



Kuramve Uygulamada Eğitim Yönetimi
Educational Administration: Theory and Practice
2022, Cilt 28, Sayı 1, ss: 121-132
2022, Volume 28, Issue 1, pp: 121-132
w ww.kuey.net



Contextual Teaching and Learning Strategies for Improving Metacognitive Skills of Students at SMP Negeri 2 Pamboang, Majene Regency

St. Wardah Hanafie Das ^{1*}, Iriani Ambar ², Henni Sukmawati ³, Abdul Halik ⁴, Lanri Febrianty M. Nunsī ⁵, Patmawati ⁶, Syawal Sitonda ⁷, Muhammad Idrus ⁸, Sudirman ⁹

Article History	Abstract
<p>Article Submission 16 October 2021</p> <p>Revised Submission 21 February 2022</p> <p>Article Accepted 14 March 2022</p>	<p>The objective of this research is to assess how to develop students' metacognitive abilities in the context of Islamic education and training. This issue is examined using a philosophical approach and is analyzed from a personal point of view. The learning structure carried out by students is the process of Planning, Implementation, Seeking and Asking, and Original Evaluation. This is a quasi-experimental design with a pre-and post-test with a control group used for this study. The population in this study were VIII students at SMP Negeri 2 Pamboang, Majene Regency, totaling 209 students. The determination of the sample was carried out by random sampling technique so that the classes selected as experimental classes were class VIII-2 and VIII-3 as the control class. The test was carried out using the help of SPSS 17.0 software. In studying Islamic Religious Education, the cycle of interest is complete in the material as the real world, turning into miracles or certain events such as pictures, stories, real-life that can be seen, or sound recordings, performed, etc. Student examples centered around images/accounts identified with the material. Afterward, they presented the results in an orderly construction, and the students practiced it in front of the instructor and their friends' changes into miracles or specific occurrences such as visuals, stories, a live reality that can be seen, sound recordings, etc.</p> <p>Keywords: Strategy, Contextual, Teaching, Learning, Metacognitive.</p>

^{1*} Professor, Department of Islamic Education, Muhammadiyah University of Parepare, Sulawesi Selatan, Indonesia, wardahhadas@gmail.com

² Professor, Department of Islamic Education, Muhammadiyah University of Parepare, Sulawesi Selatan, Indonesia, irianiambar18@gmail.com

³ Professor, Department of Sharia Economy, Sati Ddi Sidrap, Sumatera Utara, Indonesia, sukawatihenni@gmail.com

⁴*Professor, Department of Islamic Education, Iain Parepare, Sulawesi Selatan, Indonesia, abdulhaliknas@gmail.com*

⁵*Professor, Department of Islamic Education, Stai Ypiq Baubau, Sulawesi Tenggara, Indonesia, lanrifebrianty1986@gmail.com*

⁶*Professor, Department of Islamic Education, Muhammadiyah University of Parepare, Sulawesi Selatan, Indonesia, fatmawatisa981@gmail.com*

⁷*Professor, Department of Islamic Education, Islamic Faculty, Muhammadiyah University of Parepare, Sulawesi Selatan, Indonesia, syawalsitonda@gmail.com*

⁸*Professor, Department of Islamic Education, Islamic Faculty, Muhammadiyah University of Parepare, Sulawesi Selatan, Indonesia, muhammadidrus358@gmail.com*

⁹*Professor, Department of Islamic Education, Institute Agama Islam Darud Da'wah Wal Irsyad Polewali Mandar, Sulawesi Barat, Indonesia, sudirman@ddipolman.ac.id*

Introduction

There are currently a large number of books being distributed offering various learning techniques. This is because the programs are getting better in the classroom and nowadays. Many schools have used different procedures or media in the learning framework, all of which have to do with the quality or nature of students.

Considering the learning exercise, there is a consistent system of an educator in developing further student learning achievement (Nurhayati, 2018). Islamic society is an interaction (Rozi, 2014). This is done to make the individual total, have faith and fear of Allah as the Ruler, and have the choice to understand his reality as the vicegerent of Allah on this planet, depending on the lessons of the Qur'an and Sunnah of Allah SWT. Which reads:

(QSA-n-Nahl: 125)

لِيَا أَيُّهَا الَّذِينَ آمَنُوا خُذُوا حِزْمَكُمْ تِلْكَ هِيَ صِرَاطُ اللَّهِ الْمُسْتَقِيمَ

Means:

(O Prophet), call to the way of your Lord with wisdom and goodly exhortation, and reason with them in the best manner possible. Surely your Lord knows best who has strayed away from His path, and He also knows well those who are guided to the Right Way (Kementerian Agama Republik Indonesia, n.d.)

As of now, the traditional teaching and learning model has been implemented. The instructor plays a significant part in the framework of learning because the learning system is filled with titles from the teacher, in which the teacher describes material verbally for pupils. Therefore, the entire group of students listened to and took notes on the instructor's presentation (Samsul, 2002).

The implementation of traditional learning involves very few students who are sufficient to examine and obtaining data from the material under study (Nurhadiat & Syakdiyah, 2019; Puspitasari, 2015). In comparison, there are several shortcomings of examples of Islam in schools, both in understanding the initial material of Islam and in its implementation, namely:

"(1) in the space of understanding, there is a tendency towards fatalistic actions; (2) preparing students to expect that the example is considered unimportant with almost no attention that it is important; (3) students are taught as a routine activity in the learning process in emphasis as learning development process; (4) in the field of law (fiqh) in general it will be contemplated in general it will not change in the long term, and do not understand the elements and spirit of Islamic law; (5) Islam, in general, will be educated as faith and will not cultivate wisdom and love for the advancement of logic; (6) The direction of focusing on the Qur'an is actually, in general, will have a choice to read the text, not encouraging to get meaning and separate meaning.

Certain weaknesses of Islamic schooling and its preparation, being a barrier to the entry of the above teaching and learning steps, will make these deficiencies a problem that must be expected teachers to follow the nature of Madrasah Aliyah, taking into account the problems that occur because of methodologies will generally regulate, in this case, it means that rigorous training presents standards that are often without representation of the socio-social setting, so that students do not see values in assertive traits as values that continue to run in everyday life and regulate Islamic Lessons programs in schools do offer at least skill development or at least, but Islamic education (PAI) teachers regularly focus on it, so the enthusiasm for improving educational programs with changing learning encounters does not develop.

In light of this reality, there must be a response to the presence of this school in such a way that, by drawing on past experience, it is anticipated that there will be a revival in terms of content, technique, and support for the office/framework so that it can continue to achieve its educational objectives.

Literature Review

Setting Focused Schooling and Learning Procedures (CTL) is a reasoning approach that assists educators by connecting the subjects they teach to real situations and empowering students to make connections between their insights and their application in their regular schedule. (Nur et al., 2021)

Students' metacognitive abilities, in particular, provide increased learning so that students are more motivated to learn and provide improvements that are in accordance with their personality. Meichenbaun, Burland, Gruson, and Cameroon characterize metacognition as an individual's familiarity with machines (Meichenbaum et al., n.d.) as well as their own insights and how they function.

Metacognition, in the true sense, is information about information or information about knowing and learning (Azzizah et al., 2022). Meanwhile, Ong & Borich stated that metacognition is a self-coordinated system (Ong & Borich, 2006). Flavell (Moritz & Lysaker, 2018) points out that the ideas of metacognition and perception are difficult to interpret, especially the difference between metacognition and insight (Sadulloh et al., 2006). However, overall what is important is that Discernment measures information, whereas metacognition makes one's understanding of information (Martinis, 2013).

Metacognition is not an old method (like making tests, estimating, evaluating, combining, or breaking). Surprisingly, metacognition is the limit where the special stands outside his head and tries to understand his way to think or understand the way he thinks or understands the scientific cycle that he does by including the preparation parts (practical settings), control (self-observation), and assessment (self-assessment) (Desmita, 2009).

There are supporting factors for the Implementation of Contextual Teaching and Learning (CTL) Strategies, as revealed by Usman (2017):

- 1) Learning is more significant, implying that students do the exercises themselves according to the existing material so that students can understand them themselves. "Learning is more productive and able to foster concept strengthening for students because contextual teaching and learning (CTL) requires students to find their own, not memorize.
- 2) Developing students' courage to give their views on the material is contemplated.
- 3) Develop interest in the material being contemplated by asking the teacher.

As a result, the Supporting Factor, namely the material for the Application of Contextual Teaching and Learning (CTL) Methods, is a new thing, so it is interesting to learn.

Meanwhile, there are also inhibiting factors which, according to Usman (2017), are included as follows:

- 1) Students who cannot follow the lesson do not get the same information and experience as different friends because students do not experience it themselves.
- 2) The sensation of stress in a group of individuals will lose their attributes of students because they have to adjust to the community.
- 3) Many students have trouble when asked to help others because persistent students feel they need to work more than other students in their group. From the explanation above, a teacher, in applying the relevant CTL learning model, must have the choice to focus on the situation of students in the study room. In addition, a teacher must also have the option to separate groups heterogeneously, so that bright students can help students who are less intelligent.

Thus, the inhibiting factor is that it is difficult to give knowledge to students who are less enthusiastic about taking lessons.

Objective

The object of this test is SMP Negeri 2 PamboangMajene. The reason the author picked this topic is that the discretionary school is one of the educational institutions built with funding from the nearby Education and Training Office. SMP Negeri 2 Pamboang is a junior high school with state status with NPSN 40601305, NSS 201191902934. It was established in 1984 in Jl, Pivot MajeneMamuju, SirinduPamboang Regency Majene Regulations.

Students at SMP Negeri 2 Pamboang, Majene Regency, come from a wide range of backgrounds in terms of their early education and upbringing, and as a result, their grasp of Islamic imagery, such as the ability to recognize verses from the Qur'an, obviously varies. In addition, the shape of the information they receive varies based on their diverse collection and learning limitations. Thus they have, no doubt, enormous learning motivation. Those who study at Madrasah Ibtidaiyah (MI) will have a leg up on their competition in terms of knowledge and strategy about non-standard applications of Islamic law, while those who attend elementary schools (refers as SD in Indonesia) will be at a significant disadvantage in this regard. With such variety, it enables administrators to learn how to "Use a Contextual Teaching and Learning (CTL) System to Work on Students' Metacognitive" abilities (Bogdan et al., 1975; Wellman, 1985), especially in SMP Negeri 2 Pamboang, Majene Regency SMP Negeri 2 Pamboang, Majene Regency, is one of the preferred schools of a number of Serindu Village pupils. The PamboangMajene administration was enthused to see Logical Instructing Procedures as an expert. In addition, Contextual Teaching and Learning (CTL) aims to prepare students' Metacognitive skills in the field of Islamic Education at SMP Negeri 2 Pamboang, Majene led researchers to investigate the following:

1. Contextual Teaching and Learning (CTL) Strategy to improve students' metacognitive skills in the field of Islamic Religious Education studies at SMP Negeri 2 Pamboang, Majene Regency.
2. Metacognitive skills of students in the field of Islamic Religious Education at SMP Negeri 2 Pamboang, Majene Regency.
3. Factors supporting and inhibiting Contextual Teaching and Learning (CTL) strategies in the field of Islamic Education at SMP Negeri 2 Pamboang, Majene.

Methodology

A quasi-experimental design with a pre- and post-test with a control group was used for this study. The population in this study were VIII students at SMP Negeri 2 Pamboang, Majene Regency, totaling 209. The determination of the sample was carried out by random sampling technique so that the classes selected as experimental classes were class VIII-2 and VIII-3 as the control class. The test was carried out using the help of SPSS 17.0 software.

Both descriptive and inferential methods were employed to analyze the data in this study. To measure the level of metacognitive capacity using a t-test with a 5% threshold of significance. To determine the level of metacognitive capacity utilizing the difference between post- and pre-test scores. The average N-Gain score reveals the difference in metacognitive improvement between students in the contextual teaching and learning (CTL) model of the environment and students in the control class.

In this examination, we highlight on Contextual Teaching and Learning (CTL) Strategy for the improvement of students' metacognitive skills in the field of Islamic Religious Education at SMP Negeri 2 Pamboang, Majene Regency.

Results and Discussions

Implementation of Islamic Religious Education Contextual Teaching and Learning (CTL)

learning on metacognitive skills:

The experimental class receives treatment through the Contextual Teaching and Learning (CTL) learning model, whereas the learning control class receives treatment through a demonstration technique. After receiving treatment, students in both groups were given a posttest to assess their progress. Test scores before and after the intervention for the control and experimental groups are shown below.

Table 1. Description of Experimental and Control Class Pretest Values

Data Deployment Size	Experiment Class	Control Class
Mean	35,26	37,50
Minimum	14,00	16,00
Maximum	67,00	74,00
Range	53,00	58,00
Variance	151,03	160,19
Std. Deviation	12,29	12,66

According to table 1, the mean and standard deviation of the experimental and control groups are identical. The table demonstrates the homogeneity of both classes. The t test is performed after the normality and homogeneity tests have been completed. The results of the posttest are described as follows:

Table 2. Description of The Experiential and Control Class Posttest Value

Data Deployment Size	Experiment Class	Control Class
Mean	76,36	70,71
Minimum	92,5	87,5
Maximum	60,00	55,00
Range	32,50	32,50
Variance	71,02	62,89
Std. Deviation	8,43	7,93

According to table 2, the average score of the experimental group is better than that of the control group. Compared to the control class, the magnitude of the variations and the standard deviation of the experimental class are different and greater.

Through assessments given to the two classes, the results indicated that there were disparities in the students' metacognitive capacities between the experimental and control classes. The difference may be seen in the two classes' average student scores on the pretest and posttest, which are presented below.

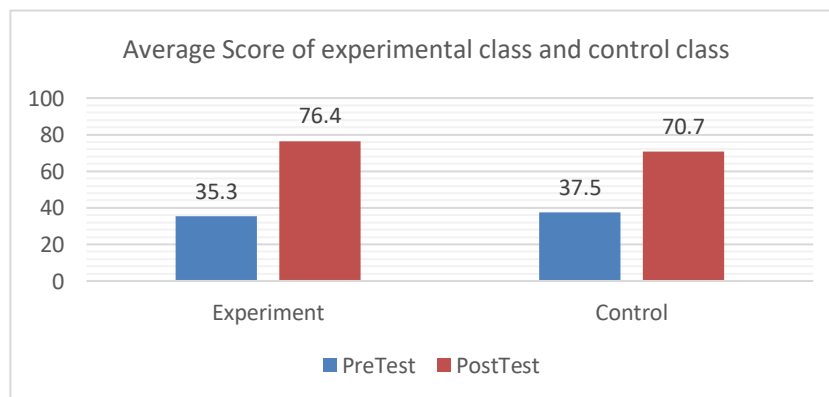


Figure 1. Average Score of Pretest and Posttest of Experimental and Control Classes

Figure 1 above demonstrates how the initial ability tends to be comparable between the two classes at the time of the pretest. This is shown by the fact that the average value of the

experimental class is 35,3, whereas the value of the control class is 37,5. The experimental and control classes received different treatments, which led to variations in the post-test outcomes. The experimental class outperformed the control class on the posttest, with an average score of 76,4 compared to 70,7 for the control group.

Effectiveness of Contextual Teaching and Learning (CTL) Models on Student Metacognitive:

According to the findings of the research that has been carried out, the average value of the posttest score for the experimental class was 76.4, while the score for the control class was 70.7. This indicates that the average score on the posttest for the experimental class was higher than that of the control class. As a result, hypothesis H is not accepted, but hypothesis H is, which indicates that the average score on the experimental posttest is higher than the score obtained by the control group.

The normalized gain value can be used to determine how successful the two different examples of the class have been (n-gain). The proportion of n-gain for the experimental group was 63%, but it was just 53% for the control group. According to this classification, it has been determined that the experimental class is more effective than the control class. When compared to learning with a demonstration approach of students' metacognitive abilities, learning with the Contextual Teaching and Learning (CTL) model is more effective.

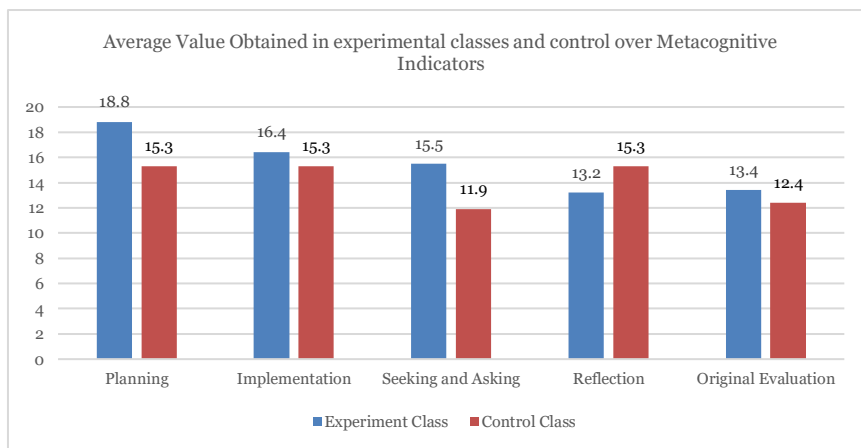


Figure 2. Average Value Obtained in experimental classes and control over Metacognitive Indicators

As can be seen in figure 2, the disparities in the average score that are achieved by using each indication are not the same. The students in the experimental class had the greatest average score on their metacognitive ability, with a score of 18.8, whereas the students in the control class had the lowest average score on their original evaluation abilities, with a score of 12.4. In the meantime, the class that served as the control had the greatest average score for seeking and asking, with a score of 15.5, while the class that served as the comparison group had the lowest average score for evaluating skills, with a score of 11.9. Overall, each indicator of metacognitive capacity demonstrates that the experimental class performs significantly better than the control class. As a result, treatment in the form of a Contextual Teaching and Learning (CTL) model, in general, is able to make Islamic Religious education learning more effective on students' metacognitive capacities compared to classes that serve as controls.

In accordance with the title Method of Using Contextual Teaching and Learning (CTL) to train students' metacognitive skills in the investigation of Islamic education and training at SMP Negeri 2 Pamboang, Majene Regency. Hence, Contextual Teaching and Learning (CTL) is a context-oriented word derived from the word setting, which means relationship, setting, air, or condition. Therefore, relevance is characterized as identified with the setting (Nata, 2020).

Also, Intelligent Instructing, Contextual Teaching, and Learning (CTL) take reasoning that helps educators by connecting the material they teach with students' beliefs and strengthening the connection between the information they have and its application in their lives as a family

and those closest to them (Bhure et al., 2021; Selvianiresa & Prabawanto, 2017; Trimurtini et al., 2020). Contextual Teaching and Learning (CTL) is a work that includes a program of the full commitment of students to have the choice to follow the material being studied and relate it to real situations to encourage students to have the decision to apply it in their lives. As for Asking, Learning Society, Modeling, Reflection, and Actual Assessment (Purba & Surya, 2020). This should be possible if educators are responsive and understand the ecological state and master the topic. Therefore, from the above understanding in general, it will make sense that the focus setting of taking Contextual Teaching and Learning (CTL) is an invention that is relied upon to help students understand the meaning of the themes they read and have the choice to relate the data and capacities that have been obtained with the truth of today's students and their application in their lives as people from families and networks (Taylor, 1982).

The learning concerned is a learning approach that connects material that is considered correct with ordinary students, both in the family, school, local environment, and population climate (Muslich, 2009). According to LailatulIstiqomah (Komalasari, 2017), logical learning is learning thinking that helps educators by connecting learning materials with students' original circumstances, and empowering students to make connections between the data they have and its application in their daily schedules. Elian B. Johnson (Hosnan, 2014) says that applied learning is a framework that accelerates the soul to make great arrangements by linking the scholastic substance to establishing a review plan. According to Washington, context-oriented teaching is the instruction that empowers students to strengthen, expand, and apply a valid part of their horizons and limitations across a variety of school and out-of-school conditions to address all the problems that exist outside of school to deal with the current issue (Rusman, 2012). Meanwhile, according to NanangHanafiah and CucuSuhana(2014), Contextual Teaching and Learning (CTL) is a broad learning step that aims to help students understand the material presented in a fundamental (totally) indistinguishable from the other world, heavy, social, money related, likewise, many climates (Sulistiyorini & Fathurrohman, 2012).

From the above understanding tends to be considered that the strategy of Logical Instructing, In addition, Contextual Teaching and Learning (CTL) is a development that is relied upon to help students understand the importance of the subjects they study (Nawas, 2018) by associating material with regular daily life. This learning framework incorporates efforts to move students, which usually occurs as students practice work and experiences (Haerazi et al., 2019). Becoming accustomed to using Contextual Teaching and Learning (CTL) encourages students to understand the essence of the benefits and benefits of adapting so that students are more motivated to learn and the learning system becomes more enjoyable (Johnson et al., 2000).

Contextual Teaching and Learning (CTL) Strategy

Planning

It takes an instructor to make mature preparations and arrange every time the person concerned will carry out learning in the study room. This is done so that in learning and learning, the instructor can complete the exercise well, the topic can be delivered according to the allotted time, and students can understand the material well. It is the responsibility of the educator to design and arrange the illustrative material to be presented in such a way that the learning framework is facilitated and attained according to the goals to be reached, with the intention that the material to be delivered is structured and adjusted. It takes a teacher to make careful arrangements and arrange each time the individual concerned will carry out learning in the review room. When compared to students in the control class, experiment class students achieve better outcomes.

In this way, the teacher prepares a schedule, and material, makes an illustration arrangement of material (refers to RPP), settles on the learning media, and makes an assessment instrument first before doing an example in the study room. In fact, the basic learning plan includes the accompanying stages such as Learning objectives, Learning materials, Learning techniques and systems, Steps to practice learning, Middle and learning resources, and Learning assessment.

Implementation

At the implementation stage of learning, the teacher refers more to the structuring stage that has just been carried out, and learning is going well and includes students in general. Students in the experiment class outperform those in the control class.

The implementation of learning exercises is equipped with a setting that focuses on Contextual Teaching and Learning (CTL) section, including:

Develop student reasons that students will feel more comfortable with managing themselves, discovering themselves, and developing their own new experiences and data.

This constructivism exercise concludes by accustoming students to managing problems, finding something of value for themselves, and developing a passion in it through practice that makes sense to achieve something, practice earnestly, collect papers, expound, make judgments, and so on. For example, the instructor asks students to work on making Arabic sentences and then read them carefully in front of the class.

Seeking and Asking

The learning system carried out by students is a process of seeking (asking for) various information and abilities, which is carried out with significant exercises to convey the findings obtained by the students themselves. Here, the student in the experiment class shows higher outcomes than those from the control class. Asking is basically asking and answering questions. Asking can be seen as a reflection of everyone's tendencies while responding to questions reflects one's ability to think. Asking is also a process of creating data as thoughts, standards, and frameworks through group conversations, class conversations, managing problems, chatting with exercises, etc.

The learning area is to get students to work together and utilize the resources of their surveying peers. "That is, learning outcomes must be shared between friends, between affiliations, and between individuals who know and individuals who do not have thoughts, both inside and outside the homeroom. So, confession is more interesting in relation. To talk, collaborate, attend, or Students are currently isolated into different groups, both as far as their limit point and speed of understanding, according to their talents and interests.

For example, students talk about using *isimisyaroh* in sentences for students who have data to reveal it to other friends who don't know it beforehand. In line with that, in the discussion cycle, there will be questions and answers between students about the value of *isyaroh* in sentences.

Reflection

Reflection is a way of looking at what was recently learned or thought in reverse in relation to what he has done or learned before. Based on the findings, however, the reflection indicator did not increase with a lower value compared to the control class.

Original evaluation

The original evaluation is a cycle conducted by the instructor to collect data about the learning progress made by the students. This evaluation is expected to decide whether students' learning experiences have an impact on their scientific and mental changes. Information that can be taken is from student learning exercises, both inside and outside the homeroom teacher. In this case, the results of the students in the experiment class are significantly better than those from the control class.

Conclusion

After conducting an investigation of the proposition entitled "Contextual Teaching and Learning (CTL) Strategies for Improving the Metacognitive Skills of Students in the field of Islamic Religious Education at SMP Negeri 2 Pamboang, Majene Regency" to obtain basic information and lead an information investigation, we have described directly each of the problems identified with this theoretical conversation, so in this section we will close from the descriptions described previously, to be specific:

Islamic Religious Education Learning with Contextual Teaching and Learning (CTL) is effectively used to improve students' metacognitive abilities compared to control classes. This is evidenced by five indicators of metacognitive knowledge in this study, namely Planning, Implementation, Seeking, and Asking. Original Evaluation turned out to have a higher score than the metacognitive ability of control class students. However, the reflection indicator did not increase with a lower value compared to the control class.

Metacognitive ability is a very fundamental perspective for people's achievement in their learning interactions. Students who have strong metacognitive abilities are described by the ability to control, filter, and assess their reasoning cycles. This metacognitive ability develops along with the increasing number of metacognitive encounters experienced by students. Therefore, learning procedures that sharpen thinking have an extraordinary commitment to further develop students' metacognitive abilities who have suggestions for the achievement of the learning system itself and the learning outcomes to be achieved.

From the explanation above, an instructor, in applying the logical educating and learning (CTL) learning model, must focus on the state of students in the classroom. In addition, a teacher must also have the option to divide groups heterogeneously so that intelligent students can help students who are less dynamic. The inhibiting factor is that it is difficult to provide knowledge to students who are less enthusiastic about taking lessons.

Suggestions

Considering the problems discussed in this postulate, the writer feels the need to make some suggestions, while the suggestions are:

1) Educators, especially teachers in the field of Education and Training, must be more skilled in the use of Contextual Teaching and Learning (CTL) strategies to train students' metacognitive abilities in the field of Islamic Education at SMP Negeri 2 Pamboang, Majene.

2) Improving the implementation of existing principles so that they can be completed ideally to limit bad behavior or violations that are often committed by students, especially during the coronavirus pandemic.

3) Schools must continue to move forward as a team with guardians (guardians), steadfast pioneers, and the strength of the surrounding community. External support is very persuasive to advance the nature of what training will be during a pandemic.

References

- Azzizah, F. N., Amaliyah, A., Amalia, R., & Muflihah, Z. (2022). Analysis of Multiplication Learning Difficulties in Students. *ROMEO: Review Of Multidisciplinary Education, Culture And Pedagogy*, 1(3), 25–30. <https://doi.org/https://doi.org/10.55047/romeo.v1i3.220>
- Bhure, M., Welu, F., See, S., & Ota, M. K. (2021). The effort to enhance pupils' cognitive learning achievement using contextual teaching and learning approach. *Journal of Research in Instructional*, 1(1), 13–22.
- Bogdan, R., Taylor, S. J., & Taylor, S. S. (1975). *Introduction to qualitative research methods: A phenomenological approach to the social sciences*. Wiley-Interscience.
- Bungin, B. (2012). *Metode Penelitian Kualitatif. Edisi Revisi*. Jakarta: Rajagrafindo Persada.
- Desmita, D. (2009). *Psikologi perkembangan peserta didik*. Remaja Rosdakarya.
- Haerazi, H., Prayati, Z., & Vikasari, R. M. (2019). Practicing Contextual Teaching And Learning (CTL) Approach To Improve Students' reading Comprehension In Relation To Motivation. *English Review: Journal of English Education*, 8(1), 139–146.
- Hosnan, M. (2014). *Pendekatan saintifik dan kontekstual dalam pembelajaran abad 21: Kunci sukses implementasi kurikulum 2013*.

- Johnson, D. W., Johnson, R. T., & Stanne, M. B. (2000). *Cooperative learning methods: A meta-analysis*.
- Kementerian Agama Republik Indonesia. (n.d.). *Al-Quran dan Terjemahannya*.
- Komalasari, K. (2017). Pembelajaran kontekstual: konsep dan aplikasi. *Bandung: Refika Aditama*.
- Lexy, J. M. (2002). Metode penelitian kualitatif. *Bandung: Rosda Karya*.
- Martinis, Y. (2013). Strategi dan metode dalam model pembelajaran. *Jakarta: GP Press Group*.
- Meichenbaum, D., Burland, B., & Gruson, L. (n.d.). *R., Cameron (1985). Metacognitive assessment. The growth of reflection in children. S. Yussen*. London, Academic Press.
- Moritz, S., & Lysaker, P. H. (2018). Metacognition—what did James H. Flavell really say and the implications for the conceptualization and design of metacognitive interventions. *Schizophrenia Research, 201*, 20–26.
- Muslich, M. (2009). KTSP Pembelajaran Berbasis Kompetensi dan Kontekstual: Panduan bagi Guru. *Kepala Sekolah, Dan Pengawas Sekolah [KTSP Competency-and Context-Based Learning: A Guide for Teachers, Principals and School Trustees]*. Jakarta: Bumi Aksara.
- Nata, A. (2020). Penguatan materi dan metodologi Pendidikan Agama Islam. *Ta'dibuna: Jurnal Pendidikan Islam, 9(2)*, 244–266.
- Nawas, A. (2018). *Contextual teaching and learning (ctl) approach through react strategies on improving the students' critical thinking in writing*.
- Nurhadi, B. Y., & Senduk, A. G. (2004). Pembelajaran kontekstual dan penerapannya dalam KBK. *Malang: Universitas Negeri Malang Pres*.
- Nurhadiat, D., & Syakdiyah, H. (2019). Inovasi Pembelajaran Flipped Classroom dalam upaya Penguatan Kompetensi dan Daya Saing Siswa Era Revolusi Industri 4.0. *Jurnal Ilmiah Wahana Pendidikan, 5(4)*, 47–58.
- Nurhayati, N. (2018). *Pengaruh Penerapan Metode Kontekstual Teaching And Learning (CTL) terhadap Hasil Belajar Sejarah Kebudayaan Islam Di MAN 1 Makassar*. UIN ALAUDDIN MAKASSAR.
- Ong, A. C., & Borich, G. D. (2006). *Teaching strategies that promote thinking: Models and curriculum approaches*. McGraw-Hill.
- Purba, G. I. D., & Surya, E. (2020). The improving of mathematical understanding ability and positive attitudes of unimed fmipa students by using the contextual teaching learning (CTL) approach. *Journal of Physics: Conference Series, 1462(1)*, 12019.
- Puspitasari, A. D. (2015). Efektifitas pembelajaran berbasis guided inquiry untuk meningkatkan literasi sains siswa. *Omega: Jurnal Fisika Dan Pendidikan Fisika, 1(2)*, 1–5.
- Rozi, F. (2014). *Motivasi Belajar Siswa Melalui Metode CTL (Contextual Teaching and Learning) Pada Mata Pelajaran Pendidikan Agama Islam (PAI) di SMP Muhammadiyah 7 Cerme*. UNIVERSITAS MUHAMMADIYAH GRESIK.
- Rusman. (2012). Model-Model Pembelajaran untuk Mengembangkan Profesional Guru., *Jakarta: PT Raja Grafindo Persada*.
- Sadulloh, U., Robandi, B., & Muharam, A. (2006). *Pedagogik*. Upi Press.
- Samsul, N. (2002). Filsafat Pendidikan Islam. *Jakarta: Ciputat Pres*.
- Selvianiresa, D., & Prabawanto, S. (2017). Contextual teaching and learning approach of mathematics in primary schools. *Journal of Physics: Conference Series, 895(1)*, 12171.
- Suhana, C., & Hanafiah, N. (2014). Konsep strategi pembelajaran. *Bandung: PT Refika Aditama, 5(4)*, 3.
- Sulistyorini, & Fathurrohman, M. (2012). *Belajar dan Pembelajaran: Meningkatkan Mutu Pembelajaran Sesuai Standar Nasional*. Teras.
- Taylor, S. J. (1982). From segregation to integration: Strategies for integrating severely

handicapped students in normal school and community settings. *Journal of the Association for the Severely Handicapped*, 7(3), 42–49.

Trimurtini, T., Safitri, T. R., Sari, E. F., & Nugraheni, N. (2020). The effectivity of contextual teaching and learning (CTL) approach with Geoboard media on mathematics learning for four-grade elementary students. *Journal of Physics: Conference Series*, 1663(1), 12050.

Nur, A., Harun, J. P., Ratnasari, D. U., Dwi, Y. S. (2021). Upper Primary Students' Critical Reading Skills in Surakarta: Gender Based Analysis. *Educational Administration: Theory and Practice*, 27(3), 1150 - 1159.

Usman, R. (2017). Penggunaan Metode Pembelajaran Kontekstual (Contextual Teaching and Learning) Untuk Meningkatkan Aktivitas Dan Hasil Belajar IPS Siswa Kelas III a SD Negeri 02 Kundur. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 6(2), 397–408.

Wellman, H. M. (1985). The child's theory of mind: The development of conceptions of cognition. *The Growth of Reflection in Children*, 169–206.