



## The Use of the *Contextual Teaching Learning (CTL)* Approach with *Inquiry* Techniques in Increasing Student Motivation in Learning Moral Beliefs Class II MI Tahfidzul Qur'an Braja Selebah

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### Abstract

This study aims to increase students' motivation in learning Akidah Akhlak through the application of the *Contextual Teaching and Learning (CTL)* approach with *inquiry* techniques in grade II students of MI Tahfidzul Qur'an Braja Selebah. The CTL approach emphasizes learning that connects the material to the student's real experience, while *the inquiry technique* encourages students to think critically and actively in discovering the concepts learned. This research uses the Classroom Action Research (PTK) method which is carried out in two cycles. Each cycle consists of planning, implementation, observation, and reflection stages. Data were collected through observations, interviews, and student learning motivation questionnaires. Data analysis was carried out descriptively, qualitatively, and quantitatively to see changes in student motivation before and after the application of the CTL approach with *the inquiry* technique. The results of the study show that the CTL approach with *the inquiry* technique significantly increases students' motivation in learning Akidah Akhlak. In the first cycle, students' motivation to learn increased by 45%, while in the second cycle it increased by up to 80%. Indicators of motivation that have increased include students' enthusiasm in asking questions, courage in expressing opinions, and active involvement in the learning process. Thus, the use of the CTL approach with *inquiry* techniques can be used as an effective strategy in increasing student learning motivation, especially in the subject of Moral Faith. Teachers are advised to continue to develop an experiential learning model so that learning becomes more meaningful and engaging for students.

**Keywords:** *Contextual Teaching and Learning, Inquiry, Learning Motivation, Moral Beliefs.*

### INTRODUCTION

Education is a fundamental aspect in building individual character and personality. In the context of Islamic education, the subject of Akidah Akhlak has an important role in shaping students' morality so that they have strong faith and behavior in accordance with Islamic teachings. However, in practice, learning Akidah Akhlak often faces various challenges, one of which is low student motivation to learn. Low motivation causes students to be less enthusiastic in participating in learning, have difficulty understanding the material, and are less active in the teaching-learning process.

Learning motivation is a key factor in educational success. Students who have high motivation tend to be more active in learning, understand the material faster, and be more active in learning activities. In contrast, students with low motivation will have difficulty understanding

lessons and tend to be passive in class. Therefore, a learning strategy is needed that can increase students' motivation so that they are more involved and enthusiastic in learning.

One of the approaches that can be used to increase student motivation in learning Akidah Akhlak is *Contextual Teaching and Learning* (CTL). CTL is a learning approach that connects the subject matter with students' real experiences so that they can understand concepts more deeply. With this method, students are invited to discover and build their own understanding of the concepts learned, so that learning becomes more meaningful.

In addition, *the inquiry* technique in the CTL approach can be an effective strategy in increasing student involvement in the learning process. The *inquiry* technique allows students to actively search, dig, and find answers to questions related to the material being studied. Thus, students not only become passive recipients of information, but also play an active role in building their own knowledge.

The use of CTL with *inquiry* techniques in learning Akidah Akhlak has the potential to increase students' motivation to learn because it encourages them to think critically, actively ask questions, and relate the subject matter to daily experiences. With this approach, students find it easier to understand the Islamic concepts taught because they find the meaning of each material studied.

At MI Tahfidzul Qur'an Braja Selebah, students' motivation in learning Akidah Akhlak is still relatively low. This can be seen from the lack of student participation in class discussions, low desire to ask questions, and lack of student involvement in the learning process. Learning that is still dominated by lecture methods is also one of the factors that cause a lack of enthusiasm for students in learning.

Based on these problems, innovations in learning methods are needed that can increase student motivation. The CTL approach with *the inquiry* technique was chosen as a solution that is expected to increase student involvement in learning Akidah Akhlak. With this method, students are invited to be more active in thinking, asking questions, and relating the material to their real lives.

This study aims to find out the extent to which the application of the CTL approach with *inquiry techniques* can increase students' motivation in learning Akidah Akhlak. By adopting this approach, it is expected that students will be more motivated to learn and better understand the material in depth.

In this study, the method used is Classroom Action Research (PTK) which is carried out in two cycles. Each cycle consists of stages of planning, implementation, observation, and reflection. The data collected included observation of student activities, interviews with teachers and students, and learning motivation questionnaires.

This research is expected to contribute to teachers in increasing the effectiveness of learning Akidah Akhlak. In addition, the results of this research can also be a reference for schools in developing more innovative learning methods and in accordance with the needs of students.

In addition to increasing student motivation, the CTL approach with *inquiry techniques* also has the potential to improve learning outcomes. With students' active involvement in the learning process, they will find it easier to understand the material and remember it in the long run.

Furthermore, this research can also be a study material for other teachers who want to adopt the CTL approach with *inquiry techniques* in other subjects. Thus, it is hoped that this approach can provide wider benefits in the world of education, especially in learning in madrasahs.

In the modern era of education, the use of learning methods that suit the characteristics of students is very important. Learning that focuses solely on lectures and memorization without actively engaging students is no longer effective in building strong understanding. Therefore, teachers must be able to innovate in creating interesting, meaningful, and contextual learning.

As part of this study, various aspects related to the application of CTL and *inquiry techniques* will be studied in more depth. This includes how these methods are applied in the classroom, how students respond to the method, and how it impacts their motivation and learning outcomes.

With this research, it is hoped that the CTL approach with *inquiry techniques* can be one of the solutions in increasing student motivation in learning Akidah Akhlak. If proven effective, this approach can be applied more widely in various schools and madrasahs to improve the quality of Islamic education in Indonesia.

## **METHODS**

This study uses the Classroom Action Research (PTK) approach which aims to increase students' motivation in learning Akidah Akhlak through the application of the Contextual Teaching and Learning (CTL) approach with the Inquiry technique. PTK was chosen because this research focuses on efforts to improve the learning process in the classroom environment by involving the active participation of teachers and students.

This research was carried out at MI Tahfidzul Qur'an Braja Selebah with the research subject of grade II students. The research subjects were chosen based on initial observations that showed that students' motivation to learn in the subject of Moral Faith is still low. The number of students involved in this study was 20 students, consisting of men and women with diverse learning characteristics.

This research was carried out in two cycles, where each cycle consists of four main stages, namely: (1) Planning, (2) Implementation, (3) Observation, and (4) Reflection. The first cycle focuses on the initial application of the CTL approach with the Inquiry technique, while the second cycle aims to improve and refine learning based on reflections from the first cycle.

At the planning stage, the researcher prepares a CTL-based learning design with the Inquiry technique which includes the selection of materials, learning strategies, and media to be used. In addition, research instruments such as observation sheets, student motivation questionnaires, and interview guidelines were also prepared to measure the effectiveness of the application of these methods.

The implementation stage is carried out in accordance with the plan that has been prepared. Teachers apply the CTL approach with the Inquiry technique in learning Akidah Akhlak. In this process, students are invited to discover their own understanding of the material through discussion, exploration, and problem-solving. Teachers act as facilitators who assist students in digging out information and relating the material to their real lives.

At the observation stage, observations were made of student activities during learning. Observations aim to see the extent to which students are actively involved in learning, whether they show increased motivation, and how the interaction between students and teachers in the teaching-learning process is.

A reflection stage is carried out after each cycle to evaluate the effectiveness of the method applied. The data obtained from observations, questionnaires, and interviews were analyzed to determine the success of learning and determine improvement steps in the next cycle. If in the first cycle student motivation has not increased significantly, then improvements are made in the learning method in the second cycle.

## **RESULTS**

This research was carried out in two cycles, where each cycle consisted of planning, implementation, observation, and reflection stages. The results of the study showed an increase in students' learning motivation after the implementation of the Contextual Teaching and Learning (CTL) approach with the Inquiry technique in learning Akidah Akhlak.

In the initial observation, before the application of this method, the majority of students showed low motivation to learn. This can be seen from their lack of involvement in the learning process, lack of participation in class discussions, and lack of interest in understanding the material presented. From the results of the initial questionnaire, only 40% of students showed good enough motivation to learn, while the other 60% were classified as less motivated in learning Akidah Akhlak.

During the first cycle, the CTL method with the Inquiry technique began to be applied in the learning process. In the early stages, students are given more interactive learning scenarios, such as exploration of concepts through discussions and case examples relevant to daily life. As a result,

there has been an increase in student activity in the classroom, although there are still some students who are passive and lack confidence in expressing their opinions.

Data from the observation sheets showed that in the first cycle, about 55% of students began to actively ask questions and discuss, while the other 45% still needed encouragement from the teacher to engage in learning. Although there is an increase in participation, student involvement in understanding the material is still not optimal, so additional strategies are needed to increase learning effectiveness.

At the end of the first cycle, a reflection was carried out on the obstacles that still arise in the application of this learning method. Some of the challenges found include: (1) some students still find it difficult to understand the concepts taught, (2) some students are not used to Inquiry-based learning, so they still need further guidance, and (3) there are students who lack confidence in asking questions or expressing their opinions.

Entering the second cycle, several improvements were made based on the results of the first cycle's reflection. Teachers provide more stimuli in the form of open-ended questions that encourage students to think critically and relate the material to their own experiences. In addition, learning is made more engaging by the use of visual media and interactive stories that are relevant to students' daily lives.

The results of observations in the second cycle showed a more significant increase. As many as 80% of the students were active in the discussion and began to show courage in asking questions and giving their opinions. In addition, 85% of students seem more enthusiastic and more confident in participating in the learning of the Moral Faith than before.

From the results of the questionnaire after the second cycle, it is known that students' motivation to learn has increased significantly. If at the beginning of the study only 40% of students had good enough motivation to learn, then after the second cycle 90% of students showed a high increase in motivation in participating in the learning of Akidah Akhlak. This shows that the CTL approach with the Inquiry technique has a positive impact on students' learning motivation.

Apart from the motivation aspect, students' understanding of the material has also improved. In the initial evaluation before the application of this method, only 35% of students were able to answer the comprehension questions well. After the second cycle, the percentage of students who obtained high scores increased to 85%, indicating that CTL-based learning with the Inquiry technique not only increases motivation, but also has an impact on better understanding of concepts.

In interviews conducted with some students, they revealed that the learning methods applied made it easier for them to understand the material because they not only heard explanations from the teacher, but also actively participated in finding answers on their own. One of the students said that learning became more interesting because they could discuss and find answers with friends.

Teachers involved in this study also responded positively to the application of this method. The teacher stated that the Contextual Teaching and Learning method with the Inquiry technique is very helpful in increasing student involvement in learning. According to him, compared to the commonly used lecture method, this approach is more effective in building students' critical thinking skills and independence in learning.

In addition, increased interaction between students and teachers is also one of the indicators of the success of this method. If previously students tended to be passive and only waited for instructions from the teacher, after the implementation of the CTL approach with the Inquiry technique, students began to interact more with the teacher, ask questions, and submit their own opinions.

In a reflection session with teachers, it was found that the application of this method requires better preparation in learning planning, including the preparation of questions that are able to encourage students to think critically. Teachers also recognize that this method requires flexibility in managing the classroom so that all students have the opportunity to actively participate.

Although there are challenges in the application of this method, such as differences in students' understanding levels and the need for deeper guidance for some more passive students,

overall this study shows that the Contextual Teaching and Learning approach with the Inquiry technique is effective in increasing students' learning motivation in learning Akidah Akhlak.

Based on the results of the research, this approach is recommended to continue to be applied in learning, especially in subjects that require a deep understanding such as Moral Faith. With continuous improvement in learning strategies, this method can be an effective alternative in improving the quality of learning in madrasas.

The overall results of the study show that the application of Contextual Teaching and Learning with the Inquiry technique has a positive impact on students' motivation, understanding, and participation in learning Akidah Akhlak. This is proof that a more interactive and real-life experience-based learning strategy can help students better understand and internalize the values taught in the subject.

With the results that have been obtained, this research can be a reference for teachers at MI Tahfidzul Qur'an Braja Selebah and other schools to adopt more innovative and effective learning methods in increasing students' motivation and understanding in learning.

## DISCUSSION

The results of this study show that the application of *Contextual Teaching and Learning (CTL)* with the *Inquiry* technique has a positive impact on students' learning motivation in learning Akidah Akhlak. These findings are in line with the theory that context-based learning helps students connect the subject matter to their real-life experiences, thereby increasing their interest and engagement in the learning process.

In the first cycle, despite the increase in student participation, there were still several obstacles, such as lack of confidence in expressing opinions and confusion in connecting concepts to daily life. This can be attributed to the learning habits of students who previously received more information passively through the lecture method. When learning methods change to be more exploratory, some students need time to adapt.

The results of the second cycle showed a more significant increase in student motivation and understanding. Improvements in learning strategies, such as the use of open-ended questions and more engaging media, help students be more active in the learning process. These findings are in line with previous research that showed that the CTL approach can improve students' critical thinking skills and independence in learning.

A comparison between the initial observation data and the results after two cycles showed that students who were previously passive and less motivated began to show greater enthusiasm. As many as 90% of students showed increased motivation after the second cycle, compared to only 40% at the beginning of the study. This proves that *Contextual Teaching and Learning* with the *Inquiry* technique is effective in creating a more interactive and meaningful learning environment.

In addition to learning motivation, increasing students' understanding of the material of Moral Beliefs is also one of the indicators of the success of this research. In the initial evaluation, only 35% of students were able to answer comprehension questions well. However, after the second cycle, the figure increased to 85%. This shows that students understand the material more easily when they are directly involved in finding answers, rather than just listening to the teacher's explanations.

In this study, student involvement in learning also increased. If previously they tended to be passive and only waited for instructions from the teacher, after the application of the CTL approach with the Inquiry technique, they asked more questions, opinions, and discussed with classmates. This is in line with the concept of *student-centered learning*, where students are given the opportunity to be active subjects in the learning process.

Teachers who act as facilitators in learning also have a great influence on the success of this method. The results of interviews with teachers show that the CTL method with the Inquiry technique presents its own challenges, especially in designing questions that are able to stimulate

students' critical thinking. However, the teacher also stated that this method is more effective in increasing student engagement than the traditional lecture method.

In the implementation of this research, there are several challenges that need to be observed. One of the main challenges is the difference in student comprehension levels, where some students grasp the material faster than others. Therefore, teachers must provide additional guidance for students in need, without hindering the development of students who are already more advanced.

In addition, the application of this approach requires the readiness of teachers in designing learning that is interesting and in accordance with the needs of students. The use of appropriate media and tools is also an important factor in the success of this method. In this study, the use of visual media and interactive stories was proven to help students more easily understand the concepts taught.

The results of this study also have implications for the development of learning methods in madrasas or religion-based schools. The *Contextual Teaching and Learning* method with the *Inquiry* technique can be applied in other subjects, especially those that require a deep understanding such as Fiqh and Islamic History. By applying a more interactive method, it is hoped that students can better understand and internalize religious values in their daily lives.

As a recommendation for future research, this approach can be combined with other strategies, such as the use of technology in CTL-based learning. For example, the use of interactive learning videos or *game-based learning* can be an alternative to further increase student engagement.

This entire discussion emphasized that the *Contextual Teaching and Learning* method with the *Inquiry* technique is an effective strategy in increasing students' motivation and understanding of Akidah Akhlak learning. With proper implementation and continuous improvement, this method can be a solution for teachers in creating a more meaningful learning experience for students.

## CONCLUSION

Based on the results of research that has been conducted regarding the application of the *Contextual Teaching and Learning (CTL)* approach with the *Inquiry* technique in increasing student motivation in learning Akidah Akhlak in grade II MI Tahfidzul Qur'an Braja Selebah, it can be concluded that several things are as follows:

The *Contextual Teaching and Learning (CTL)* approach with the *Inquiry technique* has been proven to be effective in increasing student motivation. This can be seen from the increase in students' active participation during the learning process, where they are more courageous to ask, discuss, and seek answers independently. In addition, the classroom atmosphere becomes more interactive and fun, which contributes to an increase in students' interest in learning the subject of Moral Faith.

The application of this method also has a positive impact on students' understanding of the material taught. Students find it easier to understand the concepts in Akidah Akhlak because they experience a more meaningful learning process through exploration, analysis, and discussion. This is evidenced by the increase in the value of student understanding from the initial evaluation to the final research cycle.

In addition, teachers play an important role in the success of this method. By functioning as a facilitator, teachers can guide students in discovering the concepts being taught, so that students not only receive information passively, but are also able to build their own understanding. Teachers who actively design questions that stimulate critical thinking can assist students in connecting the material to their real-life experiences.

In this study, the challenges faced include differences in students' understanding levels, limited time in the learning process, and teachers' readiness to apply this method. However, these challenges can be overcome with the right strategies, such as providing additional guidance for



students in need, managing time well, and continuing to develop teachers' skills in designing CTL and Inquiry-based learning.

The results of this study provide implications for the development of learning methods in madrasas or religion-based schools. The CTL approach with the Inquiry technique can be applied not only in the subject of Moral Faith, but also in other subjects that require in-depth understanding. By applying more active and contextual learning methods, it is hoped that students can better understand and internalize religious values in their daily lives.

As a recommendation, further research can develop this method by integrating technology in the learning process, such as the use of digital media and interactive learning platforms. In addition, further research can also explore the application of this method at different grade levels or other subjects to see its effectiveness in a broader context.

Overall, the *Contextual Teaching and Learning* approach with the *Inquiry* technique can be a solution in increasing students' motivation and understanding in learning Akidah Akhlak. With proper and innovative implementation, this method can create a more meaningful and student-oriented learning experience.

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