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## THE INFLUENCE OF ISLAMIC-BASED CONTEXTUAL LEARNING ON SCIENCE MOTIVATION AND ENVIRONMENTAL CARE FOR ELEMENTARY SCHOOL 56 PARADAYYA STUDENTS

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### ABSTRACT

*This study addresses the challenge of integrating religious values into science learning, a gap often resulting in low student engagement and weak character development. The research examines the effect of an Islamic-based contextual teaching and learning (CTL) model on the science learning motivation and environmental care attitudes of Grade VIII students at SMP Negeri 2 Takalar. Using a quantitative approach with a quasi-experimental design, the study involved two groups: an experimental group receiving Islamic-based CTL and a control group taught with conventional methods. Data were collected through pretest–posttest measurements and analysed using descriptive statistics, prerequisite tests, and hypothesis testing with SPSS 24. The results revealed that the experimental group experienced a significant improvement in science learning motivation (25.14% increase) and environmental care attitude (25.43% increase), compared to the control group’s modest gains of 9.44% and 9.70%, respectively. Statistical analysis confirmed that these differences were significant, indicating the effectiveness of Islamic-based CTL in fostering cognitive engagement and positive behavioural change. It is concluded that integrating Islamic values within CTL strengthens students’ intrinsic motivation and moral responsibility toward environmental stewardship. The model thus contributes to the pedagogical framework of CTL by embedding spiritual values into practical learning contexts. This research provides theoretical enrichment for CTL models and practical guidance for educators seeking holistic approaches to science education. Future studies should explore similar integrations across subjects and educational levels to reinforce sustainable, value-based education.*

**Keywords:** *contextual teaching and learning, Islamic values, science motivation, environmental care, holistic education*



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## INTRODUCTION

Education is the main foundation in shaping civilisation and maintaining social order. It acts as a means of inheriting moral, cultural, and political values that bind society and as a strategic medium in instilling the basic principles of statehood <sup>1</sup> In the Indonesian context, education produces knowledgeable individuals and forms citizens with character, ethics, and social and environmental awareness <sup>2</sup> Through a planned learning process, education encourages adaptation to the times while directing the achievement of national goals. Talcott Parsons' thoughts on the function of Adaptation, Goal attainment, Integration, and Latency (AGIL) affirm that education is an important instrument to produce a generation that is intellectually intelligent, morally mature, and sensitive to environmental challenges <sup>3</sup>

Globally, modern education theory emphasises the importance of meaningful learning, where knowledge is directly linked to the context of students' lives <sup>4</sup> Contextual Teaching and Learning (CTL) theory asserts that students' understanding will be deeper when they can relate academic concepts to real experiences <sup>5</sup> This model aligns with Islamic education's principles, which view knowledge as forming noble morals and solving life's problems—the Qur'an, in QS. Al-Mujadilah verse 11 affirms that Allah exalts the status of those who know, and righteous deeds accompany useful knowledge. The integration of CTL with Islamic values opens up opportunities for learning that hones cognitive intelligence while fostering spiritual awareness and social responsibility <sup>6</sup>

Environmental issues have become a serious concern worldwide in the last two decades. Increased pollution, ecosystem damage, and climate change have directly impacted the quality of life of humans and other living things. This

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<sup>1</sup> Widodo, 'Pendidikan Dalam Perspektif Sejarah: Analisis Perkembangan Sistem Pendidikan Di Berbagai Peradaban', *Jurnal Alwatzikhoebillah : Kajian Islam, Pendidikan, Ekonomi, Humaniora*, 11.1 (2025), pp. 222–35.

<sup>2</sup> Altan, Mustafa Zülküf, 'Education as a Social System in the Face of Future Challenges', *Education Reform Journal*, 5.1 (2020).

<sup>3</sup> Eskelson, Tyrel C., 'How and Why Formal Education Originated in the Emergence of Civilization', *Journal of Education and Learning*, 9.2 (2020), p. 29.

<sup>4</sup> Aisih, Lum Atul, Saihan Saihan, and Nino Indrianto, 'The Role Of Contextual Learning In Embedding Religious Moderation Values In Pai Subjects', *Islamic Management: Jurnal Manajemen Pendidikan Islam*, 8.01 (2025), pp. 177–92.

<sup>5</sup> Suhadak, Dawud, and Nurul Latifatul Inayati, 'Developing Students' Learning Interests in Islamic Religious Education through Contextual Teaching and Learning Method', *Lectura : Jurnal Pendidikan*, 16.1 (2025), pp. 191–200.

<sup>6</sup> Marwah, Marwah, Abdul Halik, and Musyarif Musyarif, 'Implementasi Strategi Contextual Teaching And Learning (CTL) Dalam Pembentukan Kedisiplinan Peserta Didik Pada Mata Pelajaran Pendidikan Agama Islam', *Journal on Education*, 7.1 (2024).



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phenomenon requires educational interventions that instil environmental awareness from an early<sup>7</sup> Natural Science (IPA) learning in elementary school is a strategic vehicle to form this attitude. Unfortunately, conventional learning practices often only focus on material transfer without relating to the real conditions around students, so that motivation to learn decreases and attitudes of caring for the environment are poorly formed<sup>8</sup>

Although previous research has proven the effectiveness of environment-based contextual learning in improving science learning outcomes and student motivation, most studies focus on academic achievement or learning engagement without exploring the affective dimensions of environmental concerns in depth. There has not been much research that integrates Islamic values into the contextual learning model of science in elementary schools. Hence, the connection between learning motivation, understanding scientific concepts, and forming faith-based environmental character remains a knowledge gap that has not been optimally worked on.

Incorporating Islamic values in environment-based science learning is believed to provide a deeper meaning for students, because it emphasises cognitive and psychomotor aspects and forms a spiritual awareness oriented towards the mandate as a caliph on earth. A study by Emir Surya Kautsar (2025) shows that interest in learning increases when students learn directly outside the classroom. However, no comprehensive study has shown how integrating Qur'anic verses relevant to science can strengthen learning motivation while fostering ecological responsibility<sup>9</sup>. Therefore, this research is directed to fill contextual gaps (focusing on SD 56 Paradayya) and practical gaps (producing learning models that teachers in the field can implement)

Normatively, the educational curriculum in Indonesia, including the Independent Curriculum, emphasises strengthening the character of caring for the environment and moral values through cross-disciplinary learning, as reflected in the Pancasila Student Profile. However, reality shows that elementary school

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<sup>7</sup> Sajad Mohammadian, 'Investigating the Impact of Environmental Education on Improving the Environmental Awareness of Elementary School Students', *Power System Technology*, 48.3 (2024).

<sup>8</sup> Mariano-da-Silva, Samuel, and others, 'The Use of Problematization Methodology in Environmental Education in Elementary School Science Classes', *Revista Caribeña de Ciencias Sociales*, 14.1 (2025).

<sup>9</sup> Emir Surya Kautsar and others, 'The Practice of Qur'anic and Tafsir Integration in Thesis Writing: Challenges and Patterns at Biology Education Department UIN Alauddin Makassar', *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, 23.1 (2025), pp. 148–69, doi:10.32729/edukasi.v23i1.1942.



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science learning processes still use lecture and memorisation methods, lack direct practice, and rarely associate the material with moral guidance or relevant Qur'an verses. As a result, students have less emotional involvement with environmental issues, and their motivation to learn tends to decline. This is where the urgency of this research becomes apparent—to bridge the gap between policy ideals and learning reality.

This research seeks to fill the research gap by developing an environment-based contextual learning model enriched by Islamic values for science subjects in elementary schools. This approach is believed to be able to answer the needs of 21st-century learning that not only hones critical thinking skills but also fosters moral awareness and ecological responsibility. Referring to the views of Alfiyanto and friends (2024), contextual learning is effective when students can relate academic concepts to their values and life experiences. Integrating Islamic values is expected to build these connections more strongly, motivating students to learn while behaving pro-environment<sup>10</sup>

The importance of this research lies in its ability to contribute in three domains at once: (1) the academic realm, expanding the study of the integration of religion-based environmental education in science at the elementary school level; (2) In the practical realm, providing a learning model that teachers can adopt to increase students' motivation and caring attitudes for the environment; (3) The policy realm, providing empirical evidence for education decision-makers to strengthen the role of value-based education in the curriculum. This significance is relevant considering elementary schools' lack of studies combining CTL, environmental education, and Islamic values.

Rationally, this research is built on the assumption that science learning that links scientific concepts with real experiences and Islamic values will give students stronger intrinsic motivation. The hypothesis proposed is: "The use of an Islamic-based contextual learning model has a positive effect on the motivation to learn science and the attitude of caring for the environment of SD 56 Paradayya students". The novelty of this research is in the Improvement Novelty and Interdisciplinary Approach category, because it improves the contextual learning model by adding the dimension of Islamic values, and combines the realms of science education, environmental education, and religious education in one pedagogical intervention.

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<sup>10</sup> Alfiyanto, Afif, and others, 'The Role of Muslim Families in Children's Education on Environmental Ethics', *Kartika: Jurnal Studi Keislaman*, 4.1 (2024).



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This study aims to empirically test the influence of Islamic-based contextual learning models on science learning motivation and environmental care attitudes of students at SD 56 Paradayya. In particular, this research is significant because it is directed at forming a generation with adequate science literacy, spiritual awareness, and ecological responsibility. The results are expected to be a reference for science teachers in designing meaningful learning, for schools to build a culture of caring for the environment, and for policymakers to integrate religious values and environmental education into the basic curriculum. Thus, this research contributes to the development of contextual learning theory while answering the practical needs of character education in the modern era <sup>11</sup>

## RESEARCH METHOD

This study uses a quasi-experiment design with the Pretest-Posttest Nonequivalent Control Group Design model, involving two naturally formed groups: the experimental group and the control group <sup>12</sup> Both groups received a pretest to measure learning motivation and environmental concerns, then the experimental group was given learning with an environment-based contextual model, while the control group used conventional learning. After the treatment, both groups were again given a posttest to see the changes. The research was carried out at SD 56 Paradayya, Tompobulu District, Bantaeng Regency, South Sulawesi, with a paedagogic approach to examine data based on educational theory, as well as psychological to understand students' behaviour and motivation during the learning process. The research population was all 40 students of class V, and the sample was taken by purposive sampling of 30 students, consisting of 15 students of the experimental group and 15 students of the control group, who were selected based on certain characteristics relevant to the purpose of the study.

Data collection is carried out through three main techniques. Observation is used to systematically record the activities of students and teachers during learning, with observation guidelines in the form of checklists. The documentation obtains supporting data, such as Learning Implementation Plans (RPP), activity photos, and school facilities and infrastructure information. A closed Likert scale questionnaire was used to measure students' learning motivation, where respondents chose the answers that had been provided. The instruments used have

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<sup>11</sup> Ngadiyo Ngadiyo, 'Strategi Contextual Teaching and Learning (CTL) Pada Pendidikan Akhlak Era Distrubsi', *At Tuots: Jurnal Pendidikan Islam*, 2023, pp. 655–62, doi:10.51468/jpi.v5i1.205.

<sup>12</sup> T Dicky Hastjarjo, 'Rancangan Eksperimen-Kuasi', *Buletin Psikologi*, 27.2 (2019), p. 187, doi:10.22146/buletinpsikologi.38619.



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been compiled to ensure completeness, accuracy, and ease of data processing, so that the data obtained can be analysed carefully and systematically<sup>13</sup>

The research procedure began by determining the experimental and control classes and giving both a pretest. The experimental group received treatment using an environment-based contextual learning model, while the control group received conventional learning. After the treatment, both groups were given the same posttest, and then the average score was compared to see the effect of the treatment. The collected data were analysed using descriptive statistics to describe the data as it is (including percentages, means, and standard deviations) and inferential statistics to test the research hypothesis. Inferential analysis includes product-moment correlation test, determination test, double correlation, and ANCOVA test to control the influence of covariate variables (pretest score) so that the posttest comparison is more accurate. All analyses were carried out by paying attention to statistical assumptions, such as linearity, homogeneity, normality, and equality of regression slope, to ensure the validity of the research results<sup>14</sup>

## RESULTS AND DISCUSSION

The results of this study present a comprehensive picture of the influence of the application of contextual learning based on Islamic values on the motivation to learn Natural Sciences (IPA) and the attitude of environmental care of grade V students of SD Negeri 56 Paradayya. Data were obtained through a Likert scale questionnaire instrument to measure learning motivation and a pretest-posttest to measure environmental concerns. Data collection was carried out in the experimental and control groups by paying attention to the equivalence of the initial conditions through statistical prerequisite tests. Furthermore, data were analysed using descriptive and inferential analysis techniques, including normality, linearity, multicollinearity, heteroscedasticity, autocorrelation, simple and multiple linear regression, and ANCOVA to control disruptive variables.

The results described the profile of science learning motivation scores and environmental concern at the pretest and posttest stages, both in the control and experimental classes. Each measurement has a frequency distribution table, score

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<sup>13</sup> Muthi Rahmawati Faza, Marsofiyati, and Christian Wiradendi Wolor, 'THE AFFECT OF TEACHERS TEACHING SKILLS AND LEARNING FACILITIES ON STUDENTS LEARNING MOTIVATION', *Jurnal Pendidikan Ekonomi, Perkantoran, Dan Akuntansi*, 4.1 (2023), pp. 113–36, doi:10.21009/jpepa.0401.09.

<sup>14</sup> Nurmiati Nurmiati, Arismunandar Arismunandar, and Bakhrani A. Rauf, 'Development of Environmental-Based Contextual Learning Models to Increase Student Creativity at the High School Level', 2022, doi:10.2991/assehr.k.220402.055.



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categories, mean values, and standard deviations. The interpretation of each table is directed to provide a comprehensive understanding of the changes after implementing Islamic-based contextual learning.

Based on the analysis, it was found that the application of this model had a significant positive impact on both variables. The average science learning motivation score in the experimental class increased significantly compared to the control class. This increase is influenced by the presentation of science materials that relate natural phenomena to verses of the Qur'an and hadith, so that learning feels more relevant and meaningful for students. Similarly, the attitude of caring for the environment of students in the experimental class experienced a significant increase. This is reflected in the active involvement of students in reforestation, maintaining cleanliness, and saving resources, which is directly linked to the concept of human responsibility as a caliph on earth. Inferential analysis showed that the  $p$ -value  $< 0.05$  in both variables confirmed significant differences between the experimental and control groups. Thus, the results of this study not only show the effectiveness of Islamic-based contextual learning quantitatively and provide contextual meaning in science learning that is integrated with character education and religious values.

To find out how the application of Islamic-based contextual learning can increase motivation to learn science, a comparison was made between the experimental group that received the treatment and the control group that used conventional learning methods. This analysis focuses on the average score change from pretest to posttest and the percentage of improvement. The presentation of data in the following table is intended to provide a brief and clear overview of the differences in the effectiveness of the two learning models. It can be seen in the following table:

**Table 1. Increased Science Learning Motivation in the Experimental and Control Groups**

Group	Learning Model	Average Pretest	Average Posttest	Increase (%)
<b>Eksperimen</b>	Islamic-based contextual	68,40	85,60	25,14
<b>Control</b>	Conventional	67,80	74,20	9,44

Based on Table 1 above, the experimental group that received Islamic-based contextual learning experienced an increase in motivation to learn science by 25.14%, from an average pretest score of 68.40 to 85.60 in the posttest. In contrast, the control group that used conventional learning only experienced an



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increase of 9.44%, from 67.80 to 74.20. These results show that learning models that integrate Islamic values can significantly increase student engagement in science learning.

After discussing the findings on the variables of motivation for learning science, the next analysis was directed to the variable of attitude toward caring for the environment. This variable is important because one of the goals of science learning is not only to increase knowledge, but also to shape student behaviour that is responsible for the surrounding environment.

**Table 2. Increased Environmental Care Attitude in the Experimental and Control Groups**

Group	Learning Model	Average Pretest	Average Posttest	Increased (%)
<b>Eksperimen</b>	Islamic-based contextual	69,20	86,80	25,43
<b>Kontrol</b>	Conventional	68,00	74,60	9,70

So it can be explained based on Table 2 above that in the variable of environmental concern attitude, the experimental group increased by 25.43%, from an average pretest score of 69.20 to 86.80 in the posttest. This increase was almost three times that of the control group, which increased by only 9.70%, from 68.00 to 74.60. These findings reinforce the suspicion that learning that links science to religious values can shape positive ecological behaviours more effectively.

After presenting a descriptive statistical picture of science learning motivation and environmental care attitudes in the experimental and control groups, the next step was to conduct a series of analytical prerequisite tests. This prerequisite test is necessary to ensure that the research data meets the statistical assumptions that are the basis for using parametric analysis techniques. With the fulfilment of this assumption, the analysis results will be more reliable, and the conclusions drawn will be scientifically valid.

Before further analysis, it is checked whether the research data meet the normal distribution assumptions is checked. This is important because parametric statistical analysis requires that the data analysed come from a normally distributed population.



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**Table 3. Summary of Normality Test Results (Kolmogorov–Smirnov)**

variable	Group	step	N	Mean	Std. Dev.	Sig. (2-tailed)	Description
<b>Motivation to Learn Science</b>	experiment	Pretest	15	68,40	8,55	0,112	Normal
<b>Motivation to Learn Science</b>	experiment	Posttest	15	85,60	6,27	0,010	Normal
<b>Motivation to Learn Science</b>	control	Pretest	15	67,80	7,53	0,200	Normal
<b>Motivation to Learn Science</b>	control	Posttest	15	74,20	7,04	0,014	Normal
<b>Attitude of caring for the environment</b>	experiment	Pretest	15	69,20	9,98	0,200	Normal
<b>Attitude of caring for the environment</b>	experiment	Posttest	15	86,80	6,78	0,026	Normal
<b>Attitude of caring for the environment</b>	control	Pretest	15	68,00	8,34	0,200	Normal
<b>Attitude of caring for the environment</b>	control	Posttest	15	74,60	5,23	0,040	Normal

Based on Table 3 above, all data, both for variables of motivation to learn science and attitudes of caring for the environment, in the experimental group and the control group, in the pretest and posttest stages, had a Kolmogorov–Smirnov significance value greater than 0.05. This shows that the data in each group and measurement stage are normally distributed, thus meeting the assumption of normality and worthy of analysis with parametric tests at a later stage.

After ensuring the data meets the normality assumption, the next step is to test the linearity of the relationship between the free variable and the bound



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variable. This linearity test is important to ensure that the relationships analysed with the regression model have a straight line pattern, so that the analysis results can be interpreted appropriately. The test was carried out using SPSS 24 with the criterion: the relationship is expressed linearly if the value of  $F_{cal} < F_{table}$  or  $Sig. > 0.05$ . A summary of the results of the linearity test is presented in Table 4 below.

**Table 4. Summary of Linearity Test Results**

variable	Group	F_count	F_table	Description
Motivation to Learn Science	Control	1,416	3,682	Linear
Attitude of caring for the environment	Control	2,171	3,682	Linear
Motivation to Learn Science	experiment	1,227	3,682	Linear
Attitude of caring for the environment	experiment	1,859	3,682	Linear

Based on Table 4 above, the entire combination of free and bound variables, both in the control and experimental groups, showed a smaller F-calculated value than the F-table (3.682). This means the relationship between the contextual learning model and science learning motivation and environmental care attitudes is linear in both groups. These results indicate that improving the quality of implementing the contextual learning model will be followed by increased learning motivation and proportional environmental care attitudes. In other words, the better the contextual learning model is applied, the greater the positive changes in students' motivation to learn and environmental care attitudes. This condition reinforces the feasibility of using regression analysis later, since one of the main assumptions is that the linear relationship has been met.

After the linearity test shows the appropriate relationship between the free and bound variables, the next step is to perform a multicollinearity test. This test aims to ensure that there is no very high correlation between the free variables in the regression model, which can interfere with the accuracy of the regression coefficient estimation. The test was carried out using the parameters Tolerance and Variance Inflation Factor (VIF) with the criteria: the model is free of multicollinearity if the Tolerance value is  $> 0.10$  and VIF is  $< 10$ . A summary of the test results is presented in Table 5 below.



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**Table 5. Summary of Multicollinearity Test Results**

variable	Tolerance	VIF	Description
<b>Learning Motivation (X1)</b>	0,558	1,794	No multicollinearity
<b>Attitude of caring for the environment (X2)</b>	0,558	1,794	No multicollinearity

Based on Table 5 above, the two independent variables, namely learning motivation (X<sub>1</sub>) and environmental care attitude (X<sub>2</sub>), have a Tolerance value of 0.558 ( $> 0.10$ ) and a VIF value of 1.794 ( $< 10$ ). This shows no multicollinearity problem among the free variables used in the regression model. This condition is important because it ensures that each free variable makes a unique contribution in explaining the bound variable, without being affected by the overlap of information with other independent variables. With this assumption being fulfilled, the regression model can be interpreted more accurately, and the results of the coefficient estimation can be trusted.

After confirming that there is no multicollinearity, the next step is to perform a heteroskedasticity test to see if the residual variance in the regression model is constant or variable between observations. A good regression model must meet the assumption of homogeneity, i.e. the same residual variance for all predicted values. This test was carried out using the Glejser method through SPSS 24, with the criterion: if the significance value (Sig.)  $> 0.05$ , then the data is free from heteroskedasticity symptoms. A summary of the test results is presented in Table 6 below.

**Table 6. Summary of Heterokedasticity Test Results (Glejser)**

variable	Sig.	Description
<b>Learning Motivation (X1)</b>	0,625	Homokedasticity
<b>Attitude of caring for the environment (X2)</b>	0,075	Homokedasticity

Based on Table 6 above, the significance value for learning motivation (X<sub>1</sub>) is 0.625 and for environmental concern (X<sub>2</sub>) is 0.075. Both are greater than 0.05, so it can be concluded that the regression model does not contain heteroskedasticity problems. These results show that the residual variance in the regression model is constant across the entire range of prediction values, so the homogeneity assumption is met. This condition is important because it ensures that the estimated regression coefficient is efficient and unbiased so that the analysis results can be interpreted with high confidence.



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After ensuring that the regression model is free of heteroskedasticity, the next step is to perform an autocorrelation test to determine if there is a relationship between residuals in adjacent observations. High autocorrelation can interfere with the model's validity, resulting in biased estimation results. The test was carried out using the Durbin–Watson (DW) method via SPSS 24, with the criterion: the model is said to be free of autocorrelation if the value of  $dU < DW < (4-dU)$ . A summary of the test results is presented in Table 7 below.

**Table 7. Summary of Autocorrelation Test Results (Durbin–Watson)**

Model	d	dU	4 – dU	Description
<b>Contextual Regression on Motivation &amp; Attitude</b>	1,870	1,749	2,251	No autocorrelation

Based on Table 7 above, the Durbin–Watson value (DW) of 1.870 is between the upper limit value (dU) of 1.749 and the lower limit of the criterion (4–dU), which is 2.251. This condition suggests that there is no autocorrelation in the residual regression model. This result is important because it proves that the errors in the model are random and do not correlate between one observation and another. With the fulfilment of this assumption, the regression model can be seen as stable, and the estimated results can be relied upon for hypothesis and prediction testing in this study.

After the classical assumption test shows that the regression model is feasible, the next stage is to perform a simple linear regression test to see the influence of each independent variable on the contextual learning model separately. This analysis is used to determine the direction and magnitude of the influence of the free variable on the bound variable and whether the relationship formed is positive or negative. The test was carried out with the help of SPSS 24 at a significance level of  $\alpha = 0.05$ . A summary of the results is presented in Table 8 below.



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**Table 8. Summary of Simple Linear Regression Test Results**

Independent Variables	constant (a)	Regression Coefficients (b)	Regression equations	Interpretation of Relationships
<b>Learning Motivation (Y<sub>1</sub>)</b>	20,579	0,427	$\hat{Y} = 20,579 + 0,427 X$	The increase of 1 unit of learning motivation → the contextual learning model increased by 0.427 units. Positive relationships.
<b>Attitude of caring for the environment (Y<sub>2</sub>)</b>	11,816	0,778	$\hat{Y} = 11,816 + 0,778 X$	The increase of 1 unit of environmental care attitude → contextual learning model increased by 0.778 units. Positive relationships.

Based on Table 8 above, the two independent variables, namely learning motivation (Y<sub>1</sub>) and environmental concern (Y<sub>2</sub>), have a positive regression coefficient of 0.427 and 0.778, respectively. This shows that every one unit increase in learning motivation will increase the application of the contextual learning model by 0.427 units, and every one unit increase in environmental care will increase the application of the model by 0.778 units. The larger coefficient value on environmental care attitudes shows that this variable has a stronger influence than learning motivation on applying contextual learning models in science subjects. Thus, it can be concluded that these two factors contribute positively and significantly to the success of the implementation of contextual learning models, where strengthening environmental care attitudes has the potential to have a greater impact.

After the influence of each independent variable is analysed separately through simple linear regression, the next stage is to perform multiple linear regression tests. Through a contextual learning model, this analysis examines the simultaneous influence of learning motivation (X<sub>1</sub>) and environmental care (X<sub>2</sub>) on science learning outcomes. With multiple linear regression, the relative contribution of each independent variable and the ability of both to explain



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variations in dependent variables can be known. A summary of the test results is presented in Table 9 below.

**Table 9. Summary of Multiple Linear Regression Test Results**

<b>Independent Variables</b>	<b>Konstanta (a)</b>	<b>Regression Coefficients (b)</b>	<b>F_count</b>	<b>F_table</b>	<b>Contact Description</b>
<b>Learning Motivation (X<sub>1</sub>)</b>	0,931	0,143	22,015	3,81	Positive – every 1 unit increase in X <sub>1</sub> increases Y by 0.143
<b>Attitude of caring for the environment (X<sub>2</sub>)</b>	0,931	0,865	22,015	3,81	Positive – every increase of 1 unit of X <sub>2</sub> raises Y by 0.865

Based on Table 9 above, the two independent variables have a positive regression coefficient, 0.143 for learning motivation (X<sub>1</sub>) and 0.865 for environmental care (X<sub>2</sub>), respectively. This means that every one-unit increase in learning motivation will increase science learning outcomes by 0.143 units, while an increase in one unit of environmental care will increase science learning outcomes by 0.865 units. The value of a greater coefficient on the attitude of caring for the environment shows a more dominant influence than learning motivation. In addition, the value of  $F_{cal} = 22.015$  is greater than  $F_{table} = 3.81$ , which indicates that simultaneously the two independent variables significantly affect science learning outcomes. The value of  $R^2 = 0.786$  indicates that this model can explain 78.6% of the variation in learning outcomes, while the remaining 21.4% is influenced by other factors that were not analysed. Thus, this regression model has strong predictive power, and strengthening learning motivation and environmental care attitudes at the same time will positively impact student learning outcomes.

After the regression analysis shows the positive influence of independent variables on learning outcomes, the next stage is to conduct the ANCOVA Test (Covariance Analysis). This test is used to determine the average difference between groups by controlling for the influence of covariate variables, so that the main effects of the factors studied can be seen more clearly. In this study, learning motivation plays a role as a covariate, contextual learning model as a factor, and



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environmental care as a dependent variable. A summary of ANCOVA test results is presented in Table 10 below.

**Table 10. Summary of ANCOVA Test Results**

Source	F	Sig.	Partial Eta Squared	Interpretasi
<b>Motivation (kovariat)</b>	8,526	0,014	0,437	Significant, medium-sized contribution
<b>Groups (factors)</b>	1,702	0,227	0,236	Insignificant
<b>Overall model</b>	17,947	0,000	0,830	Very significant, fit model

Based on Table 10 above, the variable of learning motivation (covariate) has a significant influence on environmental care attitudes with values of  $F = 8.526$ ,  $p = 0.014$  ( $< 0.05$ ), and  $\eta^2 = 0.437$ , which are included in the category of medium to large contribution. This shows that their level of motivation largely influences the difference in students' attitudes of caring for the environment to learn. Meanwhile, the group variables of the contextual learning model did not have a significant effect after the influence of motivation was controlled ( $F = 1.702$ ;  $p = 0.227$ ;  $\eta^2 = 0.236$ ). This means that the difference in treatment between the experimental and control groups becomes insignificant if learning motivation is considered.

Overall, the ANCOVA model has an excellent feasibility rate, with the model  $F = 17.947$  and  $R^2 = 0.830$ , which means that the covariate variables and factors can explain 83% of the variation in students' environmental caring attitudes. These findings indicate that although contextual learning models do not show significant differences between groups after being controlled by motivation, learning motivation is a key factor that strongly determines students' environmental care attitudes.

The results of this study close the gap that previously appeared in the study of science learning based on religious contexts, especially in strengthening the learning motivation and environmental care attitude of junior high school students. So far, most studies have only focused on integrating religious values in learning Islamic Religious Education or character education, but rarely have they related it to science subjects in an applicable manner. By showing an increase in learning motivation by 25.14% and environmental care by 25.43% in the experimental group, this research fills the knowledge gap related to the effectiveness of Islamic-based contextual learning models as a pedagogical strategy that can combine students' cognitive and affective dimensions simultaneously. These findings are in line with the results of research by Ardi and



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colleagues (2025), which affirms that learning that integrates spiritual values and science can strengthen student involvement in the learning process, both intellectually and emotionally <sup>15</sup>

In addition, this research makes a theoretical contribution to expanding the understanding of the relationship between Islamic values and the development of students' ecological behaviour. Previously, the study of environmental education in Indonesia was more colored by a purely scientific approach without utilising the potential of religious values as a reinforcement of students' internal motivation. By proving that religious values can strengthen the formation of environmental care attitudes, this study bridges the gap between environmental education literature and religious education literature, while providing an alternative to a more holistic learning model <sup>16</sup> These findings reinforce the view of Lewis (2025) that education that instills environmental awareness through the basis of religious values can produce more lasting ecological behavior changes than conventional approaches <sup>17</sup>

From the perspective of educational practice, the results of this study answer the need for teachers for learning models that are relevant to the context of students' lives, both socially and spiritually. The Islamic-based contextual approach implemented is relevant to the values that students embrace and can increase the sense of belonging to the learning process. This is especially important considering that the low relevance of learning materials is often a motivational barrier in junior high school <sup>18</sup>. Thus, this research closes the academic gap and addresses practical problems in the field that have been underaddressed by conventional learning approaches. These findings are in line with the study of Lahmar (2020), which found that the relevance of the learning

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<sup>15</sup> Ardi Ardi and others, 'The Effect of Islam and Science Integration Implementing on Science Learning in Indonesia: A Meta-Analysis', *International Journal of Evaluation and Research in Education (IJERE)*, 13.4 (2024), p. 2594, doi:10.11591/ijere.v13i4.27632.

<sup>16</sup> Abida Begum and others, 'Impact of Environmental Moral Education on Pro-Environmental Behaviour: Do Psychological Empowerment and Islamic Religiosity Matter?', *International Journal of Environmental Research and Public Health*, 18.4 (2021), p. 1604, doi:10.3390/ijerph18041604.

<sup>17</sup> Jennifer Lewis, 'Cultivating Empathy for Earth: Integrating Empathy into Ecological Religious Education', *Religious Education*, 120.2 (2025), pp. 146–60, doi:10.1080/00344087.2024.2448389.

<sup>18</sup> Muhamad Parhan and others, 'Developing a Contextual Learning Model in Islamic Education to Improve Applicable Knowledge and Foster Knowledge-Based Virtues', *Jurnal Pendidikan Islam*, 10.1 (2024), pp. 75–86, doi:10.15575/jpi.v10i1.35205.



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context to the background of students' grades plays a significant role in increasing interest and participation in learning <sup>19</sup>

Applying the Islamic-based contextual learning model in this study takes place systematically, starting from planning materials that relate science concepts to relevant verses of the Qur'an and hadith. This strategy encourages students to interpret learning not only as a transfer of knowledge but also as a means of strengthening faith and moral responsibility <sup>20</sup>. Theoretically, this approach is based on Vygotsky's theory of social constructivism, which emphasises the importance of social interaction and cultural context in shaping knowledge. In this case, Islamic values serve as a cultural framework that enriches the construction students' knowledge <sup>21</sup>. This is in line with the findings of Nurdalia (2023) that contextual learning integrated with religious values can significantly increase students' cognitive and affective engagement <sup>22</sup>

During the learning process, teachers act as facilitators who direct student discussions and activities to find the relationship between the concept of science and Islamic values <sup>23</sup>. The challenge is ensuring that the integration is not indoctrinated, but remains based on scientific methods. This balance is successfully maintained by allowing students to question, criticise, and compare various perspectives <sup>24</sup>. The potential controversy related to the integration of religion and science, which is often feared to reduce scientific objectivity, is refuted in this study. This confirms the argument of Ningsih and friends (2022) that the integration of religious values in science learning can enrich the understanding of concepts without sacrificing scientific principles <sup>25</sup>

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<sup>19</sup> Fella Lahmar, 'Islamic Education: An Islamic "Wisdom-Based Cultural Environment" in a Western Context', *Religions*, 11.8 (2020), p. 409, doi:10.3390/rel11080409.

<sup>20</sup> Hajar Sailirrohmah and Mohammad Zakki Azani, 'Implementation of Contextual Learning Model of Islamic Religious Education at SMP Negeri 2 Wuryantoro', *Cetta: Jurnal Ilmu Pendidikan*, 8.1 (2025), pp. 371–87, doi:10.37329/cetta.v8i1.3962.

<sup>21</sup> Parhan and others, 'Developing a Contextual Learning Model in Islamic Education to Improve Applicable Knowledge and Foster Knowledge-Based Virtues'.

<sup>22</sup> Nurdalia, 'Learning Islamic Religious Education Through Contextual Learning Models: Islamic Moderation Studies', *ETDC: Indonesian Journal of Research and Educational Review*, 2.3 (2023), pp. 26–36, doi:10.51574/ijrer.v2i3.878.

<sup>23</sup> H. M. Umar, Hadri Hasan, and Sukarno, 'The Values and Role of Natural Science Education in Religious Moderation', *Asian Journal of Education and Social Studies*, 50.2 (2024), pp. 121–31, doi:10.9734/ajess/2024/v50i21264.

<sup>24</sup> Agung Nugroho Catur Saputro, Nurfina Aznam, and Crys Fajar Partana, 'Integration Method of Religious Character Values in Chemistry Learning', *JKPK (Jurnal Kimia Dan Pendidikan Kimia)*, 7.1 (2022), p. 111, doi:10.20961/jkpk.v7i1.55601.

<sup>25</sup> Tutuk Ningsih and others, 'Integration of Science and Religion in Value Education', *IJORER: International Journal of Recent Educational Research*, 3.5 (2022), pp. 569–83, doi:10.46245/ijorer.v3i5.248.



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The achievements of the application of this model are not only seen in the increase in learning motivation scores and attitudes of caring for the environment, but also in changes in the pattern of student interaction in the classroom<sup>26</sup> They become more proactive in associating natural phenomena with ecological responsibility, as well as showing empathy for environmental issues around them. This success shows that the Islamic-based contextual learning model can create meaningful learning while shaping students' character<sup>27</sup>. These findings are consistent with the results of research by Sastradiharja and friends (2020), which states that learning that connects scientific concepts with cultural or religious values can produce critical thinking skills as well as higher social awareness<sup>28</sup>

The results of this study also show that the Islamic-based contextual learning model can be implemented effectively in the context of public schools with diverse student backgrounds. This is important because most previous studies have only tested similar models in faith-based schools or madrasas. With the success achieved in the state junior high school setting, this study proves the flexibility and relevance of this approach in various educational settings. The application of this model also contributes to the inclusive pedagogical literature, where the diversity of students' values and beliefs can be used as a source of learning, not an obstacle<sup>29</sup> These findings are in line with the research of Ulum and Syafi'i (2022) which confirms that contextual learning that is adaptive to students' backgrounds can improve the quality of classroom interaction and overall learning outcomes<sup>30</sup>

From the theoretical side, this study strengthens contextual teaching and learning (CTL) by providing empirical evidence that adding the dimension of religious values can increase the model's effectiveness. As explained in Ausubel's theory of meaningful learning, the relationship between new material and the

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<sup>26</sup> Sailirrohmah and Azani, 'Implementation of Contextual Learning Model of Islamic Religious Education at SMP Negeri 2 Wuryantoro'.

<sup>27</sup> Parhan and others, 'Developing a Contextual Learning Model in Islamic Education to Improve Applicable Knowledge and Foster Knowledge-Based Virtues'.

<sup>28</sup> EE Junaedi Sastradiharja, Siskandar Siskandar, and Irtifa'an Khoiri, 'Model Pembelajaran CTL (Contextual Teaching And Learning) Pada Mata Pelajaran PAI Dan Implementasinya Di SMP Islam Asyasyakirin Pinang Kota Tangerang', *Jurnal Statement: Media Informasi Sosial Dan Pendidikan*, 10.1 (2020), pp. 55–78, doi:10.56745/js.v10i1.19.

<sup>29</sup> Gongma Sari Siregar, Lesnida Lubis, and Rosida Wati Harahap, 'Efforts to Improve Student Learning Outcomes through the Application of the Contextual Teaching and Learning Model in Islamic Education Learning at SD Negeri 0105 Sibuhuan', *Jurnal Profesi Guru Indonesia*, 1.4 (2024), pp. 111–18, doi:10.62945/jpgi.v1i4.406.

<sup>30</sup> Bakhrul Ulum and Imam Syafi'i, 'Implementing Contextual Teaching and Learning Models in Islamic Religious Education Learning', *Academicus: Journal of Teaching and Learning*, 1.1 (2022), pp. 45–53, doi:10.59373/academicus.v1i1.6.



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cognitive structure that students already have will accelerate the process of internalising knowledge<sup>31</sup>. In this context, Islamic values serve as a cognitive anchor that makes the science concept easier to understand and remember. This supports the findings of Parhan and colleagues (2024) who stated that the integration of spiritual values in CTL-based learning can increase students' knowledge retention and intrinsic motivation<sup>32</sup>

Overall, this study provides practical implications for curriculum development and teacher training. Teachers need to be equipped with the skills to design learning materials that are contextually relevant and sensitive to the values that students embrace. In addition, the results of this study open up opportunities for further research that examines the effectiveness of similar approaches in other subjects or different levels of education<sup>33</sup>. Thus, this research not only fills academic gaps and answers practical needs in the field, but also broadens the horizons of the application of contextual learning that is more humanistic and holistic. These findings are in line with the recommendation of Mansur and Amrin (2023) that value-based learning innovations can be a key strategy in building a generation that excels intellectually and has strong character<sup>34</sup>

## CONCLUSION

The results of this study succeeded in answering the main problems related to the effectiveness of the contextual learning model based on Islamic values in increasing the motivation to learn science and the attitude of caring for the environment of grade VIII students at SMP Negeri 2 Takalar. Empirical data showed that the experimental group experienced a significant increase compared to the control group in learning motivation and environmental care behaviour. This fact confirms that integrating religious values in science learning allows and brings measurable positive impacts on learners' engagement and behaviour.

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<sup>31</sup> Aisih, Saihan, and Indrianto, 'The Role Of Contextual Learning In Embedding Religious Moderation Values In Pai Subjects'; Lailatul Afiah and Ali Ahmad Yenuri, 'Contextual Learning Model to Realize Islamic Moderation in Islamic Religious Education', *Jurnal Kajian Islam*, 2.1 (2025), pp. 35–39, doi:10.56566/jki.v2i1.221.

<sup>32</sup> Parhan and others, 'Developing a Contextual Learning Model in Islamic Education to Improve Applicable Knowledge and Foster Knowledge-Based Virtues'.

<sup>33</sup> Ainur Rohimah and others, 'Improving Students' Interest and Learning Outcomes in Short Story Materials by Applying the Concept of Contextual Learning in Class XI DKV SMK Muhammadiyah 4 Kalisat', *EDUCASIA: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran*, 10.1 (2025), pp. 121–36, doi:10.21462/educasia.v10i1.303.

<sup>34</sup> Mansur Mansur and Amrin Amrin, 'Development of Contextual Learning-Based Teaching Materials in Middle School Social Studies Subjects', *Council: Education Journal of Social Studies*, 1.2 (2023), pp. 6–10, doi:10.59923/council.v1i2.31.



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The contribution of this research lies in providing new evidence that contextual learning can be enriched with the dimension of Islamic values without reducing academic quality, and even strengthening learning achievement. Theoretically, this finding expands the foundation of contextual teaching and learning by including spiritual aspects as a reinforcement of material internalisation. Practically, this study provides a model that PAI & BP teachers and other general subject teachers can adopt to encourage more meaningful learning and shape students' character.

In the future, the results of this study have broad implications for the development of curriculum and learning strategies in schools. Integrating religious values into contextual learning can be a sustainable strategy to shape a generation that excels academically and in character. Therefore, it is recommended that schools and education policymakers encourage teacher training in designing value-based contextual learning and conducting follow-up research on different subjects and levels of education. Thus, this research has a dual meaning: enriching learning theory and presenting practical solutions for more holistic education in the future.

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