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The Implementation of the Contextual Teaching Learning (CTL) Model to Increase Student Interest and Metacognition at SMP Negeri 2 Batukliang

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Abstract

This study aims to determine the results of the application of the Contextual Teaching Learning (CTL) learning model in improving the interest and metacognition of students at SMPN 2 Batukliang. The subjects of this study were 28 students of Class VIII C of SMPN 2 Batukliang. Data collection techniques used questionnaires, interviews, notes and documentation. The method used in this study was a qualitative descriptive method, and simple statistics were used to calculate the questionnaire data. From the PTK activities using the CTL learning model that had been carried out with 3 cycles, namely cycle I, cycle II and cycle III, the interest and metacognition of students at SMPN 2 Batukliang experienced a significant increase. Therefore, it can be concluded that the CTL model has succeeded in increasing the interest and metacognition of students at SMPN 2 Batukliang.

Keywords: Contextual Teaching Learning, Metacognition, Increasing Student Interest

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INTRODUCTION

Education is important and cannot be separated from a person's life as an individual and as a social being. According to Gutek (Istiq'faroh, N, 2020), education is capital to introduce people to culture and will continue to develop. Education allows humans to learn and acquire knowledge and skills that are useful for life. Education in its broadest sense and study is knowledge, learning and skills and habits that are passed down from one generation to another through education, training, research, etc. (Busthan, 2022). In Chapter 1 of Law no. 20 of 2003 concerning the National Education System, education is a carefully planned activity, which aims to create a conducive learning environment and methods that ensure students can develop their abilities towards spiritual happiness and faith (Ainissyifa, 2014). Thus, education can be interpreted as a planned activity that aims to create a conducive learning environment with appropriate methods to develop abilities and increase students' spirituality and faith.

In his philosophy of knowledge, Rupert C. Lodge states that in a broad sense, knowledge includes all experience. Theodore Meyer Greene provided a widely accepted definition of education. Theodore Meyer Greene believes that education is a human effort to prepare themselves for a useful life. Alfred North Whitehead created a definition of

knowledge that emphasizes the quality of skills used to apply knowledge. (Trinurmi, 2015). 1400 years ago in Islamic history, the prophet Muhammad SAW was respected for his highly moral role in educating humans and trying to create good character (Utari, Kurniawan, & Fathurrochman, 2020).Schools are educational institutions that organize teaching and learning processes according to level, learning and level of knowledge. School is also the main place where students gain knowledge. According to (Wibowo, A., & Pradana, R. W, 2022), school is a formal educational institution which is considered as a means to guide and improve students' knowledge, skills, personality and positive attitudes. Schools play an important role in everyone's future.

Teachers as educators and supervisors in schools are required to be able to guide and guide students, provide direction to students, establish close relationships with students, master methods of instilling values, and be role models for students (Kurniawan et al., 2024; Haratua, et al., 2024; Wulan et al., 2023). Teachers play an important role in organizing learning. Teachers are mediators in the teaching and learning process, so that learning success is the main determinant of educational success (Buchari, A, 2018; Sari et al., 2024). According to Law no. 14 of 2005 states that teachers are considered professionals who are responsible for teaching, guiding, assessing and evaluating students through formal, primary and secondary schools (Arianti, 2018). Thus, teachers as professionals are obliged to guide, teach and assess students' learning activities professionally. Academic success or student success in learning is influenced by many factors, one of which is interest in learning. Students' interest in learning is the key to students' learning success (Marti'in, Wicaksono, L., & Purwanti, 2019).

Interest is the emergence of a focus of attention which includes elements of feeling, pleasure, desire and desire to obtain something (Andi Achru P, 2019). Interest is very important for individuals to be able to do something. With interest, a person tries to achieve a goal. According to Djali (Putri, I. D., & Widodo, d. S), interest means accepting the relationship between oneself and something outside. According to Shaleh Abdul Rahman in the book "Psychology, An Introduction from an Islamic Perspective", he states that interest is the desire to focus and act on people, activities and situations that are the subject of desires and emotions and happiness (Anggraini, Utami, & Rahma, 2020). Thus interest can be interpreted as the desire to act, which focuses on emotions and happiness.

Interest is a crucial factor in students' lives and has a significant influence on attitudes and behavior (Nisa, A, 2015). Students who are interested in learning have a higher probability of working harder than students who are not interested in learning. Quoting Sardiman's 1990 book, he said that seeing interests is good if they find something related to a topic that is relevant and related to that interest (Suwarso, 2018). According to Slameto (Ahmad, Ilato, & R.Payu, 2020), interest indicators include: 1) Tendency to pay attention to what is studied continuously; 2) Have a feeling of liking and enjoyment for something they are interested in; 3) Gain pride and satisfaction in something you are interested in; 4) Prefer things that are of interest to other things; and 5) Manifested through participation in activities and events.

In learning, students' metacognition is no less important than students' interest in learning. Students' metacognition is students' ability to control their cognitive abilities, namely knowledge, awareness and control in cognitive processes. Metacognition is defined as an idea about one's thinking or how one can pay attention to one's own thinking process (Suryani et al., 2024; Purwowidodo, 2023; Putra et al., 2024). Metacognition is a form of self-awareness that allows a person to see what they are doing, their level of understanding, their ability to achieve goals, and their understanding of the complexity of problems in order to manage them (Choirudin, M., & Sahlan, U. M, 2023).

Flavell emphasized that metacognitive knowledge is knowledge obtained by students about their cognitive processes and abilities which can be used to guide

students' cognitive processes (Hayati, N, 2011). Metacognitive abilities can help students identify tasks, monitor and evaluate work progress, allocate available resources, take action steps, and predict the results achieved. According to Hutauruk (Nasution, Emjasmin, & Rusliah, 2021), indicators of students' metacognitive abilities can be seen from several things, including: 1) Students are aware of their own thoughts, which can be seen from their ability to know what they know when they think; 2) Students can describe and sequence the steps they will take in solving the problem, they can know where to start and end the steps, they also know what knowledge or data is needed to solve the problem and can determine the actions that must be taken to obtain the data; 3) Students master systematic methods in analyzing a problem, know to determine initial steps, know to determine completion steps and can evaluate whether the results are accurate or an error; and 4) Students can confidently evaluate themselves, work independently with accurate results and better problem solving abilities.

Research conducted by (Yulianti, Lestari, & Yulianto, 2011) shows that contextual learning assisted by jigsaw puzzle competition can significantly increase students' interest and learning outcomes. Research conducted by (Hernadi, 2021) states that the application of problem-based contextual learning can increase students' interest in learning. Research conducted by (Adim, Herawati, & Nuraya, 2020) states that the TCL learning model using card media can increase interest in learning science material about plant parts. According to (Utaminingsih & Shufa, 2019), the CTL model consists of seven components, including: 1) Constructivism; 2) Find (*Inquiry*); 3) Ask (*Questioning*); 4) Learning Society (*Learning Comunity*); 5) Modeling (*Modelling*); 6) Reflection (*Reflection*); and 7) Actual Assessment (*Authentic Assesment*). CTL is considered capable of improving student learning achievement through the use of problems related to real situations based on experience and everyday life.

The results of research conducted by (Anggo, 2011) concluded that by using contextual mathematical problem solving, subjects can be trained to involve their metacognitive abilities from the beginning to the end of problem solving and can evaluate to ensure goals are achieved according to the contextual situation of the problem. In solving contextual mathematics problems, students need to show awareness and regulation of thinking (metacognition) to improve students' abilities (Hartatuta et al., 2024; Fitri et al., 2023). So, students will be trained in mobilizing metacognitive abilities. So by regularly involving students in solving contextual mathematics problems, there will be an increase in students' metacognitive abilities. This shows that students' metacognition can be improved through the CTL learning model.

Based on information from PAI teachers at SMPN 2 Batukliang, many students are less interested in studying in Class VIII C. There is a lack of creativity and innovative ability of teachers to develop and create learning methods so that students feel bored with learning in class. According to researchers, the cause of the problem of students' low interest in learning is caused by two things, namely teaching materials that are less attractive, teachers who are less creative and innovative in managing the class.

The problems described above can motivate the implementation of new learning models that increase students' interest and metacognition. The solution is to use the CTL learning model, because the CTL learning model can involve students directly in the learning process and create thinking concepts.

The Contextual Learning Model, or Contextual Teaching and Learning (CTL), is a broad learning approach, intended to support students' understanding of academic material and relate it to their daily lives (such as personal, social and cultural contexts). This helps students explain the subject matter well, because they are motivated to form their own understanding (Babel Ministry of Religion, 2024). Contextual learning strategy is a learning concept that focuses on students' ability to link or correlate the knowledge

they have acquired during learning with current situations and apply this knowledge in everyday life (Nababan & Sipayung, 2023).

Elaine B. Johnson (Hasibuan, I, 2024) emphasized that contextual learning is a system that can stimulate the brain to organize different patterns to form meaning. The CTL learning model can embed in-depth concepts in learning material. Using the CTL learning model requires careful planning with goals and objectives as well as principles in order to be effective and focused in completing tasks. With this, it is hoped that the CTL model can increase students' interest and metacognition in PAI lessons.

METHOD

This type of research is known as Classroom Action Research (PTK). Its origins come from English, namely "Classroom Action Research". The method requires actions or actions carried out in the classroom. (Lusi, S. S., & Nggili, R. A, 2013). PTK aims to improve or improve the process and results of teaching and learning activities that occur in the classroom. In this research, PTK activities were carried out to increase students' interest and metacognition at SMPN 2 Batukliang.

The model or research plan used in this research is the Kamis and Me Taggart model. This model consists of 4 stages of change, namely planning, action, observation and reflection. This model is similar to the model introduced by Kurt Lewin. After one cycle has been implemented, especially after reflection, the next step is planning to return to a new cycle. And so on, the action will be carried out through several cycles until it reaches the specified final value.

The subjects of this research were 28 students in class VIII C at SMPN 2 Batukliang. Data collection methods in this research used questionnaires, interviews and documentation. The research method used in this research consists of several stages, including the preparation stage, planning stage, action implementation stage, observation stage and reflection stage. The CTL model in each cycle will show the quality of this learning model whether it can increase students' interest and metacognitive level.

The research process was stopped in cycle III because the students' interest and metacognition had met the specified target, namely in the 75% (minimum) category. This assessment was obtained through the results of student questionnaires and interviews with PAI teachers, which were supported by observation data and information from field notes during the research.

Data analysis in this research is descriptive qualitative, with the aim of showing the data *real* without manipulation or other treatments (Rusandi & Rusli). The aim of this research is to show an overview of students' interests and metacognition to expose and clarify the phenomena that occur.

The qualitative data in this research is data from interviews with research respondents. The data used is in the form of information about events in the field using descriptions that can provide an understanding of research activities that have been carried out, new learning methods, student activities and student enthusiasm in participating in learning.

The research stages carried out include data collection, data reduction, data display and drawing conclusions. Conclusions to see whether or not the research objectives have been achieved. If it is not successful then follow-up (re-examination) is carried out, but if it is successful the research will be stopped.

To say that research data is valid, the validity of the data must be proven. The data validity test was carried out using triangulation techniques. Method triangulation is investigating the validity of data using something other than data. There are 4 types of triangulation, namely using sources, methods, researchers and theory. Of the four types of triangulation, the data triangulation used in this research is: *data triangulation*, *source triangulation* And *instrumental triangulation*. Data triangulation (*data triangulation*)

namely collecting data from different situations, times, places and types. Source triangulation (*source triangulation*) namely obtaining data from various sources. Instrument triangulation (*instrumental triangulation*) namely by utilizing various research instruments or tools.

Apart from qualitative data analysis, researchers also use simple statistics to present data with the most complete information. Simple statistics are used for questionnaire or questionnaire data. Questionnaires are used to determine students' interests and metacognition. After the questionnaire is filled in, the results of the questionnaire will be grouped based on predetermined criteria, then the results of each answer will be tabulated into a table, which will then be analyzed to produce a conclusion. The data in the form of numbers, after being processed and presented in an assessment form, will then be interpreted with a value of 0 – 1.6 (low category), 1.7 – 2.4 (medium category), and 2.5 – 3 (high category) .

Indicators of success in increasing students' interest in the process of learning activities in this research are students' enjoyment of learning, focus on learning opportunities and students' enthusiasm for learning opportunities. Indicators of the success of students' interest and metacognition in PAI learning, namely, during learning activities. Students' interest points are recorded in observation sheets and field notes during learning. Until it reaches the high category.

RESULTS AND DISCUSSION

Before the CTL learning model was used, students' interest in learning in PAI lessons was revealed to be low. This is reflected in the lack of enthusiasm for learning from students when participating in teaching and learning activities, the lack of attention of students when the teacher delivers lesson material, and the difficulty of students in understanding the new material being taught. Students' academic knowledge is still low, which can be seen from the learning process. When teaching and learning activities are taking place, it appears that there are only one or two people who want to have an opinion and students still don't know how to find other learning resources apart from reference books.

PTK activities in this research use the CTL learning model. The aim is to increase students' interest and metacognition at SMPN 2 Batukliang. The implementation is carried out in three cycles. Each cycle consists of five stages, namely preparation, planning, implementation, observation and reflection.

Based on the results of PTK activities that have been carried out, it can be seen that the interest and metacognition of Class VIII C students at SMPN 2 Batukliang have increased quite significantly. This means that the CTL learning model can increase the interest and metacognition of Class VIII C students at SMPN 2 Batukliang.

The increase in students' interest and metacognition can be seen from the students' attention to the teacher's explanation. Where students begin to be enthusiastic about participating in learning. Students begin to pay attention to the teacher's explanation with full concentration. Students can maintain calm when teaching and learning activities take place. Students can do assignments independently. Students can summarize the lesson material they have just studied. Students can provide ideas during the learning process. Students begin to actively ask the teacher. Students are willing to try to find other learning resources and start actively taking notes on lesson material without waiting for instructions from the teacher.

Judging from the results of observations, students' interest and metacognitiveness at the beginning averaged interest reaching a value of 1.6 and metacognitive reaching a value of 1.5. This value is still in the low category. Then in cycle I, students' interest and metacognition each became 1.7. This value is included in the medium category. Next, in cycle II, students' interest and metacognition increased again.

This can be seen from the value of 2.1 for interest, and the value of 2.5 for metacognition. Furthermore, in the last cycle, namely cycle III, there was another increase in the students' interest and metacognitive variables. This can be seen from the value of 2.8 for interest, and the value of 2.7 for metacognition. This value is already in the high category. The increase in students' interest and metacognition occurs gradually

From the results of the observation, the students' interest and metacognition initially averaged at 1.6 and 1.5 respectively, which is included in the low category. Furthermore, in the first cycle, the students' interest and metacognition respectively reached a value of 1.7 and (classified as moderate). Then in the second cycle, there was an increase with interest reaching a value of 2.1 and metacognitive skills reaching a value of 2.5. Furthermore, in cycle III, the average interest reached a value of 2.8 and the students' metacognitive value reached a value of 2.7 (entering the high category). Students' interest and meta-cognitive awareness develops slowly in each cycle.

CONCLUSION

From PTK activities using the CTL learning model which has been implemented using 3 cycles, namely cycle I, cycle II and cycle III, students' interest and metacognition at SMPN 2 Batukliang have experienced quite a significant increase. From these data it is concluded that the CTL learning model is able to increase students' interest and metacognition at SMPN 2 Batukliang.

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