

THE APPLICATION OF CONTEXTUAL TEACHING AND LEARNING STRATEGIES IN ISLAMIC RELIGIOUS EDUCATION SUBJECTS AT THE VOCATIONAL SCHOOL OF BINA TARUNA 1 IN MEDAN CITY

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Abstract: This study aims to determine student learning outcomes using Contextual Teaching and Learning (CTL) learning strategies at vocational school of Bina Taruna Medan city and what are the challenges in implementing contextual teaching and learning strategies in improving student learning outcomes at vocational school of Bina Taruna Kota Medan. This research method is a qualitative research with a case study approach, the results of observations show that the application of contextual teaching and learning (CTL) learning strategies improves student learning outcomes. The improvement of student learning outcomes reflects the enthusiasm of students in taking lessons in class and is carried over to the test results of Islamic religious education subjects. The learning outcomes of Islamic religious education subjects are said to be classically complete.

Keyword: Learning Strategy, contextual teaching and learning, and Islamic religious education

INTRODUCTION

Education is a conscious effort to prepare students through guidance, teaching and training activities for their role in the future. According to Law no. 20 of 2003 Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

Education can start before the baby is born as many people do by playing music and reading to the baby in the womb in the hope that he can teach their baby before birth. Education is very important for human life, therefore education must continue to develop so that humans can improve their quality of life. The quality of the nation's life is largely determined by the education factor. The role of education is very important to create a smart, peaceful, open and democratic life. Therefore, education reform must always be carried out to improve the quality of national education.

There are three factors that cause the quality of education does not change evenly. The first factor is the policy and implementation of national education using the education-production function or input-output analysis approach which is not carried out consistently. The second factor is that the implementation of national education is carried out in a bureaucratic-centralized manner. The third factor, the participation of the community, especially parents of students in the implementation of education so far is very minimal¹.

Awareness of the importance of education that can provide hope and better possibilities in the future has encouraged various efforts and attention from all levels of society towards every step and development of the world of education. Education is one of the efforts to improve the quality of human life. In essence, education aims to humanize humans, mature, change behavior and improve the quality of life.

In this case, to improve student learning outcomes, the teacher has made every effort so that student learning outcomes continue to increase. When learning activities have taken place, teachers must be sincere in their actions, and want to understand their students with all the

¹ Mulyasa. *Kurikulum Berbasis Kompetensi*. (Bandung: PT. Remaja Rosda Karya, 2002) page. 179

consequences. All obstacles that occur and can be an obstacle to the course of the teaching and learning process, both those originating from the behavior of students and those originating from outside the students, the teacher must eliminate and not let it happen because the success of student learning is determined by the teacher who teaches in the classroom.

In teaching, the teacher must be good at using appropriate strategies so that students can easily accept the lessons that have been taught. Therefore, teachers are required to actively master technology, design learning, and evaluate in order to achieve learning objectives. Many of the strategies used by teachers are still monotonous. For example, lectures, questions and answers and discussions which are where it all makes students become bored and makes students become inactive in learning which will ultimately have an impact on student learning outcomes. This includes teachers rarely using strategies when teaching, making students feel very bored and causing students to be noisy in class and low learning outcomes.

Based on the above, in the teaching and learning process a teacher should be able to choose an appropriate learning method or strategy or in other words the teacher must have the ability to apply this Contextual Teaching and Learning (CTL) strategy, so that students can learn effectively, efficiently, meaningfully and in accordance with the objectives. The subject of Islamic Religious Education is a subject that is in great demand by students because they consider this subject to be easy and easy so that many students underestimate this subject.

The application of this Contextual Teaching Learning (CTL) strategy in learning will lead students to be more active, can motivate students to understand the meaning of the subject matter they are learning by relating the material to the context of their daily lives which is where this strategy also helps teachers to make it easier to do their work.² The purpose of the Contextual Teaching and Learning (CTL) strategy is to equip students with more realistic knowledge and abilities because the core of this learning is to bring theoretical things closer to practical.³

² Firmansyah Firmansyah, "Pengembangan Kurikulum Pendidikan Agama Islam Berbasis Multikultural," *Anthropos: Jurnal Antropologi Sosial Dan Budaya (Journal of Social and Cultural Anthropology)* 5, no. 2 (2020), <https://doi.org/10.24114/antro.v5i2.14384>.

³ Tukiran.Taniredja, dkk. *Model-Model Pembelajaran Inovatif*, (Bandung: CV Alfabeta, 2011), page. 50

Each method or learning strategy has its own advantages and disadvantages, so the success of learning depends on the determination of the selection of strategies in the teaching and learning process, the strategies used by teachers in delivering lessons in class are very influential with student learning outcomes later, therefore a teacher must be right. Correctly choose appropriate and appropriate strategies to be used or applied to their students, so that students quickly understand what has been conveyed by the teacher or an educator in the classroom.

LITERATURE REVIEW

1. Understanding Strategy

The term strategy was originally used in the military world. Strategy comes from the Greek "stratogos" which means general or commander so that strategy is defined as the science of generals or the science of commanders. Strategy in the military world means the use of all military power to achieve war goals.⁴ In general, strategy can be interpreted as an effort made by a person or organization to arrive at a goal.⁵ Strategy can be interpreted as a plan of operation achieving something. The teaching and learning strategy is a basic design for a teacher on how he or she brings his teaching in the classroom in a responsible manner.⁶

In the Indonesian dictionary, strategy is a careful plan of activities to achieve specific goals.⁷ Joni argues that what is meant by strategy is a procedure used to provide a conducive atmosphere to students in order to achieve learning objectives. The characteristics of strategy according to Stoner and Sirait are as follows:

- (1) Time insight, including a long time horizon, namely the time required to carry out the activity and the time required to observe its impact.
- (2) Impact, although the end result by following a certain strategy is not immediately visible for a long time, the final impact will be very significant.

⁴ W.Gulo, *Strategi Belajar Mengajar* (Jakarta: Gramedia Widiasarana Indonesia, 2008), Cet 4, page.1

⁵ Hamdani, *Strategi Belajar Mengajar* (Bandung: CV Pustaka Setia, 2011), page.18.

⁶ Lihat W.Gulo, *Strategi Belajar Mengajar...*, page. 3

⁷ Departemen Pendidikan Nasional, *Kamus Besar Bahasa Indonesia* (Jakarta: Gramedia Pustaka Utama, 2008), page. 1340.

- (3) Formulation of efforts, an effective strategy usually requires the concentration of activities, efforts, or attention to a narrow range of targets.
- (4) Decision patterns, most strategies require that a certain series of decisions be taken over time. These decisions must be mutually supportive, meaning that they follow a consistent pattern.
- (5) Infiltration, a strategy covers a broad spectrum of activities from the process of resource allocation to daily operations. In addition, the existence of consistency over time in these activities requires that all levels of the organization act instinctively in ways that will strengthen strategy.⁸

Based on the opinions of experts about the meaning of strategy above, the researcher concludes that strategy is an effort made by someone to achieve the desired goal. "Verily, it is your Lord who knows best who has strayed from His way and He who knows better those who are guided."

The general meaning of this verse is that prophet is ordered to invite mankind in ways that have become the guidance of the Qur'an, namely by means of wisdom, Mau'ishoh Hasanah and Mujlah. These three methods have inspired various ways of spreading Islam as well as in the context of Islamic education.⁹ From the verse above, it can be concluded that the strategy carried out in a teacher learning has been facilitated by the existence of various strategies that can be selected and adapted to the subject matter, in Islam itself, it is even mentioned various ways to convey knowledge as mentioned in the above verse, namely by means of wisdom.¹⁰

2. Understanding Learning

Learning is the process of adding new information and abilities¹¹. Learning is the efforts made by educators to make students learn.¹²

⁸ Hamdani, *Strategi Belajar Mengajar* (Bandung: CV Pustaka Setia, 2011), page.18-19

⁹ Ahmad Mustofa Al -Maroghi, *Tafsir Al Marogi, (terjemah)*, (Semarang: Toha Putra, 1987), page. 289

¹⁰ Candra Wijaya et al., "Management of Islamic Education Based on Interreligious Dialogue in The Learning Process in Schools as An Effort to Moderate Religion in Indonesia," *Review of International Geographical Education Online* 11, no. 5 (2021), <https://doi.org/10.48047/rigeo.11.05.310>.

¹¹ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana, 2010) Ed. I Cet 7 page. 129

¹² Haidir, "Guru dan Pembelajaran Efektif", *Tazkiya Jurnal Pendidikan Islam*, vol. I, (Medan: Fakultas Tarbiyah IAIN SU, 2012), page. 2.

Learning is a mental and emotional process, as well as thinking and feeling. A learner is said to be doing learning when his thoughts and feelings are active.¹³ Learning is a set of actions taken by educators to make students experience a learning experience in the form of a process of thinking and feeling a series of events that take place in the learning process. According to the behavioral flow of learning is the teacher's effort to shape the desired behavior by providing an environment or stimulus.¹⁴ Learning according to experts:

According to Degeng¹⁵, learning is an effort to teach students. According to Hamdani,¹⁶ the cognitive flow defines learning as a way for teachers to provide opportunities for students to think in order to recognize and understand something that is being studied.

In a learning process there is an organization, management and transformation of information by and from teachers to students, Prawiradiraga in his book states that learning is a conventional teaching and learning activity in which teachers and students directly integrate. In this case, the learning design determines all aspects of the learning strategy.¹⁷ One of the learning objectives is to build scientific ideas after students interact with the environment, events, and information from their surroundings. To build this meaning, the teaching and learning process is student-centered.¹⁸

So learning strategies according to Wena,¹⁹ are different ways to achieve different learning outcomes under different conditions. Sanjaya stated that: a learning strategy applied by the teacher will depend on the approach used, while how to implement the strategy can be applied as a learning method.²⁰

3. Contextual Teaching and Learning

¹³ R. Ibrahim, dkk, *Kurikulum dan Pembelajaran*, (Jakarta: Rajawa, 2011), page. 125

¹⁴ Hamdani, *Strategi Belajar Mengajar*, (Bandung: CV Pustaka setia, 2011), page.23

¹⁵ Made wena, *Strategi Pembelajaran Inovatif Kontemporer*, (Jakarta: Bumi Aksara, 2011), page.2

¹⁶ Hamdani, *Strategi Belajar Mengajar*, (Bandung: CV Pustaka Setia, 2011), page.23

¹⁷ Dewi Salma Prawiradilaga, *Prinsip Desain Pembelajaran*, (Jakarta: Kencana, 2009), page. 19

¹⁸ Hamdani, *Op.Cit.*, page.23

¹⁹ Made wena, *Strategi Pembelajaran Inovatif Kontemporer*, (Jakarta: Bumi Aksara, 2011), page.5

²⁰ Winasanjaya, *Strategi Pembelajaran Berorientasi Standar Pendidikan*. (Jakarta: Kencana, 2006), page. 84

According to Seperan Johnson in Suyadi,²¹ Contextual Teaching and Learning (CTL) learning strategy is a learning strategy that emphasizes the full involvement of students to be able to find a relationship between the material being studied and the reality of their real life,²² thus encouraging students to apply it in their daily lives by involving seven main components of effective learning, namely constructivism, asking, inquiry, learning community, modeling, and authentic assessment.

Contextual teaching and learning is a learning strategy that emphasizes material with real life and encourages students to apply it to their real lives by involving seven main components of effective learning, namely Constructivism, Questioning, Inquiry, Learning Community, Modeling, and authentic teaching and assessment. CTL is a learning strategy that emphasizes the full involvement of students to be able to find the material being studied and relate it to their life situations so as to encourage students to apply it in their lives.²³ So that students acquire knowledge and skills that can be applied and transferred from one problem context to another.²⁴

Contextual teaching and learning is the linkage of each learning material or topic with real life to link it other than the factual learning material, which can be circumvented by providing illustrations or examples, learning resources, media that connects with real life experiences so that students can feel the benefits of learning directly.²⁵ Learning is not that simple, learning involves mental processes that seem like emotions, interests, motivations and abilities or experiences that appear to be actually a manifestation of the drive that develops in a person.²⁶ The purpose of contextual learning is to equip students with

²¹ Suyadi, *Strategi Pembelajaran Pendidikan Karakter*, (Rosda), page. 81

²² Tukiran, dkk. *Model-Model Pembelajaran Inovatif*, (Bandung: Alfabeta, 2011), page. 49

²³ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Pendidikan*, (Jakarta: Kencana Prada Media, 2011) page. 225

²⁴ Nanang Hanafiah, dkk, *Konsep Strategi Pembelajaran*, (Bandung: PT Refika Aditama, 2012), page. 67

²⁵ Masitoh, *Strategi Pembelajaran*, (Jakarta: Direktorat Jendral Pendidikan Islam-Kemenag, 2009), Cet. I, page. 279

²⁶ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana, 2011), Cet.8, pages. 256-259

more realistic knowledge and skills because the core of this learning is to bring things closer to practical theory.²⁷

4. Islamic Education

Islamic religious education subjects at vocational school of Bina Taruna Medan city are carried out by learning about the pillars of faith starting from faith in Allah, His angels, His books, His messengers, the last days, to faith in Qadla and Qadar as evidenced by Naqli and Aqli arguments, as well as understanding and appreciation of al-Asna's characteristics/signs -signs of a person's behavior in the reality of individual and social life as well as practicing commendable morals and avoiding despicable morals in everyday life.

Substantially the subjects of Islamic religious education at vocational school of Bina Taruna Medan city have contributed in providing motivation to students to learn and practice in the form of habituation to practice commendable character and avoid despicable character in everyday life.

RESEARCH METHODOLOGY

This type of research is a qualitative research with a case study approach. This research seeks to describe efforts to improve student learning outcomes in Islamic religious education subjects at vocational school of Bina Taruna Medan city.²⁸ Several reasons why case studies become one of the approaches in improving or improving the quality of learning are (1) It is an approach to solving factual problems faced by teachers in learning; (2) working on factual problems faced by teachers in learning; (3) There is no need to leave the main task, namely teaching; (4) Teachers as researchers; (5) Developing the academic climate and teacher professionalism; (6) Implemented with the aim of improvement; (7) Low cost; (8) Can be implemented immediately when the need arises; (9) Flexible or flexible design; (10) instantaneous and uncomplicated data analysis; (11) The benefits are clear and direct.²⁹ Furthermore, for qualitative data analysis techniques in the form of an action process carried out based on the Miles Hubbermun model which consists of: (1)

²⁷ TukiranTaniredja, dkk. *Model-Model Pembelajaran Inovatif*, (Bandung: Alfabeta, 2011), page. 50

²⁸ Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru* (Bandung: PT. Raja Grafindo Persada, 2011), page. 45

²⁹ *Ibid*, h. 51

Data reduction;(2) Presentation of the data ;(3) The conclusions where the process takes place in a circular manner during the research. ³⁰

RESEARCH RESULTS AND DISCUSSION

Before the Contextual Teaching and Learning (CTL) model was applied, there were a lot of students who were not interested in learning, because they thought that Islamic religious education lessons were very boring, those were the words they used to say before learning took place. The 25 students who took the pretest test, almost all of them got very low scores, which resulted in very less interest in learning.

The application of Contextual Teaching and Learning (CTL) learning strategies can improve learning outcomes of Islamic religious education where the material is commendable morality to fellow human beings. Based on the results of the study before using this strategy, the Minimum Criterion Completeness of 7.5 was not satisfactory. Then after using the Contextual Teaching and Learning (CTL) strategy, the average test results for Islamic religious education subjects, the minimum criteria for completeness are met or are satisfactory.

Table 1

The Things that Make the Implementation of Contextual Teaching and Learning (CTL) Strategies Successful in Islamic Religious Education Subjects at Vocational school of Bina Taruna Medan City

³⁰ Salim dan syahrums, *Metodologi Penelitian Kualitatif*, (Bandung: Cipta Pustaka Media, 2010), h.147

(1) Ability to start lessons <ul style="list-style-type: none"> • Delivering lesson materials • Perform apperception • Efforts to motivate students to involve themselves in learning activities
(2) Learning strategies <ul style="list-style-type: none"> • Use of strategy as planned (use CTL strategy) • Learning is planned systematically
(3) Class management <ul style="list-style-type: none"> • Efforts to discipline students • Efforts to involve students to participate in group discussions
(4) Communication with students <ul style="list-style-type: none"> • Express questions clearly and concisely • Give students time to think • Motivate students to ask questions • Respond to student questions
(5) Student Activities <ul style="list-style-type: none"> • Participate in teaching and learning activities • Ask the teacher • Listening and paying attention to the teacher • Answering and completing the questions given by the teacher • Readiness of students in group discussions • Readiness of students in making conclusions
(6) The skill of closing the lesson <ul style="list-style-type: none"> • Summarizing the subject matter • Give homework • Presenting the benefits of lessons • Inform the next lesson material
(7) Time saving efficiency <ul style="list-style-type: none"> • Skills to start lessons • Accuracy of presenting material • The accuracy of conducting evaluation • The accuracy of ending the lesson

This is in line with Daryanto and Raharjo³¹ in general, the steps of the CTL learning model are as follows: 1) Develop the idea that children will learn more meaningfully by working alone, and constructing their own new knowledge and skills; 2) Carry out as far as possible inquiry activities for all topics; 3) Develop students' curiosity by asking questions; 4) Create a learning community; 5) Present the model as an example of learning; 6) Reflect at the end of the meeting; 7) Do the actual assessment in various ways.

³¹ Daryanto dan MuljoRahardjo. 2012. *Model Pembelajaran Inovatif*, Yogyakarta: Gava Media, page. 158

Strengths and Weaknesses Facing Teachers and Students Using Contextual Teaching and Learning

From interviews with Islamic religious education teachers, it was found that the advantage of this CTL strategy when teaching was that it was more planned class activities designed by the teacher, which contained a step-by-step scenario of what they would do with their students in relation to the topics they would study, following an interview with an Islamic religious education teacher, Mr. Rajaudin, S.Pd.I:

"The advantage of the Contextual Teaching and Learning (CTL) learning model is that it provides opportunities for students to be able to move forward according to the potential of students so that students are actively involved in learning process. Students can think critically and creatively in collecting data, understanding an issue and solving problems and teachers can be more creative. Make students aware of what they are learning".³²

In line with this, Sanjaya³³ said that the Contextual Teaching and Learning (CTL) learning model is a learning strategy that emphasizes the full involvement of students to be able to find the material being studied and relate it to their life situations so as to encourage students to be able to apply it in their lives.

At the same time, an interview with Mrs. Salsabila, S.Pd.I said that the advantages of implementing this CTL strategy are based on student needs, it is fun, effective and forms cooperation. Here's an excerpt from the interview:

"The selection of information based on student needs is not determined by the teacher. Learning is more fun and not boring. Helping students work effectively in groups. A good attitude of cooperation is formed between individuals and groups".

According to Nurhidayah et al.,³⁴ contextual learning is learning and teaching concept that helps teachers relate the material they teach to students' real-world situations and encourages students to make connections between their knowledge and its application in their lives as family members, citizens, and workers.³⁵

Then, the drawback of the Contextual Teaching and Learning model is that it is based on student needs, inefficient, creates a sense of insecurity. As an interview with an Islamic religious education teacher, Mr. Rajaudin, S.Pd.I

"In the selection of information or material in class is based on the needs of students. In fact, in that class the ability levels of the students are different, so the teacher will find it difficult to determine the subject matter because the level of achievement of the students is not the same. it is Inefficient, because it takes a

³² Wan.01. *An Interview with an Islamic religious education teacher, Mr. Rajaudin, S.Pd. I at 09.30-10.00 on March 3, 2022.*

³³ Ade Sanjaya (2011), *Model-model Pembelajaran*, Jakarta: BumiAksara, h.255

³⁴ Nurhidayah, Ahmad Yani, dan Nurlina, (2016) "Penerapan Model Contextual Teaching Learning (CTL) terhadap Hasil Belajar Fisika pada Siswa Kelas XI SMA Handayani Sungguminasa Kabupaten Gowa", *Jurnal Pendidikan Fisika*, Vol. 4 No. 2 pages. 161-174, DOI: <https://doi.org/10.26618/jpf.v4i2.307>

³⁵ Wan.02. *An interview with Islamic religious education teacher Mrs. Salsabila, S.Pd. I at 13.12-13.38 on March 4, 2022.*

long time in learning process. In the learning process with the CTL model, it will be clear between students who have high abilities and students who have lessabilities, which then creates a sense of self-confidence for students who are less capable.³⁶

These shortcomings or weaknesses are in line with what Sugiono³⁷ said which states that contextual learning is as follows: (1) It takes a long time when Contextual learning process takes place; (2) If the teacher cannot control the class, it can create a less conducive classroom situation; (3) Teachers are more intensive in guiding because in CTL, the teacher no longer acts as an information centre. The teacher's job is to manage the class as a team that works together to discover new knowledge and skills for students. Students are seen as individuals who are developing.

Furthermore, according to Mrs. Salsa, if the drawback of the learning process with CTL is that success depends on the activity, the different intellectual levels of students, the teacher's role is no longer important, because it only directs. Here are the results of the interview:

"Students who are left behind in the learning process with this CTL will continue to be left behind and it is difficult to catch up, because in this learning model the success of students depends on their own activity and effort, so students who properly follow each lesson with this model will not wait for friends who are left behind and have difficulties. Not every student can easily adapt and develop their abilities by using this CTL model. The ability of each student is different, and students who have high intellectual abilities but find it difficult to express them verbally will have difficulty because this CTL develops skills and soft skills more than their intellectual abilities. The knowledge gained by each student will be different and uneven".³⁸

This is in line with what was said by Daryanto and Raharjo³⁹ who said that the role of the teacher does not seem too important anymore because in this CTL the teacher's role is only as a guide and mentor, because it requires students to be active and try to find information on their own, observe facts and discover new knowledge in the field.

CONCLUSION

From the results of research using the Contextual Teaching And Learning strategy, teachers and students experience problems and obstacles in using the Contextual Teaching and Learning (CTL) strategy, namely: Teachers no longer use the old way of lecturing which causes students to become bored and bored. The teacher's job here is to manage the class as a team that works together to

³⁶ Wan.01. *An Interview with an Islamic religious education teacher, Mr. Rajaudin, S.Pd. I at 09.30-10.00 on March 3, 2022.*

³⁷ Sugiyono, 2014. *Metodel Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, page. 217

³⁸ Wan.02. *An interview with Islamic religious education teacher Mrs. Salsabila, S.Pd. I at 13.12-13.38 on March 4, 2022.*

³⁹Open Daryanto dan MuljoRahardjo, *Model Pembelajaran Inovatif...* , page. 159

discover new knowledge and skills for students. In other words, the teacher's role here is to guide students so that they can learn according to their stage of development. Teachers provide opportunities for students to find or apply ideas themselves and invite students to realize and consciously use their own strategies for learning. Students and teachers must work together so that learning objectives can be achieved. Students who can work together with their friends can make it easier for teachers to complete their assignments.

Contextual Teaching and Learning is to provide easy learning for students, by providing various facilities and adequate learning resources. The teacher not only conveys learning material in the form of rote learning, but also regulates the learning environment and strategies that allow students to learn.

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