Application of Contextual Teaching and Learning Models in Improving the Manasic Understanding of Haji for X-Class Students

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Abstract

This study discusses the application of the Contextual Teaching and Learning (CTL) learning model in improving the understanding of the Hajj rituals of class X students of SMK Amsir 1 Parepare . The research in this thesis aims to determine the increase in students' understanding of the X grade Islamic Religious Education subject at SMK Amsir 1 Parepare by applying the CTL learning model. This type of research is experimental research . The design used was Quasy Experimental Design , the research instrument was a written test. Data collection techniques are test techniques, and documentation; Data management and analysis techniques include Validity Test Statistics, Reliability Testing, and Hypothesis Testing. The results of this study are (1) The increased understanding of students' Hajj rituals in the experimental class after being treated, the post-test results increased was 85.60 while the pre-test results in the experimental class were 67.65 (2) the application of the CTL learning model proved effective in improving students' understanding of the Hajj rituals. This is evidenced by the results of the post-test test in the control class and experimental class, it is obtained t count (9.331) $\geq$ t table (1.725) (t count is greater than t table) then H_0 is rejected and H_1 is accepted.

Keywords: *Learning Model CTL, Understanding Hajj Manasic, improving*

1. Introduction

Learning is a complex process that occurs to everyone and lasts a lifetime, from infancy (even in the womb) to burrow. One of the signs that someone has learned something is a change in behavior in him. Changes in behavior involve changes in knowledge (cognitive) and skills (psychomotor) as well as those concerning values and attitudes (affective) (Eveline & Nara, 2014).

Learning is a set of actions designed to support the learning process of students, by taking into account the extreme events that contribute to a series of internal events

experienced by students. Meanwhile, Gagne defines learning as a careful arrangement of events with the intention of making learning occur and making it effective (Eveline & Nara, 2014). In another sense, Winkel in Eveline defines learning as setting and creating external conditions in such a way, so as to support the learning process of students and not hinder it.

Learning activities that have been designed in such a way can advance the quality of education. The government and education experts in Indonesia always try to improve the quality of education from time to time. Even in the education sector today it is getting more serious attention by the government. The proof is that the government has increased the education budget by 20 percent of the State Revenue and Expenditure Budget (APBN). Since the progress of a nation can only be achieved through good educational arrangements, efforts to improve the quality of education are expected to increase the dignity of Indonesian people. To achieve all of this, education must be adaptive to change (Yusuf, 2007).

One of the efforts to advance the quality of education, education experts continue to strive to create various kinds of learning models in the classroom in order to maximize student learning outcomes such as Inquiry learning models, PAIKEM, CTL, Cooperative, Quantum and many others. These learning models are more effective than conventional learning models.

Conventional teaching is still widely practiced by educators today because of the limited ability to develop learning strategies and models and have become accustomed to conventional learning. Conventional learning is meant, which is learning that is centered by educators (*teacher centered learning*) in the classroom, educators usually lecture a lot or explain subject matter and students. it remains only to hear. Knowledge transformation only comes from one direction, namely from educators to students and is monotonous. Conventional learning is not able to stimulate interest, motivation, and understanding of students in learning. Because of that, various learning models and strategies were born that were able to activate and increase the interest and motivation of students in learning.

After carrying out a preliminary study on the object of research, namely at SMK Amsir 1 Parepare, the researcher found a problem, namely that students had difficulty understanding or absorbing learning material delivered by Islamic religious education teachers (PAI), especially material related to practice. This symptom can be seen after the

PAI teacher checks the test results of students. Many of the students received incomplete scores or scores below the minimum completeness criteria standard (KKM) determined by the teacher based on the KKM analysis.

In an effort to overcome the above problem that conventional learning is less effective in improving students' understanding of Islamic religious education (PAI), the researchers are interested in applying the *Contextual Teaching and Learning* (CTL) learning model in Islamic religious education learning and focusing on one of the material, namely "Hajj rituals" or procedures for carrying out the haj pilgrimage. The application of this contextual learning model is integrated with the use of information technology-based learning media so that it will attract more interest and attention and can increase the learning motivation of students, thereby increasing their understanding. Based on the foregoing, the researcher interested in conducting research with the title " Application of *Contextual Teaching and Learning* Modelin Improving Understanding of Hajj Manasik of Class X Students of SMK Amsir 1 Parepare."

After conducting a preliminary study on the object of research, namely the Amsir 1 Parepare Vocational High School (SMK), the researchers found several problems that occurred so that students had difficulty understanding or absorbing learning material delivered by Islamic religious education teachers, especially material related to practice. Several problems can be raised, as follows; 1) The process of learning activities still uses conventional models so that learning seems monotonous so that it makes students less interested in following the learning process; 2) Teachers of Islamic religious education subjects and textbooks are a source of religious knowledge of students. Students do not have the opportunity to explore material from other sources; 3) Lack of discussion between students and other students and students and teachers so that students are unable to develop their knowledge, this can be seen from the lack of students who give questions, responses, ideas, concepts and ideas in the learning process, and 4) Many of the students scored below the minimum standard (KKM) after assessments were held such as daily, mid-semester and end-semester assessments by Islamic religious education teachers.

Based on the problem identification above, the problem formulation in this study can be stated as follows; 1) What is the level of understanding of the Hajj rituals of class X students of SMK Amsir 1 Parepare before the application of the *contextual teaching and learning* learning model ?; 2) What is the level of understanding of the class X Hajj rituals of students at SMK Amsir 1 Parepare after the application of the *contextual*

teaching and learning model ? , and 3) Is there an increase in the understanding of the Hajj rituals of class X students of SMK Amsir 1 Parepare by applying the *contextual teaching and learning* model ?

2. Study the Literature and Basis of Theory

2.1. Literature Review

The thesis was written by Suaeba, a 2012 student of UIN Alauddin Makassar Postgraduate Program with the title "Implementation of the Contextual Teaching and Learning (CTL) Approach in Islamic Religious Education Learning at SMP Negeri 1 Parangloe, Gowa Regency."

The thesis on behalf of Lilis Yuliana, entitled "Implementation of Contextual Teaching and Learning (CTL) Learning Approaches in Improving Student Learning Outcomes in Fiqh Subjects at MTs Alkhairiyah Kaliawi."

Syamsul Bahri with the title of the thesis "Development of Contextual Learning of Islamic Religious Education in Improving the Emotional and Spiritual Quality of SMA Tanjung UPI Bandung Students ."

Nadia Ningsih with the title of her thesis "The Effectiveness of the Contextual Teaching and Learning (CTL) Approach in Learning the History of Islamic Culture at Madrasah Tsanawiyah Muhammadiah Layang Layang Parang Layang, Makassar City ."

In addition to the results of previous research that are relevant to this research, it is important that the author also puts forward several other reference sources that are relevant to the focus of this research study.

The book entitled *Contextual Teaching and Learning* (CTL) written by Elanie B. Jhonson, Ph.D. This book is a translation of the original title " *Contextual Teaching and Learning: What it is and Why it is here to say* ." translated by Ibnu Setiawan and published by Kaifa Learning, Mizan Media Group, Bandung, 2011. This book was born from the author's desire to explain well why CTL was born and succeeded in encouraging the quality of learning.

The book entitled "Creative and Character Learning Models and Methods", was written by Jumanta Hamdayama, S.Pd., M, Si. This book was published by Ghalia Indonesia 2015. In general, this book describes how creative and character learning models and methods are. One of the learning models described in this book is the Contextual learning model or CTL.

Al-Ibtida Journal 'Vol. 4, No. 2, 2016 with the title "Implementation of *Contextual Teaching and Learning* (CTL) Based *Learning* in the Character Building of Students written by Wahyu Purwandari. This paper is the result of research that examines the application of the CTL method in instilling the character values of students (Purwandari, 2016).

2.2. Theoretical Foundations

In the Big Indonesian Dictionary (KBBI), the word application means the process, the act of implementing, the application and the matter of practicing (Nasional, 2008). According to Susilo, application or implementation is an application of ideas, concepts, policies, or innovations in a practical action so as to have an impact, in the form of changes in knowledge, skills and values, and attitudes. In the *Oxford Advance Learner Dictionary it is* stated that implementation is *"Put something into effect"* (application is something that has an effect or impact) (AS, 2010). Application in research According to the researcher, this is to use an approach, model, method, strategy, technique and tactic in learning Islamic religious education so that the material presented by educators can be more easily understood by students or in other words learning becomes more effective and enjoyable.

The CTL learning model is a learning concept that helps educators link the material taught with the real world situation of students and encourages students to make connections between the knowledge they have and its application in their lives as family and community members. With this understanding, learning outcomes are expected to be more meaningful for students. The learning process also takes place naturally, students work and experience and not transfer knowledge from educators to students. *Contextual Teaching and Learning* is a learning process in the form of *learner-centered and learning in context.* Context is a condition that affects the lives of students in learning (Hamdayama, 2015).

Understanding comes from the word understand which means to really understand something (Nasional, 2008). Comprehension includes the ability to grasp the meaning and meaning of the material being studied. The ability to understand is expressed in describing the main content of a reading and changing the data presented in a certain form to another (Winkel, 2004). Syafruddin Nurdin defines understanding as the ability to translate, interpret, extrapolate (reveal the meaning behind a sentence) and connect above facts or concepts (Nurdin & Usman, 2003). According to Anas Sudjiono understanding (*comprehension*) is a person's ability to understand, understand something after

something is known and remembered. In other words, understanding is knowing about something and being able to see it from various angles. A student is said to understand something if he can provide a more detailed description of it by using his own words (Anas, 2011). Understanding is the ability to grasp understanding and something. This is shown in the form of translating something, for example numbers into words or vice versa.

Manasik hajj are matters related to hajj, such as ihram, tawaf, sai, wukuf or demonstration of the performance of hajj in accordance with its pillars (usually using artificial kakbah etc.) (Nasional, 2008). Before a person goes to perform the haj pilgrimage, he should first know about the meaning, basis, reason, purpose, and timing of the pilgrimage as well as a map of the Hajj rituals. All of this is intended so that in carrying out the pilgrimage, a person can meet the level of legal validity and achieve perfection to gain the pleasure of Allah SWT (Nashikum, 2011).

2.3. Research Hypothesis

Departing from the results of reading the literature and the theoretical framework used, the researcher can determine the direction of solving the problem by using provisional conjectures, namely the so-called hypothesis (Kasiram, 2010). Hypotheses are of immense use in scientific investigation. Hypotheses allow researchers to link theory to observation, and vice versa between observation and theory (Furchan, 2004). hypothesis is a temporary answer to a problem that is still presumptive because it still has to be proven. Thus, researchers can describe the research hypothesis as follows. H_1 : the application of the *Contextual Teaching and Learning* learning model can improve the understanding of the Hajj rituals of class X SMK Amsir 1 Parepare students.

3. Research Methodology

This type of research is experimental research. According to several experts including Gay, Geoffrey, Mills and Peter Airasian, the concept of experimental research is as follows ; in experimental research manipulates at least one independent variable, controls other relevan variables, and observes the effect on one or more dependent variables, an experiment typically involves a comparison of two groups (although some experimental studies have only one group or even three or more groups) (Gay, Geoffrey, Mills, 2012).

Experimental research is a study that tries to find the cause and effect between the independent variable and the dependent variable, where the independent variable is

deliberately controlled and manipulated (treated differently) (Jakni, 2016). Experimental research is one type of quantitative research that is currently being developed in the world of education (Jakni, 2016). Researchers use this type of experimental research the research activities that aim to assess the effect of a treatment action (*treatment*), the researcher wants to test the hypothesis about the effect of that action when compared with other actions. Based on this, the general objective of experimental research is to examine the effect of a particular group compared to other groups using different treatments (Sarah & Humaeroh, n.d.).

This research consists of two variables, namely the independent variable (variable X) and the dependent variable (variable Y). The *independent variable* in this study is the *Contextual Teaching and Learning (CTL)* learning model , while the dependent variable *(devendent variable)* is an increase in students' understanding of the Hajj rituals.

The experimental research design used in this study is the *Quasy Experimental Design* , this design has a control group but cannot fully function to control the external variables that affect the implementation of the experiment. Design *quasy experimental* have several designs such as *Time Series Design, Nonequivalent Control Group Design , counterbalanced Design* and *Factorial Design* . In this study, researchers used the *Nonequivalent Control Group Design form* . This design is almost the same as the *pretest-posttest control design*, only in this design the experimental group and the control group were not chosen randomly (Sugiyono, 2015).

In this study, the experimental group was given *treatment* (taught using the CTL learning model), while the control group was taught using conventional or traditional methods. In this case the two groups were still given treatment but the experimental group was given special treatment. At the end of the experiment, both groups were given a *post test* (Kasiram, 2010).

Researchers conducted research at one of the Vocational High Schools in Parepare, namely SMK Amsir 1 Parepare. This school located on Jalan Bau Massepe number 52 A, Sumpang Minangae sub-district, West Bacukiki sub-district, Parepare city. As with the preliminary study of the researcher, he found several problems in the learning process so that many students did not reach the minimum completeness criteria (KKM) or pass scores at the time of the assessment carried out by Islamic religious education teachers. Therefore, researchers are interested in conducting research at this school and will apply one of the learning models to increase students 'understanding of the material

being studied, namely the CTL learning model which is believed to be effective in increasing students' understanding.

Population is all members of a group of humans, animals, events, or objects that live together in a place and are planned as the target of the conclusion of the final results of a study (Kasiram, 2010). Population is all data that concerns researchers within a specified scope and time (Kasiram, 2010). According to Suharsimi Arikunto, population in general means the entire object of research, including all elements contained in the research area (Suharsimi, 2006). The population in this study were all students of class X SMK Amsir 1 Parepare with a total population of 35 students consisting of two groups, namely class X TGB / TM / TO and class X TKOM / TAV / TITL.

The sample is part of the number and characteristics of the population. The sample is part or representative of the population studied (Suharsimi, 2006). The sample is part of the population to be studied in depth. Samples are taken if we feel unable to study the entire population. The main requirement for the sample is that it must be representative of the population. Therefore all population traits must be represented in the sample (Kasiram, 2010). Because the total population in this study consisted of only two groups, so that the sample of the study was the entire population.

The sampling method or sampling method is a process of selecting and determining the type of sample that will be the subject or object of research. The actual sample to be studied must be representative in the sense of representing the population both in characteristics and numbers (Syaodih Sukmadinata, 2007). The sampling technique used by the writer in determining the total sample size is a *non probability sampling technique,* namely *purposive sampling.* technique *purposive sampling* is a sampling technique based on specific criteria. Researchers used *purposive sampling technique* because the subject matter that the researchers will teach, namely the implementation of the haj pilgrimage and the material is in the syllabus of class X even semester of the 2013 curriculum and the number of class X groups at SMK Amsir 1 Parepare in the 2018-2019 school year, there are only two classes, so one class is an experimental group. , namely class X TKOM / TAV / TITL and another class as the control group, namely class X TGB / TM / TO.

To obtain accurate data needed by researchers, researchers used test techniques to collect data. The test is a set of stimuli (stimuli) that are given to someone with the intention of getting answers that can be used as a basis for scoring a number. The basic

requirements for a test are validity and reliability. The test instrument that the researchers used was taken or sourced from the Islamic Religious Education textbook according to the 2013 curriculum written by Nur Hasaniyah, S.Ag., MA and Choirul Ansori, S.Ag., M.Pd.I. There are two types of tests that are often used as measurement tools, namely oral tests and written tests (Margono, 2010).

Research instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better so that they are easier to process. [33] The instrument used in this study was a written test instrument. The test is used to obtain data about students' understanding of the Hajj rituals. This test will be given to both kelompkok, both groups of experimental and control groups before and after treatment (*treatment*) in order to determine whether the learners' understanding of the rituals of Hajj increased after following CTL learning model.

The analysis technique used by researchers to test the comparative hypothesis is the statistical t-test with the formula:

Information:

= Sample average 1

= Sample average 2

= Standard deviation   ampel 1

= Standard deviation of sample 2

= Sample variance 1

= Sample variance 2

= Correlation between two samples

= Number of samples [34]

This research is an experimental research, so the researcher will test the application of the *Contextual Teaching and Learning* learning model by using a simulation or practice method in teaching the material for the implementation of the Hajj. The researcher gave the treatment to the experimental group for three meetings and the control class as well as three meetings.

4. Results and Discussion

4.1. Result

4.1.1. Description of Research Results

The results of the *pre-test* and *post-test* understanding of the Hajj rituals of students of class X in the control class and the experimental class at SMK Amsir 1 Parepare. The results of the *pre-test* and *post-test* understanding of the Hajj rituals of students in the control class and the experimental class.

Before carrying out the learning process, the researcher gave a *pre-test* to the two classes, namely the control class and the experimental class. *Pre-test* aims to measure the ability of early learners about understanding the rituals of Hajj on the subjects of Islamic religious education before being treated (*treatment*). While the *post-test* aims to measure the increase in students' understanding of the Hajj rituals after being given treatment to the two research classes.

Based on the data in the table, the mean *pre-test* and *post-test* scores in the two classes are in the range of 45.33 - 85.60. With the *pre-test* results in the class with the *Contextual Teacing and Learning* learning model *, it* shows the average value is below the KKM value that has been determined in the subject of Islamic religious education, namely 75.

Even though the *pre-test* results in the class with the *Contextual Teacing and Learning* learning model were below the KKM with a D value of 7.35 this did not affect the research outcome because the *pre-test* served to overcome differences in students' understanding of the Hajj rituals material before treatment. This research basically wants to see an increase in the understanding of students by paying attention to data D. In plain view, table 4.10 also shows the D value of each class. The average value and standard deviation of D from each class shows the magnitude of the change before and after treatment.

The percentage of achievement of the results of the *pretest* and *posttest* aspects of increasing understanding of the control class and the experimental class at SMK Amsir 1 Parepare. Table 4.12 shows the difference in the average percentage of achievement indicators of understanding in the control class and the experimental class on the material for the implementation of the Hajj. The *pre-test* results in the control class obtained an average percentage of all indicators of 37% (very poor category), while the *post-test* results *of* the control class obtained an average percentage of all indicators of 55% (poor category). The *pre-test* average percentage of the experimental class obtained from all indicators was 70% (sufficient category), while in the *post-test* experimental class the average

percentage of all indicators was 87% (very good category). This shows that the results*pre-test* the average percentage of all indicators in the control class 37% experienced an increase in the *pre-test* results of the overall average indicator of the experimental class by 70%. Meanwhile, the *post-test* result of the average of all indicators in the control class was 55%. There was an increase in the average result of all indicators in the *post-test* result *of* the experimental class by 87%. From this explanation, it shows that the achievement of understanding the Hajj rituals of students in the experimental class has increased from the *pre-test* by 70% to the *post-test* by *87%* .

The application of the CTL learning model is effective in improving the understanding of the Hajj rituals in the subject of Islamic religious education for class X students of SMK Amsir 1 Parepare. This study also uses information technology learning media with simulation or practice learning methods in the application of the CTL learning model in Islamic religious education subjects with the implementation of the haj pilgrimage and focuses more on the Hajj rituals at SMK Amsir 1 Parepare with the aim of knowing the effectiveness of the CTL learning model in improving students' understanding in learning. The use of information technology-based learning media as a stimulus aims to increase the interest and motivation of students in participating in learning so that it is expected to increase students' understanding of the material presented by educators .The researcher presented the lesson in the form of a power point slide show and presented a video of learning the Hajj rituals.

Learning with this CTL model where educators present the real world in the classroom and encourage students to form a relationship between their knowledge and its application in everyday life, students acquire knowledge and skills in a limited context little by little, and from the process of constructing their own , as a provision in solving problems in his life as a member of society. Learning carried out in the experimental class is based on the syntax or sequence of steps in the CTL learning model, namely *Modeling, Questioning, Learning community, Inquiry, Constructivism, Reflection* and *Authentic assessment* .

In general, researchers who also act as educators present the CTL model learning in the experimental class as described below. First of all, educators prepare students both physically and psychologically then convey Basic Competencies (KD), Competency Achievement Indicators (GPA) and learning

objectives and provide instructions for students in the learning process. Before starting the main activity, the researcher divided the class into several small groups heterogeneously both based on their ability and learning speed as well as their talents and interests.After observing the learning material, the researcher then provides the opportunity for students to ask questions and provide responses about unclear information.

At this stage there is a discussion or interaction between students and other students or with researchers as facilitators and resource persons. Furthermore, students read and observe the material of the pilgrimage implementation through power point slides and in the X grade Islamic Religious Education textbook, thus the constructivism and inquiry stages occur in which students build their own knowledge through a systematic thinking process.

In this study, researchers also used a simulation or practice method where students practiced the Hajj rituals in the yard of the Amsir 1 Parepare Vocational School such as wearing ihram, tawaf, experienced. Furthermore, after finishing learning in each meeting, the researcher gave a reflection in the form of questions to determine the achievement of the learning indicators (GPA). Then the last stage the researcher provides an assessment *(authentic assessment)* of students in the learning process to find out whether students really understand the learning material or whether the learning experience that has been given by the researcher has a positive influence on the intellectual and mental development of students.

4.1.2. Test Instrument

Validity is a measure that indicates the levels of validity or validity of an instrument. An instrument is said to be valid or valid if it has high validity. Conversely, if the instrument is less valid it means that it has low validity. [35] An instrument is said to be valid if it is able to measure what is desired and can accurately reveal data from the variable under study. Measuring the validity of the items in this study uses the following formula:

Information:

r_{xy} : The correlation coefficient between

variables X and Y

N: Number of test takers

X: The value of an item

Y: The value of the question

The reliability of a test is the level of consistency or accuracy of the instrument against a class that can be trusted so that the instrument can be relied on as data collection. A reliable instrument is an instrument that when used to measure the same object repeatedly, the results are relatively the same. [36] Reliability is the stability of the score obtained by the same person when retested with the same test in different situations or from one measurement to another. Reliability is related to trust. A test can be said to have a high level of confidence if the test can provide consistent results. The formula used to determine the reliability of the items in this study is the alpha formula, namely:

Reliability test was carried out by using *Alpha Cronbach* test . *Alpha Cronbach's* formula is as follows:

Information:

$\bar{\alpha}$ = reliability coefficient *alpha cronbach*

K = number of question items tested

Sigma S $_1$ ^{2} = total item score variance

S $_X$ ^{2} = Variance of test scores (all K items)

The difficulty level of the question instrument. The level of difficulty of the questions is seen from the ability or ability of students to answer them, not from the point of view of educators as question makers. According to (Arikunto 2009: 207), a good question is one that is not too easy or not too difficult. The formula used to find the difficulty level of the problem is as follows:

P: Difficulty level index
B: The number of students who answer that question correctly
JS: The total number of students

test taker

4.2. Discussion

The level of understanding of the Hajj rituals of class X SMK Amsir 1 Parepare before the implementation of the CTL learning model. Based on the *pre-test* results that have been processed using statistical calculations of the SPSS

version 25 *software* program as presented in the previous discussion, it can be concluded that the level of understanding of the Hajj rituals of class X SMK Amsir 1 Parepare students is still categorized as very low. None of the control class with a total of 15 students got the very good and good score categories. Only 1 person got a sufficient score category and 5 people got a poor grade category and the remaining 9 people got a very poor score category. While in the experimental class, none of the students got very good score categories, 2 people got good scores and 15 people got enough scores and 3 people got poor scores.

The level of understanding of the Hajj rituals of class X SMK Amsir 1 Parepare students after the application of the CTL learning model. After implementing the CTL learning model in the experimental class, namely class X TKOM / TAV / TITL, then the researcher gave a *post-test* to determine the extent to which the students' understanding of the Hajj rituals learning material increased. Based on the data processing above, of the 20 students in the experimental class, there were 11 students who got the very good score category and 9 students got the good score category. This data shows a significant increase in understanding of the experimental class students after the CTL model is applied.

There is an increase in the understanding of the Hajj rituals of class X students of SMK Amsir 1 Parepare by applying the CTL learning model. Increasing understanding of students is the duty and responsibility of an educator in the learning process. Based on the *pre-test* results data presented in the statistical table shows the average *pre-test* increase in understanding of Hajj rituals in the experimental class is higher than the increase in understanding of Hajj rituals in the control class. The difference in the mean acquisition of the two research classes is quite prominent, seen in the distribution of the minimum and maximum values in the *pre-test* results . This indicates that the increase in the understanding of students in the two classes is relatively different before being given treatment.

The *post-test* result data presented in the statistical table shows that the results are different in the two classes, but both have increased. This can be seen from the average value and standard deviation between the two. The treatment given to the experimental class with the application of the CTL learning model is very influential in increasing the understanding ability of students in Islamic Religious Education subjects related to Hajj rituals. In the *Contextual Teaching and Learning* (CTL) learning model, students are required to be more creative and more independent in analyzing learning material.

The implementation of the CTL learning model can improve the understanding of the Hajj rituals of class X TKOM / TAV / TITL students of SMK Amsir 1 Parepare. In this discussion, the researcher will describe in offering and experimenting with the CTL learning model used in Islamic religious education learning on Hajj rituals. Researchers will describe how the application of the CTL learning model effectively improves students' understanding of learning material. In the process of learning Islamic religious education the researcher begins with several preparations. The first preparation made by researchers before teaching in class is to study the physical and psychological conditions of students which can lead to increased understanding of students in learning activities.

Some of the steps taken by the investigators that by seeking to know the initial conditions of learners, both physically and psychologically, and then continued by giving *a pre-test* to determine the initial understanding of learners against the material rituals of Hajj, then investigators provide treatment (*treatment*) which is different to the second class researched and as the final step of the research, the researcher gave the two classes a *post-test* .

4.3. Hypothesis Testing

The *pre-test test* in the control class and experimental class shows that the value of H_0 is accepted where the value is sig. 2-tailed (0.20) > *0.05* . So it can be concluded that there is no difference in the average understanding of students' Hajj rituals before the treatment, namely the experimental class and the control class are the same or there is no significant difference.

Furthermore, the *post-test test* in the control class and experimental class is obtained from the sig value. 2-tailed (0.00) < *0.05* then H_0 is rejected. So it can be concluded that the ability to understand students' Hajj rituals after treatment, namely the experimental class and the control class, is a significant difference.

Therefore, in this study it can be concluded that there is an increasing understanding of the ability of the rituals of Hajj learners after being treated (*treatment*) by applying the learning model *Contextual Teaching and Learning* (CTL).

Based on the results of the data processing, the researcher can conclude that the application of the *Contextual Teaching and Learning* learning model is effective in improving the understanding of the Hajj rituals of class X students in the subject of Islamic Religious Education at SMK Amsir 1 Parepare.

5. Conclusion

Students' understanding in the experimental class has increased the average *pre-test score of* 67.65 and *post-test* 85.60 . This proves that an increased understanding of the rituals of Hajj materials on the subjects of Islamic Religious Education (PAI) participant students of class X SMK Amsir first Parepare after being given treatment (*treatment*) in the experimental class.

There is an increase in the understanding of students' Hajj rituals in Islamic Religious Education learning after being given treatment using the application of the CTL learning model can be said to increase. This can be seen from the results of the *post-test test* in the control class and the experimental class, it is obtained t count (9.331) $\geq$ t table (1.725) (t count is greater than t table) then H $_{0\ is}$ rejected. Likewise, the 2-tailed sig value (0.00) < *0.05.* Thus it can be concluded that the ability of students to understand the Hajj rituals after receiving *treatment.*conducted in the experimental class and the control class experienced a significant difference. This proves that the application of the *Contextual Teaching and Learning* learning model is effective in increasing the understanding of students' Hajj rituals in Islamic religious education in class X at SMK Amsir 1 Parepare.

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