

STUDENT LEARNING MOTIVATION: AN EXPERIMENTAL STUDY ON THE CTL LEARNING MODEL IN AQIDAH AKHLAK SUBJECTS

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DOI:

Received: Desember 2025

Accepted: Januari 2026

Published: Februari 2026

Abstract :

This study aims to analyze the effect of implementing the CTL learning model on student learning motivation in the subject of Aqidah Akhlak. This study was motivated by the learning process that still lacks relevance to students' real lives, resulting in learning that is less meaningful and has an impact on low learning motivation. This study uses a quantitative approach with a quasi-experimental design. The research population consisted of all 10th grade students at MA Al-Hikmah Bandar Lampung. The sample was selected using cluster sampling, consisting of class X-B as the experimental class and class X-A as the control class. The research instrument was a learning motivation questionnaire that had been tested for validity and had a Cronbach's Alpha reliability of 0.650, which is considered fairly reliable. Data analysis used normality tests, homogeneity tests, and Independent Sample t-tests. The results of the study showed a significance value of 0.000 (<0.05), so H_0 was rejected and H_1 was accepted. This means that the CTL learning model has a significant effect on student learning motivation in the subject of Aqidah Akhlak. The novelty of this study lies in the integration of CTL and video media in Aqidah Akhlak learning, which is specifically focused on increasing learning motivation.

Keywords : *Aqidah Akhlak, CTL, Learning Model, Learning Motivation, Madrasah Aliyah*

Abstrak :

Penelitian ini bertujuan untuk menganalisis pengaruh implementasi model pembelajaran CTL terhadap motivasi belajar siswa pada mata pelajaran Aqidah Akhlak. Penelitian ini dilatarbelakangi oleh proses pembelajaran yang masih kurang mengaitkan materi dengan kehidupan nyata siswa, sehingga pembelajaran menjadi kurang bermakna dan berdampak pada rendahnya motivasi belajar. Penelitian menggunakan pendekatan kuantitatif dengan desain *quasi-eksperimental*. Populasi penelitian adalah seluruh siswa kelas X MA Al-Hikmah Bandar Lampung, pemilihan sampel dipilih melalui teknik *cluster random sampling*, terdiri atas kelas X-B sebagai kelas eksperimen dan kelas X-A sebagai kelas kontrol. Instrumen penelitian berupa angket motivasi belajar yang telah diuji validitas dan memiliki reliabilitas Cronbach's Alpha sebesar 0,650 yang termasuk kategori cukup reliabel. Analisis data menggunakan uji normalitas, uji homogenitas, dan Independent Sample t-test. Hasil penelitian menunjukkan nilai signifikansi 0,000 ($<0,05$), sehingga H_0 ditolak dan H_1 diterima. Hal ini berarti model pembelajaran CTL berpengaruh signifikan terhadap motivasi belajar siswa pada mata pelajaran Aqidah Akhlak. Kebaruan penelitian ini terletak pada integrasi CTL dan media video dalam pembelajaran Aqidah Akhlak yang secara spesifik difokuskan pada peningkatan motivasi belajar.

Kata Kunci: *Aqidah Akhlak, CTL, Madrasah Aliyah, Model Pembelajaran, Motivasi Belajar.*

INTRODUCTION

Learning motivation is a crucial factor in determining the success of the learning process (Acep, Taufiqulloh, Rina, & Ayu, 2021; Amalia, 2024; M. A. Nisa, Tri, & Endang, 2024). However, not all students possess the same level of learning motivation. Students with high learning motivation tend to demonstrate perseverance, resilience, independence, and a strong drive to achieve, even in the absence of external encouragement (Fintia, Erni, Syamsuri, & Baharudin, 2025; Joko et al., 2022; Kamarudin, Irwan, & Fita, 2021; Rizka & Novi, 2023). Conversely, low learning motivation may lead to learning difficulties, reduced enthusiasm, and limited personal effort in pursuing academic goals, which ultimately results in suboptimal learning outcomes (Detlef & Lisette, 2023; Erma, Fitriani, Desi, & Pipih, 2025; Otermans, Kaur, Patrao, & Baines, 2025; Sholeh, Muhammad, Nur, Mochammad, & Sahri, 2024)

From the perspective of educational psychology, motivation is understood as an internal drive that develops gradually as individual needs are fulfilled. This development progresses from basic needs to self-actualization, as conceptualized in Maslow's Hierarchy of Needs theory (Farhan & Budi, 2025; Khoirul, Rosyidul, & Kambali, 2024; Lutfi, Muh, Wahid, & Mohamad, 2025; Shilpy, 2020). Based on this theory, each level of need must be fulfilled before an individual can progress to the next stage (Anisa, Muhammad, Oca, & Dian, 2025; Belal, 2024; Guillén Manuel, 2020; Robbins & Timothy, 2022). The fulfillment of these needs serves as an essential foundation for students to feel safe, valued, and respected, thereby encouraging them to develop their learning potential. Consequently, learning motivation is more likely to emerge when students' basic needs have been fulfilled or are in the process of being fulfilled, enabling them to engage more meaningfully in the learning process.

Several studies have shown that students' learning motivation is influenced by their learning experiences and the instructional models applied. Learning that is not connected to real-life contexts tends to reduce students' interest and engagement, making it difficult to achieve learning objectives optimally (Elpri & Dwi, 2021; Faulin, Bukman, & Muhammad, 2024; Istiqomah, Imam, Rudy, & Baharudin, 2025; Siti, Dyan, & Firman, 2022).

Based on interviews conducted with the Aqidah Akhlak teacher, the researcher found that the dominant instructional models implemented in the classroom were Expository and Discovery learning. These models were selected primarily due to limitations in instructional time and the availability of learning media. Although both learning models are effective for delivering content in a structured manner, their implementation tends to lack connections between learning materials and students' real-life contexts. As a result, students become

less actively engaged in the learning process, which ultimately leads to low learning motivation (M, Zamzam, & Rihab, 2024).

This condition is further reflected in students' semester achievement scores in the Aqidah Akhlak subject, which remain relatively low. In Class X.A, out of 26 students, only 10 students (38.5%) met the Minimum Mastery Criterion (KKM), while 16 students (61.5%) did not. Similarly, in Class X.B, 9 out of 24 students (37.5%) achieved the KKM, whereas 15 students (62.5%) failed to do so. In Class X.C, 11 of 23 students (47.8%) reached the KKM, while the remaining 12 students (52.2%) did not achieve mastery.

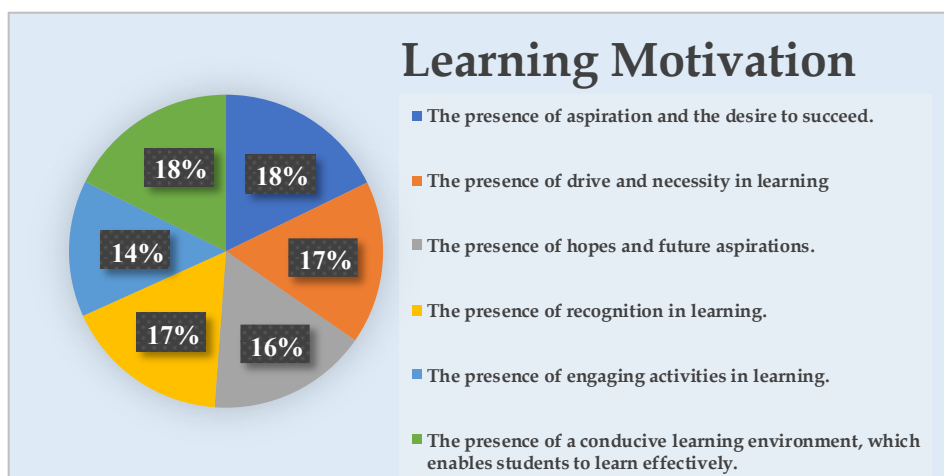


Figure 1 Results of the Pre-Research Questionnaire on Grade X Students' Learning Motivation in the Aqidah Akhlak Subject

In addition to the findings obtained from classroom observations, interviews, and students' learning outcomes in the Aqidah Akhlak subject, the low level of students' learning motivation is further supported by the questionnaire results presented in Figure 1. The indicator "the presence of engaging learning activities" obtained the lowest percentage, indicating that the Aqidah Akhlak subject has not yet been perceived as meaningful by students. This condition contributes to low learning motivation and causes Aqidah Akhlak learning to be perceived as less relevant and less engaging. The low level of learning motivation indicates the need to implement a more innovative instructional model that emphasizes active student involvement.

Within Aqidah Akhlak subject, CTL is particularly significant because moral and ethical values become more meaningful and are more effectively internalized when learning is grounded in students' everyday experiences and real-life situations. (Achmad, Santi, & Akhmad, 2025; Elpri, Sapriya, Eva, & Mitha, 2022; Helmi, 2023; Johnson, 2011).

According to Dr. Thomas R. Guskey, the CTL model is effective in enhancing students' interest and learning motivation by fostering relevant and meaningful learning experiences (Ferdinand, Hasyim, Chairul, Maria, & Sri,

2023). Consequently, the Aqidah Akhlak values learned are not merely conceptual in nature but are also able to shape students' behavior in tangible ways in their daily lives (Fifi et al., 2025; Imam, Kartika, Yahya, & Muhammad, 2022; Nurul & Khusnul, 2021; Wan, Ngatmin, & Arif, 2025).

Rooted in constructivism, the CTL model views learning as an active process in which students actively construct knowledge by connecting new information with their prior experiences (Faizmailatus & Reza, 2022; Fajrul, Imam, & Guntur, 2024; Wan et al., 2025). This model integrates seven fundamental elements: constructivism, questioning, inquiry, learning communities, modeling, reflection, and authentic assessment (Kaifa & Najih, 2024; Prajayanto & Yuyun, 2024; Umi, Baharudin, & Yuli, 2025). The CTL model offers several benefits, including deepening understanding through experiential learning, enhancing social and collaborative skills, and fostering a sense of social responsibility. This model also plays an important role in increasing students' motivation while simultaneously cultivating critical and innovative thinking skills (Muslihah & Suryaningrat, 2021; Natasya, Oman, & Anjar, 2024; Sinaga, Hutabarat, Nababan, Turnip, & Hutauruk, 2023; Siti et al., 2022).

Previous studies have demonstrated that the implementation of the Contextual Teaching and Learning (CTL) model is effective in enhancing students' motivation across various general subjects, including Mathematics, Chemistry, Housekeeping, and Islamic Cultural History (Asep, Yufi, Wandu, & Masripah, 2024; Nicolas, 2020; Nur, Sulis, & Windi, 2023; Subrati, I, & I, 2022; Sumiati, 2023).

However, these studies primarily focus on general subjects and learning outcomes. Therefore, the novelty of this study lies in examining the effect of the CTL instructional model on students' learning motivation specifically in the Aqidah Akhlak subject at the Madrasah Aliyah level.

Accordingly, research on the CTL model is considered urgent to transform learning into a more meaningful and relevant process for students. The findings of this study are expected to assist educators in designing more innovative, engaging, and effective instructional strategies that can enhance students' learning motivation and create a more conducive classroom environment.

RESEARCH METHOD

This study used a quantitative approach with a Posttest-Only Control Group design. The research population consisted of all tenth-grade students at MA Al-Hikmah Bandar Lampung. The sample was selected using Cluster Random Sampling, with class X.B designated as the experimental group and class X.A as the control group.

The experimental group was given the Contextual Teaching and Learning

(CTL) model during three meetings, covering seven systematic steps: constructivism, discovery, questioning, learning community, modeling, reflection, and authentic assessment. In contrast, the control group was taught using the expository learning model. To ensure consistency, both classes were taught the same material by the same instructor for an equivalent period of time.

Learning motivation data was collected through a questionnaire with a Cronbach's Alpha reliability coefficient of 0.650. This value falls into the 'fair' category, indicating adequate internal consistency of the instrument. The data was then analyzed using SPSS 26, involving prerequisite tests (normality and homogeneity) and hypothesis testing through independent sample t-tests.

RESULT AND DISCUSSION

This study aimed to examine the effect of the Contextual Teaching and Learning (CTL) model on the learning motivation of tenth-grade students. Data were collected using a learning motivation questionnaire that initially consisted of 25 items. The questionnaire was subsequently pilot-tested to examine its validity and reliability. Based on the validity test results, 20 items were identified as valid and. After conducting validity tests, reliability tests were conducted to ensure that the instruments used were truly stable and reliable as measuring tools.

Table 1 Reliability Test Results of the Learning Motivation Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.650	20

Based on Table 1, the analysis results show a Cronbach's Alpha coefficient of 0.650. This value falls within the 'fair' category, indicating that the instrument is consistent and reliable for measuring the learning motivation variable among tenth-grade students in this study.

The data obtained from this study were subsequently tested for normality. The results of this analysis, calculated using SPSS version 26, are explained in detail below.

Table 2 Normality Test Results of Learning Motivation Data

		Tests of Normality					
Learning Motivation	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.

	Experimental Class	.106	24	.200*	.967	24	.434
	Control Class	.126	26	.200*	.964	26	.381

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on Table 2, the Shapiro-Wilk test results show a significance value of 0.434 for the experimental group and 0.381 for the control group. Since the significance values of both groups are greater than 0.05, it can be concluded that the learning motivation data is normally distributed.

Subsequently, a homogeneity of variance test was conducted to meet the assumptions of parametric analysis. The results of this analysis, calculated using SPSS, are summarized in Table 3.

Table 3 Test of Homogeneity of Variances

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Learning Motivation	Based on Mean	.421	1	60	.519
	Based on Median	.255	1	60	.615
	Based on Median and with adjusted df	.255	1	58.922	.615
	Based on trimmed mean	.407	1	60	.526

Based on the Levene's test results presented in the table, the significance values were 0.519 (based on the mean), 0.615 (based on the median), 0.615 (based on the median with adjusted degrees of freedom), and 0.526 (based on the trimmed mean). These values indicate that the variances between the two groups were homogeneous.

Since the data were normally distributed and homogeneous, the final step in the analysis was to conduct hypothesis testing using the Independent Samples t-test.

Table 4 Independent Samples t-Test Results

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Motivasi Belajar	Equal variances assumed	.421	.519	23.052	60	.000	15.290	.663	13.964	16.617
	Equal variances not assumed			23.052	59.478	.000	15.290	.663	13.963	16.617

The results of the Independent Samples t-test presented in Table 4 show a two-tailed significance value of 0.000 0,000 ($< 0,05$), leading to the rejection of the null hypothesis (H_0) and the acceptance of the alternative (H_1). These findings provide empirical evidence that the implementation of the Contextual Teaching and Learning (CTL) model has a significant effect on students' learning motivation compared to the expository model.

This outcome stems from the ability of CTL to transform religious material which may initially seem dense or abstract into something more tangible and aligned with students' daily experiences (Kismatun, 2021). In Aqidah Akhlak learning, students are not only introduced to theoretical concepts but are also encouraged to understand and reflect on moral values through situations closely related to their everyday experiences. This learning condition fosters curiosity, active engagement, and students' awareness of the relevance and importance of

the subject matter, which ultimately contributes to increased learning motivation.

These findings are consistent with the research by (Ivony & Harun, 2025; Nurhanipah, Ade, Anggie, Intan, & Nuriah, 2022), which demonstrates that when instructional material is connected to students' lives, they exhibit significantly higher engagement in the classroom. Furthermore, this study (N. Nisa & Eka, 2024; Sinaga et al., 2023; Umi et al., 2025) aligns with previous research indicating that approaches relevant to students' lived experiences foster curiosity and bolster their interest in learning. Thus, this CTL model means that Aqidah Akhlak material is no longer viewed as mere memorization or subject matter, but rather as an innovative learning method that students can apply directly.

Moreover, these findings are also consistent with the theory of meaningful learning (Mashudi & Fatimah, 2020). Learning becomes meaningful when new knowledge is connected to students' prior understanding and life experiences. Through the implementation of the Contextual Teaching and Learning (CTL) model, students are gradually guided to relate Aqidah Akhlak concepts to the social and moral realities they encounter in their daily lives. As the learning content becomes more closely aligned with their real-life experiences, it is perceived as more relevant and valuable. This sense of relevance fosters intrinsic motivation, which is reflected in increased student enthusiasm for learning and a stronger willingness to engage more deeply with the subject matter.

The uniqueness of this research lies in the integration of instructional videos as a strategic component of CTL. The videos serve not merely as a medium for material delivery but as a catalyst for exploring case studies and facilitating problem-solving discussions. The findings of (Achmad et al., 2025; Muh et al., 2025; Vina, 2021), reinforce the conclusion that contextual learning, when integrated with discussion and instructional media, contributes significantly to the enhancement of student motivation.

Furthermore, other factors such as the teacher's enthusiastic delivery of the model, combined with the psychological openness and enthusiasm of tenth-grade students toward innovative learning methods, also contributed to the success of this study. This model also proves that Aqidah Akhlak learning can be very enjoyable if the learning atmosphere is made interactive and not rigid.

By aligning with previous studies while reinforcing the roles of instructional media and value reflection, this research underscores that the teaching of *Aqidah Akhlak* requires a contextual and participatory approach to foster learning motivation naturally. Consequently, CTL can be utilized as a strategic framework to build deeper, morally relevant motivation, provided that the quality of classroom implementation remains a priority.

CONCLUSION

Overall, it is concluded that the Contextual Teaching and Learning (CTL) model significantly influences student learning motivation in the *Aqidah Akhlak* subject for grade X, as evidenced by a significance value of 0.000 ($p < 0.05$). This indicates that CTL is more effective than the expository learning model in enhancing learning motivation.

Theoretically, these findings reinforce the constructivist approach, suggesting that learning linked to real-world contexts can improve students' affective domains, particularly motivation. Practically, this study serves as a reference for *Aqidah Akhlak* teachers to implement the CTL model to foster student engagement and motivation. It is hoped that educators will no longer hesitate to explore more creative ways, as approaches relevant to the teenage world have proven effective in maintaining their focus and interest in religious subjects.

The limitations of this study lie in the constrained supporting facilities at the school, which prevented the full optimization of CTL implementation. Future research is suggested to combine the CTL model with other instructional frameworks and to expand the scope of the study by analyzing the influence of learning motivation more comprehensively.

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