



The Use of Contextual Teaching Learning (CTL) With Inquiry Techniques Can Increase Students' Motivation in Learning Aqidah Morals

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Received: 28/11/2022

Accepted: 11/02/2023

Published: 18/03/2023

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ABSTRACT

This study aims: to find out whether the CONTEXTUAL TEACHING LEARNING (CTL) approach is used. Using the INQUIRY technique in learning Aqidah Moral in Class IX at MTs Negeri 2 Kendari Can it Increase Student Learning Motivation? This research is in the form of Classroom Action Research (CAR). Data Collection Method Through Observation Method. Text measurement Learning outcomes. This method is used to obtain data about student test results. The condition of the teacher, the state of the students, the curriculum, and so on. The test is a technique or method used in carrying out the measurement accuracy, in which there are various questions, questions or a series of tasks that must be done or answered by students to measure behavioural aspects. Learners. The test was carried out in class IX at MTs Negeri 2 Kendari. In this study, researchers became key instruments, where researchers became data collectors in classroom action research. Researchers Also Become Planners and Executors of Classroom Actions Who Will Be Involved Directly with Students in The Research Process. Other supporting instruments that can be used are observation sheets, student activities during learning and student motivation questionnaires in learning Aqidah Moral. The Contextual Teaching Learning Approach with Inquiry techniques in learning Aqidah Moral is one of the approaches and learning techniques that can be implemented to increase student motivation in learning Aqidah Moral Students will respect and participate more in Aqidah Moral learning if students are more motivated and appreciate the knowledge, they get from the learning process.

Keywords: *Contextual Teaching Learning (CTL), Inquiry Techniques, Students' Motivation Learning, Aqidah Morals*

I. INTRODUCTION

There is a tendency today to return to the notion that learning will be better if the environment is created naturally. Learning will be more meaningful if children experience what they learn, not know it. Target-oriented learning of material mastery has proven to be successful in short-term memory competence, but has failed in equipping children to solve problems in long-term life. And that's what happens in our school classes. The contextual approach (Contextual Teaching Learning) is a learning concept that helps teachers relate the material they teach to students. Students' real-world situations and encourage students to make connections between the knowledge they have and its application in their lives as members of families and communities. With that concept, learning outcomes expected to be more meaningful for students. The learning process takes place naturally in the form of student work and experience activities, not the transfer of knowledge from teacher to student.

In that context students need to understand the meaning of learning, what are the benefits, and how to achieve it. They realize that what they learn is useful for their life later. They learn what is beneficial to them and try to achieve it. In this effort requires a guiding teacher and mentor.

In a contextual classroom, the teacher's task is to help students achieve their goals, meaning that the teacher deals more with strategy than providing information. The teacher's task is to manage the class as a team that works together to find something new for class members (students).

Contextual is only a learning strategy, which aims to make learning more productive and meaningful. A contextual approach can be implemented without having to change the existing curriculum and order. Based on the things mentioned above, it is hoped that the use of the CTL approach can increase student motivation in learning. Therefore, the researchers conducted a study entitled "Contextual Teaching Learning (CTL) Approach with Inquiry Techniques in Increasing Student Motivation in Aqidah Morals Learning in Class IX MTs Negeri 2 Kendari"

II. LITERATURE REVIEW

2.1. Contextual Teaching Learning

1. Definition of Contextual Teaching Learning (CTL)

Contextual Teaching Learning (CTL) is a learning concept that helps teachers relate the material taught to students' real-world situations which encourages students to make connections between their knowledge and its application in everyday life. Student knowledge and skills can be obtained from students' efforts to construct their own new knowledge and skills when they learn.

CTL learning involves seven main components of productive learning namely constructivism, questioning, inquiry, learning community, modelling, and authentic assessment.

2. Philosophical Foundation

The foundation of the CTL philosophy is constructivism, namely a learning philosophy that emphasizes that learning is not just memorizing, students must construct knowledge in their own minds. That knowledge cannot be separated into separate facts or propositions, but reflects skills that can be applied. Constructivism is rooted in the philosophy of pragmatism initiated by John Dewey in the early 20th century which emphasized student development. According to Zahorik, there are five elements that must be considered in the practice of contextual learning.

- a) Activating existing knowledge (activating learning)
- b) Obtaining existing knowledge (acquiring knowledge) by studying the whole first, then paying attention to the details.
- c) Understanding knowledge (understanding knowledge), that is by compiling (1) hypotheses (2) sharing with others in order to get interpretation (validation) and on the basis of that response (3) the concept is revised and developed
- d) Put the knowledge and experience into practice (apptaying knowledge)
- e) Reflecting knowledge on the knowledge strategy.

3. Inquiry (find)

Inquiry is a technique used by teachers to be able to stimulate students to be more active in seeking and researching their own solutions to problems regarding the knowledge being studied.

Finding is a core part of CTL-based learning activities. It is hoped that the knowledge and skills acquired by students are not the result of remembering a set of facts, but the result of discovering them yourself. The teacher must always design activities that refer to finding activities. The Inquiry Cycle includes:

- a) Observation
- b) Ask
- c) Make a conjecture
- d) Data collection
- e) Conclusion

The steps for finding (inquiry), i.e.

- a) Formulate the problem.
Example. what is the genealogy of the Abbasid kings?
- b) Observing or making observations
Example: reading books or other sources to get supporting information
- c) Analyse and present the results in writing, pictures, charts, tables, and others.
Example: students make a genealogy chart of the Abbasid kings.
- d) Communicating or presenting the work to classmates, teachers or other audiences.
Example: student work is discussed together

4. Differences between the Contextual Approach and the Traditional Approach

No.	CTL APPROACH	TRADITIONAL APPROACH
1	Students are actively involved in the learning process	Students are passive recipients of information
2	Students learn from friends through group work, discussion, correcting each other.	Students study individually
3	Learning is associated with real life and or simulated	Learning is very abstract and theoretical
4	Behaviour is built on the basis of self-awareness	Behaviour is built on the basis of habits
5	Skills are developed on the basis of understanding	Skills are developed on the basis of practice
6	The reward for good behaviour is self-satisfaction	Rewards for good behaviour are praise (numbers) report cards
7	Someone does not do bad because he is aware that it is wrong and harmful	One does not do bad for fear of punishment
8	Language is taught with a communicative approach, namely students are invited to use language in real contexts	Language is taught using a structural approach: formulas are explained until they are understood and then practiced
9	Student understanding is developed on the basis of what is already there in students	Understanding is outside the student, which must be explained, accepted, and memorized
10	Students use critical thinking skills, are involved in seeking an effective learning process to take responsibility for the occurrence of an effective learning process and bring their respective understandings to the learning process	Students passively receive formulations or understanding (reading, listening, taking notes, memorizing) without contributing ideas in the learning process
11	Knowledge possessed by humans is developed by humans themselves. Humans are created or build knowledge by giving meaning and understanding their experiences	Knowledge is the capture of a series of facts, concepts or laws that are outside of human beings
12	Because science is developed by humans themselves, while humans are always experiencing new events, knowledge is always developing.	Absolute and final
13	Students are asked to be responsible for monitoring and developing their own learning	The teacher is the determinant of the course of the learning process
14	Respect for the student experience is highly prioritized	Learning does not pay attention to student experience
15	Learning outcomes are measured in various ways: process, work, work, appearance, recording, tests, etc.	Learning outcomes are only measured by test results
16	Learning occurs in a variety of places, contexts and settings	Learning only occurs in the classroom
17	Regret is the punishment for bad behaviour	Sanctions are punishments for bad behaviour
18	Good behaviour based on intrinsic motivation	Good behaviour based on extrinsic motivation
19	Student based	Teacher based
20	A person behaves well because he believes it is the best and most beneficial	A person behaves well because he is used to doing so. These habits are built with pleasant gifts

2.2. Motivation

1. Definition of motivation

Motivation is defined as a certain power at a certain time, especially when the need is urgent. activators who have been active when achieving goals are felt or urgent. Surjono Trimo gives the notion that motivation is a driving force in individual behaviour, which will determine the direction and persistence of each human behaviour, which also contains the emotional elements of the person concerned.

According to Suryadi Suryabrata, motivation is defined as a situation in a person's personality that encourages individuals to carry out certain activities in order to achieve a goal. Based on the above understanding it can be concluded that motivation can be seen as a function, process and purpose. Motivation is seen as a goal, meaning motivation functions as a driving force from within the individual to carry out certain activities to achieve goals. Motivation as a process means that motivation can be stimulated by external factors to generate motivation in a person. Then motivation can be said as the overall driving force in students who go through a process of learning stimulation so as to achieve the desired goals. Motivation is seen as a goal, meaning motivation is a target stimulus to be achieved. If someone has the desire to learn something, then he will be motivated to achieve it.

III. RESEARCH METHODS

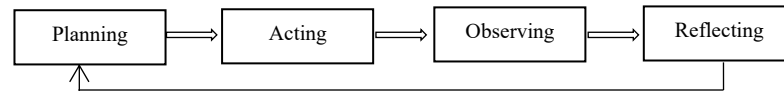
3.1 Study Population

This research will be focused on Class IX students of MTs Negeri 2 Kendari, totalling 20 students. The research was conducted on Aqidah Morals learning, where the study time was 2 hours in one week. This research was carried out in four meetings using the planned method.

3.2. Stages of research

In this classroom action research, referring to the Kurt Lewin model which designates four main components of the study, namely:

1. Planning
2. Action
3. Observation
4. Reflecting (Aqib, 2006.21,)



The Kurt Lewin model can be described as follows:

1. Planning Actions

In this classroom action research, a cycle model will be used which is carried out repeatedly and continuously, so that it is hoped that the longer it takes, the more it will support improvement and achieve results. While the things / steps of activities prepared are:

- a) Observation
- b) Consultation with tutors
- c) Identification of problems in teaching and learning activities
- d) Formulate a method that is in accordance with Aqidah Morals Learning
- e) Selecting the appropriate method
- f) Carry out class action

The research was conducted in 4 meetings in one class, namely Class IX at MTs Negeri 2 Kendari which began on Thursday, 24 October 2021 until Thursday, 14 November 2021

2. Action Implementation

The activities or actions carried out in class during the meeting are as follows:

- a) Convey learning objectives
- b) Delivering the material in an outline
- c) Learning activities using the CTL approach with Inquiry techniques

3. Observation

In learning activities, researchers make observations by collecting data on student learning outcomes and performance. These include:

- a) Student activities during Aqidah Morals Learning activities take place
- b) Creativity of students both individually and in groups

4. Analysis and Reflection

The data obtained from the classroom actions that have been carried out will be analysed to ensure that using the CTL approach with the Inquiry technique can increase student motivation in Aqidah Morals Learning.

In analysing the data, procedures and techniques will be used that are in accordance with the objectives that will be achieved. Namely giving students the opportunity to discover new knowledge in Aqidah Morals Learning, so that students feel that the knowledge they have just obtained is more valuable, because it is the result of their own findings which can ultimately increase student motivation.

C. Research Instruments

In this study, researchers became key instruments, where researchers became data collectors in classroom action research. The researcher is also the planner and implementer of class action who will be directly involved with students in the research process. Other supporting instruments that can be used are observation sheets, student activities during learning and student motivation questionnaires in Aqidah Morals Learning.

D. Data Collection Techniques

Data collection techniques used by researchers in classroom action research are:

- 1) Observation Method

According to Kartini Kartono, observation is a deliberate systematic study of social phenomena and psychological symptoms by observation. Therefore, the direct involvement of researchers in action research is required.

- 2) Student motivation questionnaire

The use of this questionnaire aims to determine the level of student motivation in learning Aqidah Morals. This questionnaire will be used twice, namely in each cycle.

IV. RESULTS AND DISCUSSION

This chapter will explain and present data on the Aqidah Morals research cycle during classroom action research activities. In this study, researchers used two cycles, each cycle consisting of two meetings.

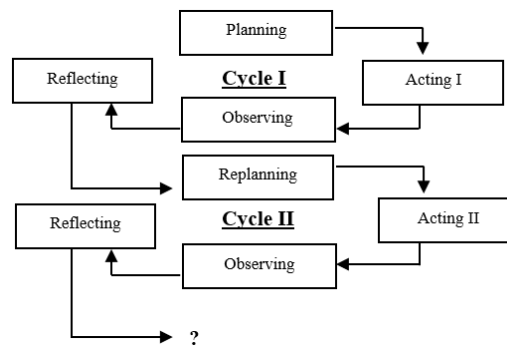
4.1. Research Locations

To support the educational process, MTs Negeri 2 Kendari is equipped with several educational facilities consisting of 30 classrooms (classrooms), with details of 10 rooms for first grade, 10 rooms for second grade, and 10 rooms for third grade, a computer laboratory , language laboratory, science laboratory (physics, chemistry, biology), library, prayer room, teacher's room, Administration room, principal and deputy principal's room, BP room, arts room, gym room, gym, sports area and bathroom.

In this research, the researcher also acts as a teacher who will later use the CTL approach with the Inquiry technique in learning Class IX MTs Negeri 2 Kendari. It is hoped that the use of this method can increase student motivation in learning Aqidah Morals

4.2. Research cycle

The stages of activity in this study can be seen from the following figure:



1. Planning

Class action scenarios were prepared for four meetings formed in learning scenarios for two topics. Class action starts on Thursday, 24 October 2021 until Thursday, 14 November 2021

2. Action Scenario

Session	Topic	Activity Time	Time
II 2x45	Opening	• The teacher starts the lesson with a greeting. The teacher starts the lesson by greeting the students reading the Qur'an	15'
	Introduction	• In brief, the teacher explains the competencies and main material that students must possess and master as learning outcomes.	5'
	Meaning of permission and prayer	• The teacher divides students into two large groups, then students briefly discuss the meaning of dhikr and prayer	10'
	The virtue of dhikr and prayer	• After discussing each group's task is to explain the meaning of remembrance and prayer	5'
	Remembrance and prayer	• The teacher becomes a student facilitator to explain the meaning of dhikr and prayer and then explain when there are deficiencies	10'
		• The teacher asks several students to read the arguments for naqli which contain the virtues of dhikr and prayer	15'
Closing	• The teacher tells salafus pious stories related to the virtues of remembrance and prayer	20'	
	• The teacher explains the meaning of the virtues of Dhikr and Prayer and the procedures for their implementation.	10'	
		• The teacher gives feedback to students about the material they just learned.	

		<ul style="list-style-type: none"> • The teacher gives students the opportunity to ask questions • The teacher gives assignments to students to memorize zikk and prayer 	
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Meeting II (October 31, 2021)

Session	Topic	Activity Time	Time
II 2x45	Opening	<ul style="list-style-type: none"> • The teacher starts the lesson with greetings and prayers and then together the students read the Qur'an 	15'
	Introduction	<ul style="list-style-type: none"> • Apperception • The teacher explains the students' basic competencies after learning zikr and prayer • Globally the teacher explains a number of things related to the remembrance and prayer mentioned above. 	10'
		<ul style="list-style-type: none"> • Next the teacher divides students into 5 groups, each 1 group discusses the meaning, virtues and procedures for remembrance and prayer 	15'
	Discussion of some dhikr and prayer	<ul style="list-style-type: none"> • The teacher distributes notes about remembrance and prayer as tools to help students in group discussions 	15'
		<ul style="list-style-type: none"> • After students have discussed in their groups, representatives from each group present the results of group discussions in front of all students 	20'
Closing	<ul style="list-style-type: none"> • The teacher adds explanations about some of the dhikr and pray mentioned above • The teacher gives some conclusions from the discussion about remembrance and prayer and gives assignments to students to study the next lesson 	10'	

Meeting III (November, 7 2021)

Session	Topic	Activity Time	Time
II 2x45	Opening	<ul style="list-style-type: none"> • The teacher starts the lesson with greetings and prayers, then together the students read the Qur'an surah Al-Baqarah verses 80-90 	15'
	Introduction	<ul style="list-style-type: none"> • Apperception/ review of past lessons • The teacher briefly explains the competencies and main material that must be owned and mastered by students as learning outcomes. 	10'
		<ul style="list-style-type: none"> • Globally teachers provide information about the meaning of remembrance 	15'
	Meaning of remembrance Remembrance function There are various ways and manners of remembrance	<ul style="list-style-type: none"> • The teacher explores student experience information about zikr, including actually asking students to mention the zikr that is usually practiced 	15'
<ul style="list-style-type: none"> • The teacher asks several students to read the arguments regarding the function of dhikr in the manual • The teacher explains the function of dhikr by presenting examples of stories 		20'	

		<ul style="list-style-type: none"> The teacher divides students into 4 groups to discuss, group 1 discusses remembrance with the heart, group 2 discusses dhikr, group 3 discusses the phenomenon of dhikr and group 4 discusses the adab of remembrance When finished, the teacher asks the group representative to present the results of the discussion The teacher gives students the opportunity to ask questions The teacher invites all students to reflect on the lessons they have learned by reciting together 	
	Closing		15'

Meeting IV (November, 14 2021)

Session	Topic	Activity Time	Time
II 2x45	Opening	<ul style="list-style-type: none"> The teacher starts the lesson by greeting and praying, then together the students read the Qur'an 	15'
	Introduction	<ul style="list-style-type: none"> Apperception/ review of past experiences The teacher briefly explains the competencies and main material that students must own and master as learning outcomes. 	10,
	Meaning of prayer	<ul style="list-style-type: none"> Globally teachers provide information about the meaning of prayer The teacher digs up information on students' experiences about prayer, by asking students to mention daily prayers that are usually practiced 	15'
	The position of prayer	<ul style="list-style-type: none"> The teacher asks several students to read the arguments regarding the position of prayer for believers in the guidebook The teacher gives an explanation about the position of remembrance in accordance with the arguments that have been read 	15'
	Place, time and manners of prayer	<ul style="list-style-type: none"> Students take turns mentioning the place, time and manners of praying 	10'
	Du'a after prayer	<ul style="list-style-type: none"> After that the teacher gives a little additional explanation about the place, time and manners of praying The teacher gives prayer readings after prayers and students are asked to understand the meaning and purpose of the prayer The teacher gives students the opportunity to ask questions 	15'
	Closing		

4.3 DISCUSSION

Cycle I

1. Class Action Plan

To achieve maximum results in learning, researchers choose to use the CTL approach with inquiry techniques which will later involve students in the learning process of Aqidah Morals. Before implementing the action, the researcher did the following planning:

- a. Making RP (Learning Plan)
- b. Dividing the subject matter of chapter II as follows:
 1. the meaning of remembrance and prayer
 2. all kinds of remembrance and prayer
- c. The researcher divided students into 2 large groups to discuss the meaning of dhikr and prayer and divided students into 5 groups to discuss some of the dhikr and prayer mentioned above.
- d. The researcher prepared an observation tool as a measuring tool for students' creativity, enthusiasm and interest in learning Aqidah Morals
- e. In learning Aqidah Morals will use the CTL approach with inquiry techniques. The application is as follows:

Step I

- 1) The researcher explains the learning objectives
- 2) Researchers explore students' knowledge about dhikr and prayer
- 3) Researchers divide students into several groups to share knowledge about remembrance and prayer

Step II

- 1) Researchers invite students who have been divided into groups to share about dhikr and prayer
- 2) After being discussed in the group, the discussion is about remembrance. and prayers are discussed jointly by all students and facilitated by the teacher

Step III

- 1) The researcher evaluates the course of the learning activities
- 2) Researchers who are also teachers add some explanations about dhikr and prayer.
2. Implementation and observation of class action Cycle I

After preparing the lesson plans and the techniques to be used, the learning process will be carried out in accordance with the learning plan and using the techniques that have been determined. The learning is carried out within 2 X 45 minutes with the following activities.

First meeting (October 24, 2021)

Early stage

- a) Greetings
- b) Reading the Qur'an

Core Stage

Pre-Activity

- a) The researcher explains the learning objectives
- b) Researchers explore students' knowledge about zikr and prayer in relation to everyday life
- c) Globally the teacher explains about remembrance and prayer
- d) The researcher divided the students into several discussion groups

Whilst Activity

- a) Students carry out discussions with their respective groups
- b) After being discussed in their respective groups, the meanings of remembrance and prayer are discussed together, each group takes turns presenting the results of each group while the others respond
- c) The researcher gives students the opportunity to associate the lessons they have just found with everyday life
- d) Researchers become facilitators during the activity

Post Activity

- a) Researchers evaluate the course of learning activities
- b) Researchers who are also teachers add some explanations about remembrance and prayer

Final Stage

- a) Researchers provide feedback to students and provide opportunities to ask questions
- b) Researchers ask students to study the next discussion

Second meeting (31 October 2021)

Early stage

- a) Greetings
- b) Reading the Qur'an

Core Stage**Pre-Activity**

- a) The researcher explains the learning objectives and relates them to the previous lesson
- b) Globally the teacher explains about some dhikr and prayer
- c) The researcher divided the students into 5 discussion groups

Whilst Activity

- a) Students carry out discussions with their respective groups
- b) After being discussed in their respective groups, the discussion of remembrance and prayer is discussed together, each group takes turns presenting the results of each group while the others respond
- c) Researchers become facilitators during the activity

Post Activity

- a) The researcher evaluates the course of the learning activities
- b) Researchers who are also teachers add some explanations about remembrance and prayer

Final Stage

- a) Researchers provide feedback to students and provide opportunities to ask questions
- b) Researchers ask students to study the next discussion

3. Observations and Results of Class Action Cycle I

The results of observations of researchers who are also teachers in learning Aqidah Morals at stage I, students' creativity looks more enthusiastic in learning Aqidah Morals, this is because students feel they are discovering their own new knowledge gained by sharing with other students.

After discussing the material of remembrance and prayer, students answered several questions to find out their understanding of the material that had been discussed together.

4. Reflection on Cycle I

The purpose of applying the CTL approach with the Inquiry technique is to increase students' motivation in learning PAI, so that it is hoped that in studying Aqidah Morals students will not feel bored and feel forced. Therefore, it is necessary to take steps which include making students feel that what they get during learning is the result of discovery and is their own need, so that it will be more valuable for these students.

Cycle II**1. Class Action Plan**

To achieve maximum results in learning, researchers choose to use the CTL approach with inquiry techniques which will later involve students in the learning process of Aqidah Morals.

Before implementing the action, the researcher did the following planning:

- a. Make RP (Learning Plan)
- b. Dividing the subject matter of chapter II as follows:
 - 1) the meaning of remembrance and prayer
 - 2) Fadhillah remembrance and prayer
- c. The researcher divided the students into 4 groups
- d. The researcher prepared an observation tool as a measuring tool for students' creativity, enthusiasm and interest in learning Aqidah Morals
- e. In learning Aqidah Morals will use the CTL approach with inquiry techniques. The application is as follows:

Step I

- 1) The researcher explains the learning objectives
- 2) Researchers explore students' knowledge about dhikr and prayer
- 3) The researcher asked the students to mention the remembrance and prayer that they usually read every day
- 4) Researchers divide students into several groups

Step II

- 1) The researcher asks students to read the arguments relating to dhikr and prayer as contained in the guidebook
- 2) Students discuss fadhilah dhikr and prayer and relate them to everyday life
- 3) After being discussed in groups, the discussion about remembrance and prayer is discussed jointly by all students and facilitated by the teacher

Step III

- 1) Researchers evaluate the course of learning activities
- 2) Researchers who are also teachers add some explanations about dhikr and prayer

2. Implementation and observation of class action Cycle II

As in cycle I, in cycle II learning activities are adjusted to the lesson plans and use the CTL approach with inquiry techniques as follows:

First Meeting (November 7 2021)**Early stage**

- 1) Greetings
- 2) Reading the Qur'an

Core Stage**Pre-Activity**

- 1) The researcher explains the learning objectives
- 2) Researchers explore students' knowledge about dhikr
- 3) The researcher asked the students to mention the student's remembrance that students usually read every day
- 4) Globally the teacher explains about dhikr
- 5) The researcher divided the students into several discussion groups

Whilst Activity

- 1) Researchers ask students to read the arguments about remembrance assisted by existing guidebooks
- 2) Students carry out discussions with their respective groups
- 3) After discussing in their respective groups, the discussion about fadilah remembrance is discussed together, each group takes turns presenting the results of each group while the others respond
- 4) The researcher gives students the opportunity to associate their newly found reasoning with everyday life
- 5) Researchers become facilitators during the activity

Post Activity

- 1) Researchers evaluate the course of learning activities
- 2) Researchers who are also teachers add some explanations about dhikr and prayer

Final Stage

- a. Researchers provide feedback to students and provide opportunities to ask questions
- b. Researchers ask students to study the next discussion

Second Meeting (November 14, 2021)**Early stage**

- 1) Greetings
- 2) Reading the Qur'an

Core Stage**Pre-Activity**

- 1) The researcher explains the learning objectives and relates them to past lessons
- 2) The researcher asked the students to mention the students' prayers that the students used to read every day
- 3) Globally the teacher explains about prayer
- 4) The researcher divided the students into several discussion groups

Whilst Activity

- 1) Researchers ask students to read the arguments about remembrance assisted by existing guidebooks
- 2) Students carry out discussions with their respective groups
- 3) After discussing it in their respective groups, the discussion about fadilah prayer is discussed together, each group takes turns presenting the results of each group while the others respond
- 4) The researcher gives students the opportunity to associate the lessons they have just found with everyday life
- 5) Researchers become facilitators during the activity

Post Activity

- 1) Researchers evaluate the course of learning activities
- 2) Researchers who are also teachers add some explanations about dhikr and prayer

Final Stage

- 1) Researchers provide feedback to students and provide opportunities to ask questions
- 2) Researchers ask students to study the next discussion
3. Observations and Results of Class Cycle II Actions

The results of the observations of cycle II researchers on Aqidah Morals learning, student creativity looks more enthusiastic and student creativity is more varied, this is because students are more prepared with the methods and techniques applied in learning. An increase in learning motivation can be seen from the activities of students during the activity which tend to be more enthusiastic, creative, active and so on.

4. Reflection on Cycle II

From the Aqidah Morals learning activities with inquiry techniques can make students more enthusiastic in participating in Aqidah Morals Learning, this is because students value the knowledge they have gained more because it is the result of their own efforts and are more motivated to find out further knowledge From the results of observations in cycle II, the steps that can be taken are:

- a) the knowledge possessed by students needs to be explored and developed, so that students will discover new knowledge.
- b) Maintain and improve the learning process that has been going well.

V. CONCLUSION

5.1 Conclusion

Based on the description of the research above, it can be seen that the use of the Contextual Teaching Learning approach with inquiry techniques in learning Aqidah Morals in Class IX MTs Negeri 2 Kendari, can increase student motivation in Aqidah Morals material. This can be seen from the results of participatory observations of researchers in the teaching and learning process regarding student activities during learning activities. An increase in student learning motivation can be seen from student participation during the activity. From the description above, some conclusions can be drawn as follows:

- 1) To increase student motivation in learning Aqidah Morals, it is necessary to have an approach, method or learning technique that can attract students' attention and make students appreciate the knowledge they get more.
- 2) The Contextual Teaching Learning Approach with Inquiry techniques in learning Aqidah Morals is one of the approaches and learning techniques that can be implemented to increase student motivation in learning Aqidah Morals.
- 3) Students will respect and participate more in Aqidah Morals learning if students are more motivated and appreciate the knowledge, they get from the learning process.

5.2. Suggestion

There are several suggestions from researchers that are expected to be able to build and support the improvement of the quality of Aqidah Morals learning at MTs Negeri 2 Kendari in particular and all educational institutions in general, including:

- a) In every lesson, especially learning Aqidah Morals, it is necessary to have approaches, methods and learning techniques that can attract the attention and interest of students who should have been prepared by a teacher before carrying out the teaching and learning process
- b) There needs to be a teacher's motivation towards students related to Aqidah Morals, so that students do not feel afraid or feel difficulties in learning Aqidah Morals

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