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Application of The Contextual Teaching and Learning (CTL) Model in Improving The Quality of Balaghah Learning in MAN 3 Jombang

Muhammad Afthon Ulin Nuha

UIN Sayyid Ali Rahmatullah, Tulungagung, Indonesia

afthon@uinsatu.ac.id

Nurul Musyafa'ah

Universitas Nahdlatul Ulama Sunan Giri, Bojonegoro, Indonesia

musyafaah@unugiri.ac.id

Abstrak

Di Indonesia masalah yang sering muncul dalam suatu pembelajaran adalah masih rendahnya pemahaman siswa terhadap suatu materi yang dibuktikan dengan hasil belajar siswa yang masih rendah. Hal tersebut tentunya tidak disebabkan dari rendahnya pemahaman dari siswa saja, tetapi banyak faktor yang memengaruhi salah satunya adalah proses pembelajaran yang kurang berkualitas, sumber daya manusia berupa guru yang kurang profesional sehingga kemampuan siswa juga akan rendah. Apabila hal ini terus berlanjut maka output sumber daya manusia yang dihasilkan dari suatu pembelajaran di Indonesia ini tidak akan bisa bersaing dengan negara yang sama-sama sedang berkembang. Penelitian ini bertujuan untuk mengungkap secara lebih mendalam terkait penerapan model pembelajaran contextual teaching and learning (CTL) dalam meningkatkan kualitas pembelajaran Balaghah di MAN 3 Jombang, dengan fokus pembahasan sebagai berikut 1) Perencanaan Model Contextual Teaching and Learning (CTL) dalam meningkatkan kualitas pembelajaran Balaghah di MAN 3 Jombang, (2) Kualitas pembelajaran Balaghah sebagai Output penerapan model Contextual Teaching and Learning (CTL) di MAN 3 Jombang. Penelitian ini menggunakan pendekatan kualitatif, dengan jenis penelitian studi kasus di sekolah. Pengumpulan data dilakukan dengan wawancara, observasi dan dokumentasi. Analisis data dilakukan melalui reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian ini adalah: (1) Perencanaan Model Contextual Teaching and Learning (CTL), ada tiga tahapan; pertama, pendahuluan yaitu melihat kesesuaian kompetensi dasar dengan metode, materi, model, media dan sumber belajar. Kedua, pelaksanaan yaitu proses pembelajaran student center

melaui beberapa tahapan pembelajaran. Ketiga yaitu guru melakukan evaluasi terhadap siswa. (2) Kualitas pembelajaran Balaghah sebagai Output penerapan model Contextual Teaching and Learning (CTL) di MAN 3 Jombang yaitu terkait dengan perilaku pembelajaran guru, perilaku dan dampak belajar siswa, iklim pembelajaran, materi pembelajaran dan media pembelajaran.

Kata kunci: CTL; Kualitas Pembelajaran; Balaghah

Abstract

Application of the Contextual Teaching and Learning (CTL) Model in Improving the Quality of Balaghah Learning in Man 3 Jombang. In Indonesia, the problem that often arises in learning is that students' understanding of the material is still low, as evidenced by student learning outcomes that are still low. This is certainly not caused by the common knowledge of students alone. Still, many factors that influence one of them are the learning process that is less qualified, human resources in the form of unprofessional teachers so that students' abilities will also be low. If this continues, the output of human resources resulting from learning in Indonesia will not be able to compete with countries that are both developing. This study aims to reveal in more depth the application of the contextual teaching and learning (CTL) learning model in improving the quality of Balaghah learning at MAN 3 Jombang, with the focus of the discussion as follows 1) Planning of Contextual Teaching and Learning (CTL) models in improving the quality of Balaghah learning at MAN 3 Jombang, (2) the quality of Balaghah learning as the output of the application of the Contextual Teaching and Learning (CTL) model at MAN 3 Jombang. This research uses a qualitative approach, with the type of case study research in schools. Data collection was done by interview, observation, and documentation. Data analysis was done through data reduction, presentation, and conclusion. The results of this study are 1) Planning the Contextual Teaching and Learning (CTL) Model, there are three stages; first, the introduction is to see the suitability of essential competencies with methods, materials, models, media, and learning resources. Second, implementation is the student centre learning process through several stages of learning. Third, the teacher evaluates the students. 2) The quality of Balaghah learning as the output of applying the Contextual Teaching and Learning (CTL) model at MAN 3 Jombang is related to teacher learning behaviour, student learning behaviour, impact, learning climate, learning materials, and learning media.

Keywords: CTL; Learning Quality; Balaghah

Introduction

In the learning process at this time, many problems arise, including the low absorption of students, which is indicated by student learning outcomes that are still not optimal. This is due to many factors, including the quality of the learning process that has not been able to create a quality learning process, the professionalism of teachers still low, and the performance of teachers who are only

oriented to mastery of theory and memorization, causing students' abilities not to develop optimally, and ignore the dimensions of the students themselves, which means how to learn (Abbas, 2019). So when students graduate from school, they are good in theory but have poor application and lack creativity. If this continues, the quality of teaching in Indonesia will certainly continue to decline, and Indonesian graduates will not be able to compete with graduates from other countries.

Successful learning is usually characterized and measured by the level of achievement of goals by most students (Black, 2018). The story of triumph also shows that students can accept several internal learning experiences. Practical learning includes two basic things: active learning time and learning quality. The main one relates to the amount of time students spend in the middle of a lesson and how students are included in learning to prepare themselves to achieve the expected goals. The second thing relates to the actual quality of learning: how the preparation for learning or interaction can occur between teacher-students, students, and learning resources.

The key to improving education is developing quality teachers (Abdiyah & Subiyantoro, 2021). Providing techniques for presenting material or lesson materials according to student needs is one of the obligations of a teacher. Here the teacher also plays a vital role in improving the quality of learning itself. Student learning outcomes will also increase if the teacher can present the subject matter properly and on target. It is essential to advance education and learning preparation to improve learning outcomes, particularly to encourage mastery of subject matter in schools. The learning process as part of teaching is one of the centres of activity because, in the preparation, there is the interaction between teachers and students.

Teachers must be able to manage the class well, must be able to master the material, and have the ability to provide strategies, models, and methods to support learning in the classroom so that the managed class achieves its goals. Strategies, techniques, and models are interrelated. First, the teacher has a design as a plan and then applies it through the process, while the model is in the system and techniques used (Kahu, 2018). So that the three synergize with each other and the goals in the classroom can be achieved. Teachers usually use several models in learning, including cooperative learning models, problem-based learning, formal learning (participatory, active, creative, effective, and fun), E-learning learning, inquiry learning, and CTL learning (contextual teaching and learning).

As is the case at MAN 3 Jombang at this time, the CTL learning model has been applied to overcome the problems faced by students and to improve the quality of learning. In contrast, the contextual model is a model that is by a modern psychological theory that is based on the philosophy of constructivism, which considers learning as "a dynamic process in which students are active sense-makers seeking to construct coherent and organized information or knowledge (Kurniati et al., 2021). In student-centred educational practice, constructivist thinking emphasizes the student's task and the teacher's coaching role; students must learn to overcome a problem by utilizing knowledge as a tool.

Contextual learning states that students will learn more effectively if what they learn is associated with what they already know and with actions or events that will occur in their immediate environment. This learning emphasizes critical thinking, knowledge transmission, data collection and analysis, and problem-solving, individually and in groups (Aisyah, 2018). Suppose the teacher is successful in applying the contextual learning model. In that case, the learning process can be successful because students become more active in class, not only listening but also applying the material provided by the teacher, resulting in the achievement of all student dimensions (cognitive, affective, and psychomotor). , student learning outcomes to be increased.

Although the Balaghah subject is seen as the spearhead in developing students' character, its implementation in schools has been considered less successful because the teaching provided is more centred on the cognitive component, not the emotional and psychomotor components (Nuha, 2021). As a result, the students seemed to be able to get religious knowledge, not practice it. Meanwhile, traditional teacher teaching methods, focusing on teachers rather than students, make learning uninteresting for students. Balaghah teachers must determine ways or strategies that allow students to be fully involved in this learning activity. Giving assignments, holding discussions, asking questions, encouraging students to dare to express their thoughts, and conducting evaluations or assessments are examples of the conditions in question. Providing a learning environment that allows students to exercise creativity indicates high-quality learning.

Regarding the quality of Balaghah learning, what needs to be done is to improve the ability of teachers to carry out education, especially in choosing the right learning style for students so that they can understand the material presented

by the teacher. Teachers must be skilled at using learning models intelligently and effectively, not carelessly, that can harm students. The teacher's perspective on students will influence attitudes and actions. When evaluating students, not all teachers have the same point of view. This will have an impact on the way he learns. Teachers' mastery of the material and their understanding of choosing the right learning approach for the fabric will significantly determine the success of achieving learning objectives (Ahmad, 2020).

From the problems above, it can be concluded that learning will be of quality if the teacher has the creativity and can carry out learning conducive and comfortable for students so that the learning process is by the desired goals and can improve student learning outcomes. Based on the above background, researchers are interested in discussing the application of the Contextual Teaching and Learning (CTL) model in improving the quality of Balaghah learning at MAN 3 Jombang.

Theoretical Review

Contextual Teaching and Learning (CTL) Model

Contextual learning (contextual teaching and learning), commonly known as the CTL model, is a learning thinking that can help teachers connect the material being taught to students' real-world situations and inspire students to make connections between their understandings and apply them in life (Kurniati et al., 2021). They as members of the household and society. Meanwhile, Howey R. Keneth, quoted by Arfan, stated that CTL as "Contextual teaching is teaching that enables learning in which students apply their academic understanding and abilities in a variety of in-and-out of school context to solve simulated or real-world problems, both alone and with others" CTL is a mastery that allows gaining knowledge about how students use their perceptions and academic competencies in various contexts inside and outside school to overcome simulative or real problems, both individually and together (Arfan, 2020). CTL is a learning system based on the philosophy that students can absorb lessons if they catch meaning in the academic material they receive. They capture the sense in school assignments if they can relate new information to their previous knowledge and experience.

There are seven components/principles of demonstration of CTL learning so that it can be recognised from other models, namely (Astuti et al., 2021):

1. **Constructivism:** a method of constructing new information in students' cognitive structures based on their involvement and past knowledge. Agree with constructivism; the experience is filled by outsiders but is built by and from within oneself.
2. **Inquiry/investigation:** Students are required to find their knowledge or wisdom in learning; students are faced with a case to be discussed and solved, where the information or facts obtained by students are not the result of remembering a set of truths but appear to find out for themselves.
3. **Questioning:** Learning is asking and answering questions. Asking can reflect each student's curiosity while answering questions demonstrates a student's ability to think, such as investigating, directing, directing, coordinating, creating, judging, and generalising.
4. **Learning Community:** The concept of a learning community or community suggests that learning outcomes are obtained through collaboration with others. This participation can be done in various forms, both in formal activities and in a naturally occurring environment. For example, all participatory students in groups or people learn, think, try directly and work.
5. **Modelling:** learning to handle by illustrating something as a case that every student can imitate. As an illustration, concentration of consideration, inspiration, delivery of competence goals, titles, signs and graphics.
6. **Reflection:** the process of depositing the experiences that have been learned, which is carried out by reordering the learning events that have been passed. Such as reviews, summaries and follow-ups.
7. **Authentic Assessment:** A method in which educators collect data on student learning progress. For example, assessment in the middle of learning preparation and after learning, evaluation of the practice of each student activity, portfolio assessment, and objective assessment from different angles in different ways.

Contextual learning can be a choice of methods for internalising Islamic values that are by students' physical and rational interactions, students are allowed to construct the information they have or build ancient thoughts that have been in their cognitive structure, and students are given a chance to explain problems, together in the framework system of scientific activities.

Meanwhile, the CTL approach, which is constantly synonymous with a student-centred approach, must be considered, especially by Balaghah teachers; a student-centred approach does not have to be used for all levels, especially if students are free to learn. The teacher gives no directions or restrictions. This can hurt learning, one of which is evident from various cases of student violations, including because they are often allocated for learning materials and assignments on the web/internet (Alam, 2018).

There must be a classification of which levels are appropriate to use a student-centred model. Is this approach correct for elementary school levels? Therefore, for the elementary school level, teachers should take over learning because they emphasise that those who have not developed until now know what is not the time, one of which is related to sexual matters that can cause discrimination because of their interests.

Thus, the development of the CTL model in Balaghah learning does not have to be a student-centred approach. Still, teachers can also use an educator-centred approach, collaborating the two systems. Teachers must direct and coordinate their students, although a student-centred approach is currently being promoted. In Balaghah learning, the role of the teacher cannot be replaced, so although the CTL approach cannot be distinguished from a student-centred approach, Balaghah learning must collaborate with a teacher-centred system (Alpian et al., 2019).

Quality of Learning

In learning, the main task of educators is to condition the environment to support changes in student behaviour. Learning preparation must be done calmly and pleasantly; this, of course, requires the movement and creativity of educators in creating a conducive environment. The way of learning is said to be successful if all students are involved effectively both mentally, physically and socially. The most important target in every lesson preparation is how to achieve the learning objectives appropriately (Asikin, 2020).

Quality in the big Indonesian word dictionary is defined as a measure of the good or bad of an object, level or degree. The term quality refers to a thing or condition that is good. Quality leads to something great. In direct terms, the term learning (instruction) implies "the attempt to teach an individual or a group of individuals through different efforts (deployment) and different techniques,

strategies and approaches to achieve a set goal. Learning is not just the transfer of information but how to shape students' learning to the fullest.

The quality of learning can be seen in terms of processes and results. In terms of the process, knowledge is said to be useful and quality if all or at least most students are effectively included physically, mentally and socially in the learning process, in addition to raising enthusiasm and high interest in learning, fun to learn, and self-confidence. Meanwhile, in terms of results, the learning process is said to be successful if there is a positive change in behaviour in all or at least most students (Adi et al., 2021).

From the explanation above, it can be concluded that the quality of learning can be described as good and bad events students achieve in the learning process. Schools are considered quality if they change students' attitudes, behaviour, and abilities about their learning objectives.

About quality learning according to the Ministry of National Education, the concept of quality learning has several indicators, including (Abidin & Nugraha, 2022):

1. Teacher learning behaviour and educator learning behaviour can be seen from its implementation, including 1) building positive attitudes of students towards learning and their profession; 2) Mastering scientific disciplines; 3) Teachers must know the uniqueness of students; 4) Organizing an educational learning process; 5) Develop personality and professionalism.
2. Student learning behaviour and impact, student learning behaviour and influence can be seen in competencies, including 1) having positive arguments and mindsets towards learning; 2) being willing and able to coordinate information or knowledge and build attitudes; 3) being Able and willing to expand knowledge of skills and fortify attitudes; 4) Willing and able to apply knowledge, abilities and state of mind significantly.
3. A learning climate includes 1) a conducive climate for the development and improvement of curious learning activities; 2) The embodiment of values and good spirit; 3) A conducive school climate.
4. Quality learning materials can be seen from 1) conformity with learning objectives; 2) there is an adjustment between the breadth and depth of the material with the time available; 3) Orderly and relevant learning materials;

- 4) can require the dynamic collaboration of students; 5) can attract the ideal benefit; 6) Learning materials meet the criteria of philosophical, proficient, psycho-pedagogical and common sense.
5. Learning Media the quality of learning media can be seen from 1) can make a significant learning experience; 2) able to encourage the method of interaction between students and teachers; 3) Learning media can improve students' learning experience; 4) Able to change the learning environment from inactive students to dynamic students and search for data through various accessible learning assets.
 6. The learning system, the learning framework in schools can appear capable of performing quality if 1) the school can highlight the characteristics of excellence; 2) be careful in preparing it in the form of vital plans and school operational plans; 3) there is a spirit of change announced in the school's vision and mission; 4) quality control and confirmation.

Several factors need attention to improve the quality of learning, as follows (Afif, 2021):

1. Teachers in the learning process, the teacher plays a very important role. Educators do not seem to act as a spectacle or part of the show for the students they teach but as the head of learning. A skilled teacher is a powerful figure in the quality teaching process. In carrying out learning administration, two kinds of exercises must be carried out by teachers: supervising learning resources and carrying out their part as learning resources themselves.
2. Students in the teaching and learning process are subjects who will achieve learning objectives in the form of learning outcomes. Each student has characteristics that are different from the others. These characteristics are divided into general elements (in terms of age) and special features (in terms of learning styles).
3. Facilities and Infrastructure, Facilities are everything that directly supports the smooth learning process, for example, learning media, learning tools, and so on. At the same time, infrastructure is everything that can indirectly support the success of the learning process.

4. The environment is the place where the learning meeting takes place. Natural learning consists of the family environment, school, and community. Circumstances of nature can influence instructive form and results.

Balaghah Science

Balaghah is one of the sciences of 'beautifying the language' in Arabic, which has long been known along with the development of Arabic literature. The word Balaghah itself comes from lafadz بلغ which means to reach or reach, the same meaning as the words انتهى and وصل. Balaghah is the nature of *kalaam* and *mutakallim*, referring to the phrase *baligh*, which means that the terms are achieved / until they are by what is intended and *mutakallim*, who is *baligh*, which is completed or delivered (Nuha, 2021).

What is meant by the nature of *baligh* kalam is, First, *tanaasuq al-ashwaat* (sound compatibility): a) the lowest degree is the absence of *tanaafur* letters, b) the highest degree is the compatibility between sound and meaning. Second, the appropriate *tarkib lughawi*: a) authentic (free from *khatha'* and *syadz*), b) represents meaning effectively. Third, it contains unique imaginative elements in terms of *madhmun* (meaning) and the terms of *syakl* (lafazh). The relationship between the two is like the body and the spirit (Abdullah, 2021).

Thus, Balaghah can also be interpreted as the suitability of the context of speech with the situation and condition of the interlocutor (*muthabaaqah al-kalaam bi muqtadhaa al-haal*). Not only in context but also accompanied by the use of sentences or language that is fluent, clear, and easy to understand. Balaghah deals with sentence problems, namely about *tarkib*, meaning, imprinting on the soul, the beauty of words, and expertise in determining the choice of words (diction) that are by grammar and are beautiful to hear. Balaghah itself cannot be an attribute for a sentence, which makes it different from *fashahah*.

There are three objects of study in Balaghah Science, namely (Nuha, 2021):

1. Science Bayan

Linguistically, Bayaan (البیان) means 'bright' or 'clear', while in terms, Bayaan is one of the elements of study in Balaghah Science which explains ways or methods of conveying thoughts, ideas, ideas, or expressions with *tarkib* (various compositions).). Abu Ubaidah Ibn al-Matsani first modified this Bayan study in the

book "مجاز القرآن" which focuses on تشبيه (similarity), مجاز (majaz), and كناية (connotation) language.

2. Science Ma'aniy

Linguistically, Ma'aniy means 'intention', 'understanding', or 'meaning'. What is meant by Ma'aniy in the study of Balaghah Science is delivery through the expression of something that is in one's mind or an image of the mind. Abd al-Qahir al-Jurjani, an Arab linguist, revealed that the focus of ma'aniy studies is sentenced (amount) in Arabic. The principle of number is the *isnad* which is divided into two, namely the number of *khabariyah* (*khabar*) and the number of *insya-iyah* (*Insya'*).

3. Badi' Science

Badi's science is something new that does not exist. There is not even a previous example explaining the procedure or *kaffiyeh* to beautify sentences and make them very enjoyable to read, speak, or listen to. The study of Badi' Science explains the advantages of a sentence so that it can make it more beautiful and good and modify it with the beauty of the sentence according to the situation and condition of the interlocutor, and the meaning he wants is clear.

Research Methods

The research used in this study is a qualitative research approach. The qualitative research approach is a data collection procedure that produces descriptive data from written words from certain phenomena and behaviours. Qualitative research uses a natural background to interpret the phenomena that occur and is carried out by involving various methods in the qualitative research (Fitri & Haryanti, 2020). The methods that are usually used are interviews, observations, and documents.

The type of research used in this study is descriptive, which describes existing phenomena that have occurred at this time or in the past. This type of descriptive research is used because the analysis starts from a theoretical framework, the thoughts of experts, and the researcher's understanding based on his experience, then made to obtain truth in the form of empirical field data support (Hamzah, 2021).

In this study, the researcher used a data collection procedure in the form of observation where the researcher observed the CTL (contextual teaching and learning) model implemented by the Balaghah teacher, which was carried out in

classes X, XI, and XII as well as the teacher's strategy in overcoming the problems at MAN 3 Jombang; Interviews in this study were conducted by conducting questions and answers with the principal, Balaghah teachers in grades X, XI, and XII and students in grades X, XI and XII at MAN 3 Jombang to obtain the information needed by researchers related to the Contextual Teaching and Learning (CTL) model.); and the documentation in this study is the Balaghah learning book, lesson plans, list of student grades, attendance, collection of assignments, and student activity in class during the learning process. Researchers conducted data analysis in two stages: pre-field data analysis, carried out on preliminary studies or secondary data, and the second analysis while in the field.

Results

Planning The Contextual Teaching and Learning (CTL) Model in Improving The Quality of Balaghah Learning at MAN 3 Jombang

At this planning stage, teachers are required to pay attention to several things before implementing CTL learning, namely understanding the different characteristics and levels of abilities possessed by students, the suitability between the context of the material and the learning model, learning media, and learning resources used in learning. When the planning has been done well, the results will also positively impact (Azzahra & Ambarwati, 2021).

At this stage of implementation, the teacher will form students into several interdependent study groups according to the components of the CTL. Create a conducive atmosphere in learning. Provide an environment that supports independent learning to achieve the desired learning objectives.

At this evaluation stage, the teacher will conduct an assessment to assess the extent to which students understand and absorb the lessons that the teacher has given through the application of the CTL learning model. CTL usually uses authentic assessment to invite students to use academic knowledge in real-world contexts with meaningful goals (Akbar, 2022). The authentic assessment includes three domains of students, namely the cognitive, affective, and psychomotor domains.

In overcoming problems in applying the CTL learning model, there are several things that teachers must do, including (Anwar, 2022); In terms of differences in student characteristics, the teacher must first find out and

understand these differences so that it is easier to carry out learning. In terms of media, teachers should use technology more as a learning medium so that it is not monotonous it can attract students' interest. In terms of time, before carrying out learning, the teacher must first manage so that when the learning process takes place, the time needed is by the target. From the teacher's point of view, teachers should participate in school training such as workshops and subject teacher deliberations and provide reading material on the CTL learning model so that teachers can be skilled and proficient in implementing CTL learning.

The Quality of Balaghah Learning as The Output in Application of The Contextual Teaching and Learning Model at MAN 3 Jombang

Quality learning is said to have several indicators, including; teacher learning behaviour, student learning behaviour and impact in the classroom, learning climate, learning materials, teaching media, and learning systems (Alpian et al., 2019). When all these indicators run according to the objectives and experience changes for the better than before, the learning can be of high quality. Quality learning will increase student interest. The influence of student interest on education is vast; students will be active and responsible for the given role.

With the implementation of this CTL learning model, it has been proven that there have been promising results; this is indicated by the activeness of students in the classroom, increased collaboration between students, teacher learning behaviour (building students' positive attitudes towards learning) learning climate (conducive climate for development and improvement of activities). Knowing that it is full of curiosity), learning materials have adjustments between the breadth and depth of the material with the time available) Moreover, learning media (able to motivate and improve student learning experiences).

Discussion

Planning The Contextual Teaching And Learning (CTL) Model in Improving The Quality of Balaghah Learning at MAN 3 Jombang

The CTL learning model is a learning approach that connects learning materials with the context of everyday life both in the family, community, natural surroundings, and the world of work so that students can have the ability to make connections between the knowledge they have acquired and its application in everyday life (Avania, 2021). Applying the CTL learning model requires good

planning so that the results are also good. Before using CTL, the teacher must make a learning design/scenario as a general guideline and, simultaneously, as a control tool in its implementation (Agustina et al., 2022).

Subject matter will be more meaningful if students learn the subject matter presented through the context of their lives and find meaning in the learning process so that learning will be more meaningful and fun. Students will work hard to achieve learning goals; they use experience and previous knowledge to build new knowledge. Furthermore, students reuse their understanding of knowledge and abilities in various contexts outside of school to solve complex real-world problems, both independently and with multiple combinations and group structures (Azzahra & Ambarwati, 2021).

If contextual learning is applied correctly, it is hoped that students will be trained to connect what is obtained in class with the natural world living in their environment. With this, contextual learning can stimulate students to solve problems, think critically, and implement the learning outcomes that have been obtained (Akbar, 2022).

Based on the results of research at MAN 3 Jombang, there are several important points related to the application of the CTL learning model, namely as follows:

First, in applying the learning model, it is necessary to prepare for its implementation; in other words, it is essential to have good planning so that the results are also good. At this planning stage, there are several things that teachers should pay attention to, including;

1. Differences in character and level of ability of students. The diverse nature of students becomes a challenge for teachers in learning success. For this reason, Mr Ma'shum Chudlori, a Balaghah teacher for class XI, does different treatments for different characters by considering the needs of students for a smooth learning process. The other treatment does not make the status between students foreign. Their position remains the same, namely as students; it is just that treating them differently here is an effort to make them understand the material or material being discussed because understanding each student's character will make it easier for them to learn.
2. Materials or teaching materials. The materials or teaching materials here must be adjusted whether they are suitable if using the CTL learning model

or learning media to support CTL learning. For this reason, Mr Ma'shum Chudlori, the Balaghah teacher for class XI, stated that the material was also referred to as teaching material. This means that the teacher systematically arranges material or subject matter in the learning process to achieve the desired goal. To understand the subject matter, the teacher needs to read many reference sources so that knowledge is more comprehensive and they can analyze and choose which material is appropriate or suitable for applying the CTL learning model.

3. Learning Media. Learning media here are everything that can be used to convey information or messages in the teaching and learning process to stimulate the thoughts, feelings, attention and interests, and willingness of students in such a way that the learning process occurs to achieve learning objectives effectively.
4. Learning resources. Learning resources are everything in the form of objects, data or facts, people, and so on that are used as references or references in the learning process.

In addition to some of the things above, teachers usually take steps to implement the CTL learning model, namely developing students' thinking to carry out learning activities, developing students' curiosity, and presenting real learning examples through illustrations, models, and learning media (Astawa et al., 2021).

Second, after the planning stage, the next step is to enter the implementation stage. Seven CTL components will be implemented in this (Alam, 2018). In constructivism, students can construct their understanding, and with constructivism, students learn more meaningfully because students experience it themselves. In inquiry, the teacher designs activities that students will carry out. In this case, students find their knowledge and ability to understand the material the teacher provides. Questioning, the teacher stimulates students to ask questions to think critically. Learning Community, the teacher divides students into several groups to complete the given task. In modelling, the teacher illustrates something for students to imitate. In reflection, the teacher provides an opportunity for students to conclude again related to what has been learned. Authentic Assessment, the teacher conducts an assessment to determine the extent of student learning progress after the learning process.

The third is the evaluation stage. At this stage, the teacher evaluates students through authentic assessment. This assessment aims to determine the level of student academic achievement and the extent to which students from CTL learning obtain the learning process. This is by the research journal M. Badrut Tamam proposed by Authentic Assessment is an assessment that combines student readiness, process, and learning outcomes. The integration of these three components will describe the capacity, style, and learning outcomes of students or even be able to produce an instructional effect (instructional effect) and an accompanying impact (nurturant effect) of learning. The teacher uses the results of this authentic assessment to plan remedial, enrichment, or counselling services (Andiko et al., 2019).

In addition, authentic assessment results can be used as material to improve the learning process by educational assessment standards. Evaluation of the learning process is carried out during the learning process by using tools; questionnaires, observations, anecdotal notes, and reflection (Andiko et al., 2019).

In the learning process, the teacher must have a strategy so that students work effectively and efficiently on the expected goals. Many learning models can be used in Balaghah learning, but not every learning model can be applied to every material, so selecting learning models is very important to achieve learning objectives (Nuha, 2021). Therefore, before implementing learning activities, careful thinking is needed in choosing the suitable learning model for an essential competency that will be presented.

As is the case in MAN 3 Jombang, which has implemented a model by curriculum 13, the CTL learning model, an active learning model oriented to student-centred learning. Therefore, to improve the cognitive quality of students, the teacher in carrying out learning should be more focused on problem-solving activities or research and discovery exercises, and the steps offered by the CTL learning model can deliver students better learning outcomes. More balanced. The balance in question is the integration between cognitive, affective, and psychomotor aspects, but problems or obstacles are usually encountered in every application of the learning model (Arifin & Wardani, 2020). Problematics are obstacles or problems in the teaching and learning process that must be solved to achieve maximum goals.

Based on the results of research at MAN 3 Jombang, there are several important points related to the strategy of Balaghah teachers to overcome the problems of implementing the CTL learning model, which are as follows:

1. From the aspect of differences in student characteristics, the teacher first identifies or finds out and understands these differences to make it easier to organize and manage to learn.
2. From the media aspect, teachers are skilled in choosing the media to be used in learning and do not only take advantage of the media provided by the school. Still, they can also take advantage of increasingly sophisticated technology in this day and age to support the learning process.
3. From the aspect of time, the allocation of time in this learning activity is significant. Time is used as a measure to find out how many learning objectives can be achieved. More than that, time is a teacher's design in managing learning. Before carrying out learning, the teacher has managed in advance so that when the learning process takes place, the time needed is by the target.
4. From the teacher's perspective, teachers have been involved in school training such as workshops, subject teachers' meetings, and providing reading materials on the CTL learning model so that teachers can be skilled and proficient in implementing CTL learning.

The Quality of Balaghah Learning as The Output in Application of The Contextual Teaching and Learning Model at MAN 3 Jombang

It can be seen in terms of the process and learning outcomes to determine whether learning is quality or not (Bond, 2018). In terms of the behaviour (activity) of students, student and teacher interactions, the suitability of the material that the teacher provides, and how teachers use media and learning resources to support learning. Meanwhile, in terms of results, it can be seen from the changes in the dimensions of students both in the cognitive, affective, and psychomotor dimensions for the better. Then the teacher can also take advantage of the student environment; for example, the teacher gives assignments to students to do exercises related to the context of the student environment, both in the school, family, and community environment.

In MAN 3, Jombang learning with the CTL model has experienced an increase in the quality of learning. First, the teacher's learning behaviour (building students' positive attitudes towards learning) is indicated by students' activeness in the classroom. Second, the behaviour and impact of student learning (ability and willingness to expand knowledge of skills and fortify attitudes) increase cooperation among students. Third, the learning climate (a climate that is conducive to the development and improvement of curious learning activities) is indicated by the increase in student learning outcomes. Fourth, learning materials (there is an adjustment between the breadth and depth of the material and the time available). Fifth, learning media (able to motivate and improve students' learning experience).

Conclusion

Planning the Contextual Teaching and Learning Model in Improving the Quality of Balaghah Learning consists of several stages in its application: the suitability of KD with methods, materials, and models, choosing learning media and learning resources. Second, implementation: the student centre learning process through the stages of constructivism, inquiry, questioning, learning community, modelling, reflection, and authentic assessment. Third, the teacher evaluates the students through authentic assessment. The teacher will conduct an assessment to assess the extent to which students understand and absorb the lessons that the teacher has given through the application of the CTL learning model through authentic assessment).

The quality of Balaghah learning as the output of the application of the Contextual Teaching and Learning (CTL) model at MAN 3 Jombang. First, the teacher's learning behaviour (building students' positive attitudes towards learning) is indicated by students' activeness in the classroom. Second, the behaviour and impact of student learning (able and willing to expand knowledge of skills and fortify attitudes) increase cooperation among students. Third, the learning climate (a climate that is conducive to the development and improvement of curious learning activities) is indicated by the increase in student learning outcomes. Fourth, learning materials (there is an adjustment between the breadth and depth of the material and the time available). Fifth, learning media (able to motivate and improve students' learning experience).

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