacher. Students are very enthusiastic about participating in pre-test activities. In this activity, the processing time is approximately 20 minutes. After finishing the work, the teacher immediately corrected the results of the student worksheets, and the results were that 40% of the 32 students scored above KKM. The remaining 60% of students have not met the KKM. From this, it is necessary to have more interesting learning innovations so that students' understanding of Islamic religious material can meet the KKM, which is a minimum score of 75.

Table 1. Pretest Results Table

Student Learning Outcomes	Before implementation	Percentage
Number of students	32	
Total number of class scores	2180	
Number of grade points on average	68,1	
Highest Rated	93	
Lowest value	51	
Grades above KKM (75) / Pass	13	37,7%
A value below KKM (75) / Not Passed	19	62,5%

The pretest is carried out with the following details of activities:

1) Compile pre-test questions
2) Carry out pre-test
3) Correcting and Analyzing pretest results
4) Input the value of the pretest result in the assessment draft

Image 1. Pre-test implementation

d. On Thursday, March 17, the teacher begins to prepare the material that will be taught in class VII in the form of power points, so that students can more quickly understand the important points of the material that the teacher will present. As well as the teacher also makes a scenario for the task of making a learning video, first, the students will be divided into several groups, and after that, for each sub-chapter of the material to make a video. With a video model, it can be in the form of a podcast, question and answer, or practice material that is being discussed. In the implementation of learning discuss material about *Jama'* Prayer and *Qashar*. For that, 4 points will be presented

through learning videos. After the video is made by students, it will be presented in front of the class. Preparing teaching materials with a CTL approach based on making videos Learning PAI material, with activities, namely Compiling teaching materials in the form of power points

2. Implementation

The first meeting is the implementation of learning. In initial activities, the teacher opens the learning with prayers and greetings and asks how the students are doing. Opening the lesson by praying, reading short letters, and checking the attendance of learners. Then the teacher explained the learning objectives of the day.

The learning teacher presented the material using PowerPoint slides with *jama'* prayer material and qasar, after the explanation the teacher divided the class into groups. Each group discusses the sub-subject, namely: the first group discusses the meaning of *jama'* prayer and qasar, the postulate of its implementation. The second group discussed the conditions for allowing prayers and prayers. Group three practiced *jama'* prayers.

After the division of the group, the teacher accompanies the students and gives directions on the procedures for making videos. In this activity, students are very enthusiastic about discussing the material and making interesting video concepts according to the material that will be shown in the learning video later.

After finishing the creation of the learning video, the teacher gave a review of the process of making a learning video. In the second meeting, the initial activity, the teacher opens the learning with prayers and greetings and asks how the students are doing. On Wednesday, March 30, 20222, at the 2nd Friendship of Learning *Jama'* Prayer and Qasar material, students presented the results of the video that had been made at the previous meeting. The implementation of learning is as follows:

a. Opening the lesson by praying
b. Reading short letters
c. Checking the attendance of students
d. Continue with the group presentation
e. After the presentation, I reinforce the process of presenting learning videos that have been made by students.
f. And ending with the closing prayer and greeting

Image 2. Video creation explanation

Image 3. Mentoring the production of learning videos

Images 4. Students produce learning videos

Video-produced presentation image

3. Obstacles

In learning activities, the teacher finds several obstacles:

1. At the first meeting, in the process of making a learning video, the creation cannot be completed. Due to limited learning time
2. Having difficulty in collecting learning videos for teachers.
3. The results of the video lack a touch of creativity in the presentation

However, the obstacles above have been found a solution by the teacher, namely making learning videos can be continued at home, the collection of learning videos can be sent via WhatsApp, uploaded on the student's Google Drive, then the link is sent to the teacher, can also be via email and can be copied via flash disk.

The third obstacle is because this activity is the first time carried out by students, the results of making videos are not perfect. It is necessary to practice constantly and make a learning video on the next material task.

4. Evaluation of Implementation Results (post-test)

On Sunday, March 20, 2022, the teacher made a media post-test question as well as a post-test of *jama'* prayer material and *qashar*. The purpose of this post-test question is to follow up on the success of PAI learning after applying a Contextual Teaching and Learning approach based on making PAI material videos.

On March 27, 2022, after completing the learning filled with student presentations, here the teacher conducted a post-test, the teacher began to share post-test questions and students did the post-test questions with satisfactory results.

After carrying out the post-test, the teacher begins to correct the results of the student worksheets. Then the results are recapitulated and analyzed. From the results of the analysis that teachers did, the majority of students experienced

an increase in grades. Some problems need improvement. As well as 3 students who need remedy because they have not finished their studies. The implementation of this activity aims to prove that the use of a CTL approach based on making videos of Islamic Religious Education material influences improving participant learning outcomes.

From the results of the teacher's analysis, it can be concluded that the pretest score of class VII students of SMPN 1 Tanjunganom has an average of 68.1 while the KKM determined by the teacher on this competency is 75. This result is certainly not in line with the teacher's expectations. The completeness achieved shows that of the 32 grade VII students of SMPN 1 Tanjunganom, there are only 12 students, or 37.7% who can reach KKM, and there are 20 students, or 62.5% who have not reached the completion limit.

From the results of the analysis of the posttest value, it can be concluded that the initial score of class VII students of SMPN 1 Tanjunganom has an average of 89.3. Meanwhile, the KKM determined by the teacher on this competency is 75. The completion achieved shows that out of 32 students in the class of SMPN 1 Tanjunganom, there are 29 students, or 90.6% who can achieve KKM. The remaining 3 participants did not finish their studies.

Table 2. Post-test Results Table

Student Learning Outcomes	Before implementation	Percentage
Number of students	32	
Total number of class scores	2860	
Number of grade points on average	89,3	
Highest Rated	100	
Lowest value	66,7	
Grades above KKM (75) / Pass	29	90,6 %
Value below KKM (75) / Not Passed	3	9,4 %

Contextual Teaching and Learning Studies

The CTL learning approach has proven to be effective in learning. CTL in several studies was able to improve learning outcomes[10], high-level thinking

[10] Wa Malmia et al., "Efektifitas Pembelajaran Contextual Teaching and Learning (CTL) Terhadap Hasil Belajar Matematika Siswa," *Uniqbu Journal of Exact Sciences (UJES) Nomor* 1, no. 2 (2020): 31–39; Ari Wijayanti and Taat Wulandari, "Efektivitas Model CTL Dan Model PBL Terhadap Hasil Belajar IPS," *Harmoni Sosial: Jurnal Pendidikan IPS* 3, no. 2 (2016): 112–124.

ability[11], communication skills[12], literacy skills[13], motivation to learn[14], problem-solving capabilities[15], student learning activities,[16] etc.

In this study, it has been found that student learning outcomes have increased with the implementation of CTL based on the production of student learning videos. In addition, during the implementation process, it is also known that student learning activities are also known to increase with high enthusiasm for student learning. This shows that there is a student's interest in learning which is spurred by the existence of learning based on the production of short videos of learning materials. The provision of learning production activities is also an indication of efforts to improve the thinking ability of higher-level students.

However, the obstacles found in the implementation of this learning require special attention even though in general it does not interfere with the achievement of learning. Obstacles in the implementation of the CTL approach were also found in several studies such as time constraints, minimal student literacy ability, the ability to use learning media, and student courage. Another obstacle was also found in Khulsum's research on the application of the CTL approach, namely the lack of facilities and infrastructure that support CTL learning.[17]

[11] M Fayakun and P Joko, "Efektivitas Pembelajaran Fisika Menggunakan Model Kontekstual (CTL) Dengan Metodepredict, Observe, Explain Terhadap Kemampuan Berpikir Tingkat Tinggi," *Jurnal Pendidikan Fisika Indonesia* 11, no. 1 (2015): 49–58.

[12] Siti Fitria Ratnasari and Abdul Aziz Saefudin, "Efektivitas Pendekatan Contextual Teaching and Learning (CTL) Ditinjau Dari Kemampuan Komunikasi Matematika Siswa," *MaPan* 6, no. 1 (2018): 119–127.

[13] Muhammad Arif Wicaksono and Nina Agustyaningrum, "Efektifitas Pendekatan CTL Dan PBL Dengan Setting Kooperatif Tipe STAD Ditinjau Dari Kemampuan Literasi Matematis Siswa," *Cahaya Pendidikan* 4, no. 2 (2019).

[14] Nerru Pranuta Murnaka, Betta Anggraini, and Arumella Surgandini, "Efektifitas Pembelajaran Dengan Pendekatan Contextual Teaching And Learning (CTL) Untuk Meningkatkan Kemampuan Pemecahan Masalah Matematis," *Jurnal Derivat: Jurnal Matematika dan Pendidikan Matematika* 5, no. 1 (2019): 30–36.

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[16] Rumiris Lumban Gaol and Ester Julinda Simarmata, "Efektivitas Bahan Ajar Tematik Sekolah Dasar Berbasis Budaya Lokal Melalui Penerapan Model Pembelajaran Contextual Teaching and Learning (CTL) Terhadap Aktivitas Belajar Siswa," *Prosiding Seminar Nasional Fakultas Ilmu Sosial Universitas Negeri Medan* 3, no. 4 (2019): 1032–1035.

[17] L.N. Handaruwiyah, "Implementasi Pembelajaran Membaca Siswa Kelas III SDN Tompokersan 03 Kecamatan Lumajang Berdasarkan Kurikulum Berbasis Kompetensi (KBK) 2006-2007" (UT-Faculty of Teacher Training and Education, 2014).

Conclusion

PAI learning activities by making learning videos are carried out with various variations of activities that arouse learning activities as well as fun. The application of this approach was implemented in 2 meetings. This learning starts from the opening (greetings, asking for news, and conveying learning objectives), and then continues by reading short letters to arouse the enthusiasm of students. After the students feel more enthusiastic and ready to receive lessons, start with the core activities (delivering material with power points) using laptops, LCDs, and projectors. After the material has been conveyed the points, the teacher divides the class into several small groups. Each group was given material that needed to be discussed with their group to understand more deeply after that, asked to present it in the form of a learning video. The concept of learning videos is also discussed in small groups to get a good concept of making learning videos. In the process of making videos, the teacher accompanies students for the smooth running of these activities. After that, the results of the video that have been made are sent to the class group. The second meeting was followed by group presentations and reinforcements given by the teacher. At the end of the session, students do basic evaluation questions regarding the *jama'* prayer and *qashar* prayer materials by doing the posttest questions that have been made previously by the teacher. All the learning activities above, make the learning atmosphere more interesting as well as fun.

From all stages of this actualization activity, it can be concluded that making PAI Material Videos, has been proven to be able to increase interest in learning as well as learning outcomes of class VII students in Islamic religious education (PAI) subjects. This can be proven from the results of the comparison of pretest and posttest values that have been implemented. The average pretest result from the whole class was 68.1 learning without a video creation process, while the average posttest result was 89.3 using learning video creation. So the average increase obtained from class VII was 31.1%. It is proven from 32 students at the time of the pretest that there were only 12 students who got scores above KKM, while in the posttest implementation, there were 29 students who got scores above KKM.

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