



The Effectiveness of Contextual Teaching and Learning (CTL) and Project Based Learning (PJBL) Methods on Student Learning Outcomes

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ABSTRACT

Objective: This research aims to assess the effectiveness of the Project-Based Learning (PJBL) method on student achievement in the Aqidah Akhlak subject in class X at Ma Ma'arif Balong. **Method:** The research method was a quasi-experiment with a pretest-posttest control group design. The research sample consisted of two classes: one class as experimental group 1, which received Aqidah Akhlak learning using the Contextual Teaching and Learning method, and one class as experimental group 2, which received learning Aqidah Akhlak using the Project Learning method. Data was collected through test instruments covering various aspects of the learning material of class X. **Results:** The research results were analyzed using descriptive and inferential statistical analysis techniques. The analysis results show that students who study using the PJBL method significantly increase their learning achievement compared to students who use the conventional method, which only reaches 48.20%. Students involved in PJBL learning show a better understanding of concepts, applying moral values, and problem-solving abilities. **Novelty:** This research contributes to strengthening empirical evidence regarding the effectiveness of the PJBL method in improving student learning achievement in the Aqidah Akhlak subject. The implication is that innovative and interactive learning approaches such as PJBL must be implemented to improve the quality of Islamic learning at the upper secondary level. Researchers hope that the results of this research can provide valuable contributions to teachers, schools, and other educational stakeholders to improve learning approaches in the future.

INTRODUCTION

Moral subjects are essential to the school curriculum, especially in Madrasahs, Madrasah Aliyah, and High Schools. This subject has different characteristics from others, mainly emphasizing affective aspects. The main goal of teaching moral beliefs is to help students understand, reflect, and apply the values and concepts contained in learning. This subject aims to guide students in understanding beliefs and behaviors based on religious teachings and principles of morality. The concept of faith comes from the word 'and,' which means to bind, referring to the binding of the heart to that belief. Aqidah is a belief that a person believes in. Meanwhile, morals come from Arabic, the plural word "khuluqun," which means manners, behavior, conduct, and manners. From a moral perspective, it refers to knowledge that explains the differences between good and bad, regulates human social interactions, and determines the ultimate goals of human endeavors and activities.

Akidah Akhlak lessons are an inseparable part of the Islamic Religious Education curriculum, which is significant in forming students. The values taught in this subject are very relevant to today's life. By learning Aqidah Akhlak, students are given an understanding of good behavior based on Islamic principles. The standard of behavior used is the ability to differentiate between good and bad actions and apply them in

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