

The Effectiveness of Contextual Approaches in Learning Moral Beliefs on the Learning Interests of Madrasah Ibtidaiyah Students

Dinul Qoyyimah¹, Nurdin K.², Lisa Aditya Dwiwansyah Musa³, dan Nurwahidah⁴

^{1,2,3}Universitas Islam Negeri Palopo

Bitti Street, Balandai Village, Bara District, Palopo City, South Sulawesi. Indonesia

⁴Madrasah Ibtidaiyah Batulotong

Batulotong, Rantebelu Village, Larompong District, Luwu Regency, South Sulawesi. Indonesia

¹21109600089@iainpalopo.ac.id

Abstract. This study aims to determine the effectiveness of applying a contextual approach in increasing students' interest in learning Moral Beliefs at MI Batulotong. The background of this research is based on the low interest in learning of students, which affects learning outcomes. The study uses a quantitative approach with a pre-experimental design and a pretest-posttest one-group model. Data were collected through questionnaires and analyzed using t-tests to see differences in learning interests before and after treatment. The study's results show that applying a contextual approach significantly increases students' interest in learning. The increase is evident in the higher average score of learning interest after treatment, as indicated by a t-test significance value of < 0.05 . These findings demonstrate that real-life context-based learning can effectively motivate learners, increase active engagement, and foster a more meaningful learning environment.

Keywords: Contextual Approach; Learning the Moral Faith; Interest in Learning.

1. Introduction

Education has a strategic and fundamental position in shaping the direction of a nation's civilization (Rizqi et al., 2025). More than just conveying information or skills, education includes efforts to meet the needs, interests, and potential of individuals in order to develop in the personal and community order (Subairi, 2024). In this context, teachers play a role as the spearhead of educational transformation, so they are required to have competence in designing and implementing learning models that are innovative, creative, and relevant to the needs of current students (Hutabarat et al., 2024). Teachers are not only the presenters of the material, but also learning facilitators who can create an engaging learning atmosphere, motivate, and foster active student involvement in the classroom (Andini et al., 2024). This is in line with the goal of national education, which emphasizes the formation of human beings who have faith, piety, noble character, health, knowledge, capability, creativity, independence, and become democratic and responsible citizens (Indonesia, Pemerintah Pusat, 2003).

One of the learning models that has garnered significant attention in recent years is Contextual Teaching and Learning (CTL), also known as the contextual approach. CTL is an approach that connects the subject matter to the real-life situations and daily experiences of students, allowing the concepts taught to be understood in a more meaningful way (Hasudungan, 2022). Through this approach, students not only become passive recipients of information but are also actively engaged

as subjects who interact directly with the material and learning environment (Fathin & Utami, 2025). The contextual approach is also aligned with the principles of constructivism, where students construct knowledge based on their own experiences rather than simply memorizing facts.

Research results (Idris, 2019) shows that the application of CTL can significantly increase students' learning achievement in the subject of Moral Faith. Similar findings were expressed by (S et al., 2025) which states that CTL is effective in shaping the religious character of students through the internalization of moral values in daily life. In addition, research by (Mahbubi & Sa'diyah, 2025) found that contextual approaches can increase students' learning motivation on Islamic Religious Education subjects through their active involvement in real-life discussions, case studies, and simulations.

Various other studies reinforce these findings. For example, research (Saputra et al., 2024) who examined the effectiveness of CTL found that this model improved learning outcomes as well as student engagement. Meanwhile, (Yusrianti et al., 2025) revealed that CTL in learning Moral Beliefs at Madrasah Tsanawiyah succeeded in fostering students' interest and active participation. On the other hand, research (Muhartini et al., 2023) emphasized that the use of CTL encourages students to think critically and creatively because they are faced with contextual problems that require solving independently or in groups.

However, several research gaps require attention. First, most previous studies have focused on learning outcomes or character building, while aspects of learning interest, especially in the subject of Moral Faith at Madrasah Ibtidaiyah, are still rarely explored. Interest in learning is one of the key factors determining long-term learning success and the internalization of value. Second, existing research generally examines CTL in the context of religious education in general, rather than specifically on Moral Faith, which has distinct material characteristics and an emphasis on forming faith and noble morals from an early age. Third, the adaptation of CTL to the local context of MI students, including their cultural backgrounds, habits, and learning environments, remains limited, which can affect its effectiveness. Fourth, in terms of implementation, teacher readiness and the availability of learning facilities are significant factors that inhibit progress.

The context of this problem is also evident in the results of initial observations at MI Batulotong, where the low interest in learning among students in the subject of Moral Faith is the primary issue. Students tend to be passive, lack enthusiasm, and have minimal participation during learning. Many students listen to the teacher's explanation without trying to ask questions or give an opinion. This condition has implications for a limited understanding of the material and suboptimal achievement of learning objectives. Teachers also admitted that they have not fully mastered the technique of applying CTL, especially in relating the material of Moral Beliefs to students' real experiences. Limited time, administrative burden, and lack of contextual learning media are additional obstacles.

Theoretically, CTL has six main components that can support increased interest in learning, namely: (1) constructivism, (2) inquiry, (3) inquiry, (4) learning community, (5) modeling, and (6) reflection (Johnson, 2007). If these six components can be implemented optimally, learning Moral Beliefs is not only a transfer of information, but also a process of character formation and strengthening values through the active involvement of students. However, implementing these six components requires teacher readiness, careful learning planning, and adequate infrastructure support.

Based on this description, this study is designed to answer three main questions, namely: (1) how to apply a contextual approach in increasing students' interest in learning in the subject of Moral Faith at MI Batulotong; (2) how students' learning interests are in learning Moral Beliefs using a

contextual approach at MI Batulotong; and (3) whether the contextual approach has proven to be effective in increasing students' interest in learning Moral Beliefs at MI Batulotong. This study aims to describe the implementation of the contextual approach, measure the level of students' interest in learning, and test the effectiveness of the approach in the context of learning Moral Beliefs.

From a practical perspective, the results of this research are expected to serve as a reference for teachers and madrasas in designing learning strategies that are more interactive, relevant, and effective in increasing students' interest in learning, especially in value-based and moral subjects. From an academic perspective, this research contributes to enriching the literature on the application of contextual approaches at the Madrasah Ibtidaiyah level, particularly in the subject of Moral Faith, thereby laying a foundation for further research and the development of similar learning innovations.

2. Method

This study uses a type of pre-experimental research with a one group pre-test and post-test design (Payadnya & Jayantika, 2018). This design involves a group of subjects who are given an initial measurement (pre-test), then receive treatment in the form of the application of a contextual approach (CTL), and are subsequently re-measured (post-test) to assess the changes that occur. This model was chosen because it allows researchers to compare conditions before and after treatment without the need for a comparison group. The design is described as $O_1 - X - O_2$, where O_1 represents the pre-test value (before treatment), X denotes the treatment with a contextual approach, and O_2 represents the post-test value (after treatment).

This study involves two main variables, namely independent variables and dependent variables. The independent variable is the application of the contextual approach (CTL), while the dependent variable is the students' learning interest in the subject of Moral Beliefs. The research location is at Madrasah Ibtidaiyah Batulotong, Larompong District, Luwu Regency, South Sulawesi. This school was chosen deliberately (purposive) because it is relevant to the purpose of the research, which is to examine the influence of CTL on students' learning interests in learning Moral Beliefs. The research was conducted over a two-month period, from March to May 2025.

The research population consists of all students at Madrasah Ibtidaiyah Batulotong, totaling 32 individuals. The sample determination technique uses the saturated sampling method or census sampling, where the entire population is used as a sample (Martono, 2010). Thus, the subjects of the study were 32 students of class V.

Data collection is carried out through three primary techniques: observation, questionnaires, and documentation. Observation is used to directly observe the course of the learning process of Moral Beliefs and the behavior of students during the treatment. Aspects observed included active participation, interaction in learning, expression, and emotional involvement of students. The questionnaire used was in the form of a closed-ended Likert scale, compiled based on indicators of learning interest, including interest in lessons, active involvement, and internal motivation. The preparation of questionnaire items is carried out in simple language to ensure they are easy to understand for elementary school students. Documentation is used to complement and strengthen data from observations and questionnaires, in the form of photos of learning activities, copies of school documents, student assignment results, and learning tools used by teachers.

The research instruments used consisted of observation sheets, questionnaire sheets, and documentation formats. The observation sheet contains indicators compiled to ensure the objectivity of observations, while the questionnaire sheet measures students' learning interest before and after

the CTL treatment. Documentation instruments are used to record visual evidence and documents related to the learning process.

The collected data were analyzed using two approaches: descriptive and inferential statistical analysis, with the assistance of SPSS for Windows software, version 22.0. Descriptive analysis is used to provide an overview of the condition of students' learning interests before and after treatment, presented in the form of tables, diagrams, or graphs. Inferential analysis is used to test a research hypothesis through a series of statistical tests. The first stage is the normality test, which aims to ensure that the data is distributed normally. The decision-making criterion is that if the significance value is ≥ 0.05 , then the data is usually normally distributed, while if it is < 0.05 , then the data is not normally distributed.

After the data met the assumption of normality, a t-test was performed to test the hypothesis of the difference in the average learning interest score before and after the implementation of CTL. The null hypothesis (H_0) states that the contextual approach is not practical in increasing students' interest in learning. In contrast, the alternative hypothesis (H_1) states that the contextual approach is effective in increasing learning interest. The decision criteria are taken based on the significance value of the t-test result, where H_0 is rejected if the significance value < 0.05 , which means that there is a significant difference between the pre-test and post-test results.

3. Results

The results of this study are 2, namely descriptive statistical analysis and inferential analysis results. The following is an explanation of the results of the two studies, including:

Descriptive Statistical Analysis

Table 1. Descriptive Statistics Pre-test Scores

Statistics	Statistical Value
Number of Samples	32
Average	64,6
Lowest value	49,6
Highest score	79,2

Based on Table 1, it is evident that the descriptive lessons from the pre-test results involving 32 respondents are notable. With the number of samples, the lowest score obtained was 49.6, while the highest score reached 79.2, illustrating the significant variation in scores among the students. This data provides an initial overview of the distribution of pre-test results before the implementation of the contextual approach in the study.

Table 2. Interpretation of learning interests: Pre-test

Yes	Percentage (%)	Category	Frequency	Percentage
1.	85-100	Excellent	0	0
2.	75-84	Good	3	9,37
3.	60-74	Enough	22	68,75%
4.	50-59	Less	6	18,75%
5.	≤ 49	Very less	1	3,12%
Total			32	100

Based on the data in Table 2, it can be seen that all 32 students obtained pre-test results in the Very Poor category, which was 3.12%. Students who were included in the Less category, namely 18.75%, and those who got the Fair category as many as 68.75%, and students who got the Good category as many as 9.37%, and none got the Very Good category. This indicates that interest in

learning before treatment remains relatively low. The average score obtained by students in the pre-test was 64.6, indicating that the achievement of early learning interest is still lacking.

Table 3. Descriptive Statistics of Post-test Scores

Statistics	Statistical Value
Number of Samples	32
Average	87,47
Lowest value	75,2
Highest score	100

Based on Table 3, descriptive statistics are presented in the pre-test results involving 32 respondents. With the number of samples, the lowest score obtained was 75.2, while the highest score reached 100, illustrating the significant variation in scores among the students. This data provides an initial overview of the distribution of post-test results after the implementation of the contextual approach treatment in the study.

Table 4. Interpretation of Post-test learning interests

Yes	Percentage (%)	Category	Frequency	Percentage
1.	85-100	Excellent	22	68,75
2.	75-84	Good	10	31,25
3.	60-74	Enough	0	0
4.	50-59	Less	0	0
5.	≤49	Very less	0	0
Total			32	100

Based on the data in Table 4, the results of the post-test conducted on 32 students after the implementation of the intervention showed that as many as 68.75% of students obtained results in the outstanding category, 31.25% in the good category, and 0% classified as sufficient, less, and very poor. Based on this distribution, the researcher concluded that students' interest in learning after the implementation of the contextual approach was classified as very good, with an average score of 87.47.

Inferential Statistical Analysis

Based on the results of the normality analysis of the pre-test score data or initial scores before learning with a contextual approach among 32 students of Class V MI Batulotong in the subject of Moral Faith, it was found that the highest score was 79.2 and the lowest score was 49.6. Further information about the results of this normality test can be seen in Table 5:

Table 5. Normality Test Results

Tests of Normality						
Kolmogorov-Smirnova				Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Pretest	,104	32	,200*	,968	32	,459
Posttest	,169	32	,120	,958	32	,249

The results of the normality tests using the Kolmogorov-Smirnov and Shapiro-Wilk methods showed that the pretest data had significance values of 0.200 and 0.459, respectively, while the

posttest data had significance values of 0.120 and 0.249. All significance values are greater than 0.05, indicating that the pretest and posttest data are typically distributed.

The hypothesis test in this study uses a paired t-test. This test is used to compare two average values from the same group, measured at two different conditions or times: before (pretest) and after (posttest) treatment. The purpose of this test is to determine if there is a statistically significant difference between the two measurements. This test is carried out by calculating the t-value of the average difference between the two conditions and then comparing it with the critical t-value at a specified significance level. If the calculated value of t is greater than the value in the t table, then it is concluded that there is a statistically significant difference between the two measurements.

Table 6. Paired sample T-test results

Paired Samples Test									
		Paired Differences					t	Df	Significance
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			One-Sided p
Pair 1	Pretest-Posttest	-22,8750	8,4294	1,4901	-25,9141	-19,8359	-15,351	31	,001

The results of the Paired Samples Test showed an average difference in pretest and posttest scores of -22.8750, with a standard deviation of 8.4294 and a standard error of the mean of 1.4901. The 95% confidence interval for this difference is between -25.9141 and -19.8359. The t-value is calculated as -15.351 with a degree of freedom (df) of 31, and the significance value (p-value) for one-sided and two tests is both 0.001. This indicates a statistically significant difference between the pretest and posttest scores.

4. Discussion

Application of Contextual Approach

The results of the study show that the application of a contextual approach to the subject of Moral Faith at MI Batulotong significantly increases students' interest in learning. The strategies implemented include associating the subject matter with daily life, using relevant learning media, and providing opportunities for students to actively participate through discussions and group work. This approach makes abstract material more concrete and easier to understand. The increase in interest in learning is evident in the increased activity of asking questions, involvement in class activities, and the improvement in the quality of students' answers. This suggests that context-based learning can offer a meaningful and enjoyable learning experience.

The findings of this study are in line with a study conducted by (Rahman et al., 2025) which states that the contextual approach is practical in arousing students' motivation to learn, especially in subjects that require an understanding of moral and religious values. Research by (Fitriyani et al., 2024) these results are also supported by a contextual approach to Islamic Religious Education learning, which enables more productive student and teacher interaction. However, this study provides additional findings that, in the context of MI Batulotong, the success of the contextual

approach is significantly influenced by the creativity of teachers in relating the material on Moral Beliefs to local events and culture. In other words, regional contextual factors are a key to success.

Practically, the results of this research can serve as a guide for Moral Beliefs teachers to develop learning strategies that not only focus on knowledge transfer but also build a connection between the material and the reality faced by students. Teachers are expected to be able to utilize the surrounding environment, local stories, and students' life experiences as an authentic learning resource. In addition, schools can facilitate training for teachers to enhance their skills in applying contextual approaches, making learning more engaging and relevant to students' lives.

Theoretically, this research reinforces the concept of constructivism that is the basis of the contextual approach, namely that knowledge is actively constructed by students based on their real experiences they experience (Piaget, 2013). This research also expands the understanding of the application of a contextual approach to the subject of Moral Faith at the elementary school/madrasah ibtidaiyah level, which has traditionally been applied more to specific subjects. Thus, these findings can be a reference for future research to test the effectiveness of contextual approaches on various other Islamic Religious Education materials.

Increased interest in learning after a contextual approach

The results of descriptive statistical analysis showed a significant increase in students' learning interest after the application of a contextual approach in learning Moral Beliefs. The average pretest score of 64.6 increased to 87.47 in the posttest. Before treatment, the majority of students were in the "Sufficient" (68.75%) and "Less" (18.75%) categories, with only 9.37% in the "Good" category and none reaching the "Very Good" category. After treatment, the majority of students (68.75%) were in the "Very Good" category, and the rest (31.25%) were in the "Good" category. There are no more students in the categories of "Sufficient", "Less", or "Very Less". These findings suggest that the contextual approach can significantly enhance students' interest in learning.

This increase is in line with the findings (Yanti et al., 2025) Which states that context-based learning can foster students' curiosity and emotional engagement, as they feel that the material being taught has a direct connection to their lives. Similarly, research (Fadli, 2023) Found that contextual approaches increase learners' intrinsic motivation, as they can see the practical benefits of the knowledge gained.

Theoretically, these results reinforce the view of constructivism that emphasizes that knowledge is built through meaningful interactions with the environment (Harris & Graham, 1994). Practically, Moral Beliefs teachers can adopt contextual learning strategies consistently, for example, by providing case studies that are close to the reality of students' lives, holding social projects based on moral values, or using learning media that describe real situations. Thus, interest in learning not only increases in the short term but can also affect the formation of positive attitudes and behaviors of students in the long term.

The Effectiveness of Contextual Approaches Based on Inferential Tests

Normality tests using Kolmogorov-Smirnov and Shapiro-Wilk showed that the pretest and posttest data had significance values greater than 0.05, i.e., 0.200 and 0.459 for the pretest, and 0.120 and 0.249 for the posttest, respectively. This means that the data is usually distributed and meets the assumptions required to perform an inferential analysis using a paired t-test. Thus, the conclusions drawn from the hypothesis test are statistically reliable.

The results of the paired t-test showed a difference in the average pretest and posttest scores of -22.875 with a t-value of -15.351 and a p-value (two-sided) of 0.001. Since the p-value < 0.05, it can be concluded that there is a statistically significant difference between the scores before and after treatment. This means that the contextual approach has proven to be effective in increasing students' interest in learning Moral Beliefs.

These results are in line with research conducted by (Maisaroh et al., 2020) which states that the contextual approach can arouse interest in learning because it positions students as active participants in the learning process. Similarly, these findings reinforce the results of the study (Nur'aini et al., 2024) Which shows that context-based learning encourages students' curiosity and engagement, thereby increasing their learning motivation.

Practically, the success of applying this contextual approach demonstrates that Moral Beliefs teachers can utilize the environment, events, and real-world problems as a learning medium to relate faith concepts to the realities faced by students. Theoretically, the results of this study reinforce the theory of constructivism, which emphasizes that knowledge is built through direct experience and active involvement in the learning process (Johnson, 2007). Thus, it can be concluded that the contextual approach is effective in increasing students' interest in learning Moral Beliefs at MI Batulotong, and it is also a learning model worthy of adoption in other subjects that focus on values and morals.

5. Conclusion

Based on the research results, it can be concluded that the application of a contextual approach to learning Moral Beliefs at MI Batulotong creates a more interactive, relevant, and enjoyable learning atmosphere for students. The learning process that relates the material to real life makes it easier for students to understand and internalize the values of faith and morals. This has a positive impact on increasing student involvement in learning activities, both cognitively, affectively, and psychomotorily, which is reflected in increased curiosity, active participation, and the ability to relate lessons to daily experiences.

In addition, this study demonstrates that the contextual approach has proven effective in increasing students' interest in learning the subject of Moral Faith. This increase is evident in students' enthusiasm for participating in learning, their discipline in completing assignments, and their motivation to understand the material more deeply. Thus, the application of a contextual approach can be an effective learning strategy for teachers, especially in teaching material that requires an understanding of values and character formation, so that the goals of Islamic religious education can be achieved optimally.

6. References

- Andini, M., Ramdhani, S., Suriansyah, A., & Cinantya, C. (2024). Peran Guru dalam Menciptakan Proses Belajar yang Menyenangkan. *MARAS : Jurnal Penelitian Multidisiplin*, 2(4), 2298–2305. <https://doi.org/10.60126/maras.v2i4.637>
- Fadli, A. (2023). Penguatan Motivasi Shalat Dan Karakter Peserta Didik Melalui Pendekatan Pembelajaran Kontekstual Pada Mata Pelajaran Pendidikan Agama Islam. *Tarunaedu: Journal of Education and Learning*, 1(1), 83–94. <https://doi.org/10.54298/tarunaedu.v1i1.138>
- Fathin, D. U., & Utami, I. I. S. (2025). Transformasi Value Learning Dalam Memecahkan Masalah Pada Peserta Didik Yang Aktif Menggunakan Media Sosial. *Jurnal Pengajaran Sekolah Dasar*, 4(1), 91–102. <https://doi.org/10.56855/jpsd.v4i1.1566>
- Fitriyani, F., Puspitasari, N., & Hairil, A. (2024). Pendekatan Konstektual Dalam Pembelajaran Pendidikan Agama Islam. *Edification Journal: Pendidikan Agama Islam*, 6(2), 139–148. <https://doi.org/10.37092/ej.v6i2.670>
- Harris, K. R., & Graham, S. (1994). Constructivism: Principles, Paradigms, and Integration. *The Journal of Special Education*, 28(3), 233–247. <https://doi.org/10.1177/002246699402800301>
- Hasudungan, A. N. (2022). Pembelajaran Contextual Teaching Learning (CTL) Pada Masa Pandemi COVID-19: Sebuah Tinjauan. *Jurnal Dinamika*, 3(2), 112–126. <https://doi.org/10.18326/dinamika.v3i2.112-126>

- Hutabarat, T. D. M., Panjaitan, I. S., & Sinaga, H. F. R. U. (2024). Peran Guru Penggerak Mendukung Peningkatan Pendidikan Indonesia dengan Kurikulum Merdeka Belajar. *Didaktika: Jurnal Kependidikan*, 13(001 Des), 919–932. <https://doi.org/10.58230/27454312.1410>
- Idris, M. (2019). Penerapan Contextual Teaching and Learning untuk Meningkatkan Hasil Belajar Moral Beliefs pada Materi Menghindari Akhlak Tercela di Kelas XI MIA MA Putra DDI Mangkoso Kabupaten Barru. *JURNAL PEMIKIRAN DAN PENGEMBANGAN PEMBELAJARAN*, 1(1), 22–29. <https://doi.org/10.31970/pendidikan.v1i1.22>
- Indonesia, Pemerintah Pusat. (2003). *Undang-undang (UU) Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. <http://peraturan.bpk.go.id/details/43920/uu-no-20-tahun-2003>
- Johnson, E. B. (2007). *Contextual Teaching & learning*. Mizan Learning Center.
- Mahbubi, M., & Sa'diyah, H. (2025). Penerapan Pendekatan Kontekstual Terhadap Motivasi Belajar Siswa Pada Mata Pembelajaran PAI. *ANSIRU PAI: Pengembangan Profesi Guru Pendidikan Agama Islam*, 8(2), 168–176. <https://doi.org/10.30821/ansiru.v8i2.23215>
- Maisaroh, S., Muthiah, M., & Siagian, N. (2020). Implementasi Pendekatan Kontekstual Untuk Meningkatkan Minat Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam. *Al-Ulum: Jurnal Pendidikan Islam*, 1(3), 283–292. <https://doi.org/10.56114/al-ulum.v1i3.92>
- Martono, N. (2010). *METODE PENELITIAN KUANTITATIF: Analisis Isi dan Analisis Data Sekunder (sampel halaman gratis)*. RajaGrafindo Persada.
- Muhartini, M., Mansur, A., & Bakar, A. (2023). Pembelajaran Kontekstual Dan Pembelajaran Problem Based Learning. *Lencana: Jurnal Inovasi Ilmu Pendidikan*, 1(1), 66–77. <https://doi.org/10.55606/lencana.v1i1.881>
- Nur'aini, Tamrin, H., & Masykuri, A. (2024). Inovasi Metode Pembelajaran Berbasis Teknologi Dalam Meningkatkan Motivasi Belajar Siswa. *Journal of Islamic Educational Development*, 1(1), 63–72.
- Payadnya, I. P. A. A., & Jayantika, I. G. A. N. T. (2018). *Panduan Penelitian Eksperimen Beserta Analisis Statistik dengan SPSS*. Deepublish.
- Piaget, J. (2013). *The Construction Of Reality In The Child*. Routledge. <https://doi.org/10.4324/9781315009650>
- Rahman, A., Efendi, R. M., & Harun, I. (2025). Penerapan Model Pembelajaran Kontekstual Pada Bidang Studi Pendidikan Agama Islam di SMK Masmur Pekanbaru. *Jurnal Intelek Insan Cendikia*, 2(1), 1840–1847.
- Rizqi, A., Uddin, R., & Monady, H. (2025). Optimalisasi Intelektual Berlandaskan Prinsip-Prinsip Islam Demi Meningkatkan Mutu Pendidikan. *INFINITUM: Journal of Education and Social Humaniora*, 2(1), 44–72.
- S, D. A. V., Azmi, F. U., & Gusmaneli, G. (2025). Implementasi Strategi Pembelajaran Kontekstual dalam Pendidikan Agama Islam untuk Membentuk Karakter Siswa. *Hikmah: Jurnal Studi Pendidikan Agama Islam*, 2(2), 01–12. <https://doi.org/10.61132/hikmah.v2i2.787>
- Saputra, F., Saputra, A., & Efendi, S. (2024). Model Pembelajaran Contextual Teaching Learning dalam Peningkatan Akhlak Siswa Pada Pelajaran Pendidikan Agama Islam di Aceh. *AT-TA'DIB: JURNAL ILMIAH PRODI PENDIDIKAN AGAMA ISLAM*, 224–240. <https://doi.org/10.47498/tadib.v16i2.3431>
- Subairi, A. K. M. A. (2024). Pendidikan dan Perkembangan Masyarakat Perspektif John Dewey: Konsep Pendidikan, Perkembangan Masyarakat. *Sosial Horizon: Jurnal Pendidikan Sosial*, 11(3), 281–298. <https://doi.org/10.31571/sosial.v11i3.8265>

- Yanti, Y., Simatupang, J. K. N., & Bui, T. C. (2025). Motivasi Dan Emosional Berperan Penting Dalam Pembelajaran Pendidikan Bagi Peserta Didik. *Jurnal Teologi Wesley*, 2(1). <https://jurnalteologiwesley.sttwmi.ac.id/index.php/jtw/article/view/19>
- Yusrianti, Y., Aliyas, A., & Muchtar, M. (2025). Penerapan Pendekatan Contextual Teaching Learning dalam Pembelajaran Moral Beliefs di MTs Insan Unggul Kota Makassar. *Mappadeceng: Jurnal Multidisiplin*, 1(1), 31–42. <https://doi.org/10.56324/mpdc.v1i1.747>