

## **Implementation of Contextual Teaching and Learning (CTL) in Akidah Akhlak Subjects for Bullying Prevention at Nusantara Plus Senior High School**

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**Abstract:** This study aims to examine the implementation of Contextual Teaching and Learning (CTL) in the subject of Akidah Akhlak at Nusantara Plus Senior High School, with a particular focus on its role in preventing bullying behavior. The research describes how CTL is applied, analyses its impact, and identifies both supporting and inhibiting factors that influence its effectiveness. A qualitative approach with a case study design was employed. Primary data were collected through in-depth interviews, classroom observations, and documentation involving teachers, students, and school staff. Secondary data were obtained from syllabi, lesson plans, and school reports. Data analysis followed Miles and Huberman's interactive model, consisting of data reduction, data display, and conclusion drawing. The findings reveal that CTL is implemented through seven key components: constructivism, inquiry, questioning, learning communities, modelling, reflection, and authentic assessment. This approach was found to enhance students' empathy, critical awareness, and preventive behaviour against bullying. Supporting factors include teacher competence, the school's religious culture, student participation, and adequate facilities. Constraints consist of limited instructional time, varied student readiness, and the lack of contextual learning resources. The results of this study can be applied in Islamic religious education, character education, and secondary school curriculum development as a value-based strategy for bullying prevention. Importantly, the study makes a novel contribution by directly linking CTL implementation in Akidah Akhlak lessons with bullying prevention at the senior high school level, while highlighting behavioural and moral transformation among students, rather than focusing solely on cognitive achievement.

**Keywords:** *Contextual, Teaching, Learning, Akidah Akhlak, bullying.*

### **A. Introduction**

Bullying remains one of the major challenges in education, with profound impacts on students' mental health, social development, and academic achievement. For instance, recent data from the Indonesian Education Monitoring Network (JPPI) recorded 573 cases of violence in educational settings throughout 2024, a dramatic increase from 91 cases in 2020, with approximately 31% of these reports related to bullying (Zuhriyah, 2024). The Federation of Indonesian Teachers' Unions also reported a broader pattern of bullying, verifying 30 cases in 2023, two of which resulted in fatalities (Annur, 2024). This situation is further aggravated by findings from NEW Indonesia, which revealed that 36%

of Indonesian students are at risk of experiencing bullying, 35% are exposed to sexual violence, and 27% have received physical punishment in schools (Matraji, 2024).

Meta-analytic research has shown that school-based interventions can reduce bullying perpetration by up to 20% and victimization by around 15%, demonstrating that curriculum design and instructional practices play a vital role in fostering safe school environments (Gaffney et al., 2019). This phenomenon is equally relevant in Indonesia, where studies continue to report the persistence of bullying in secondary schools, highlighting the need for serious attention from schools and teachers (Noboru et al., 2021).

Religious education, particularly the subject of Akidah Akhlak (Islamic Creed and Ethics), holds a strategic position in shaping students' moral awareness. The values taught in this subject, emphasizing respect, empathy, and Islamic brotherhood (*ukhuwah Islamiyah*) are highly relevant to bullying prevention efforts. However, Akidah Akhlak instruction often remains normative and theoretical, which limits its impact on students' actual social behaviour (Ismayanti & Tarsono, 2022). This reveals a gap between students' conceptual understanding and their ability to apply these values in real-life situations.

Several studies have attempted to integrate more applied learning approaches. Contextual Teaching and Learning (CTL) has emerged as an effective model for enhancing student engagement by linking subject matter to real-life experiences (A'yunin et al., 2022). CTL not only strengthens cognitive learning but also fosters social attitudes and empathy through case-based discussions, reflection, and experiential activities. Nevertheless, most studies on CTL in Akidah Akhlak classes have focused on elementary and junior high school levels (MI and MTs), with an emphasis on cognitive achievement (Ananda et al., 2022). Research specifically investigating how CTL can function as a strategy to prevent bullying at the senior high school level remains scarce.

Previous findings indicate that effective anti-bullying programs typically involve class discussions, role-playing, and real-life case learning (Chicote-Beato et al., 2024). These approaches align with CTL principles, which connect knowledge to real-world contexts. Evidence from Indonesia also supports this notion, as schools that successfully reduced bullying rates generally integrated character education and religious instruction into applied learning activities (Jadid & Widodo, 2023; Nurhayati, 2024). However, studies directly linking CTL-based Akidah Akhlak instruction to bullying prevention remain limited, highlighting a clear research gap.

This study, therefore, focuses on describing the implementation of contextual learning methods in Akidah Akhlak classes at Nusantara Plus Senior High School, analysing their impact on bullying prevention, and identifying supporting and inhibiting factors. The novelty of this research lies in its in-depth exploration of CTL implementation that not only measures students' conceptual understanding but also assesses its relationship with behavioural and social transformation. Its relevance is evident in efforts to provide a more contextual and applied model of religious education capable of addressing contemporary social challenges in secondary schools. Thus, the study is expected to enrich Islamic education literature while offering practical contributions to bullying prevention through meaningful learning practices.

## **B. Methods**

This study employed a qualitative approach with a case study design. This approach was chosen because the research problem concerns complex social phenomena, namely the implementation of contextual learning in Akidah Akhlak instruction and its relevance to bullying prevention at Nusantara Plus Senior High School. A case study design enables the researcher to explore in depth the dynamics of teaching, teacher–student interactions, and the overall school environment within its authentic context (Carter et al., 2014).

The data sources consisted of both primary and secondary data. Primary data were obtained through in-depth interviews with Akidah Akhlak teachers, students, school counsellors, and the principal, as well as direct observation of classroom learning and students' social interactions. Secondary data included school documents such as syllabi and lesson plans for Akidah Akhlak, counselling reports, student case records, and relevant literature. Data collection techniques involved interviews, observations, and documentation, all conducted systematically to ensure the validity and depth of the findings.

Data were analysed using Miles and Huberman's interactive model, which comprises three stages: data reduction, data display, and conclusion drawing. Data reduction was carried out by selecting and focusing on information relevant to the research objectives (Fadli, 2021). Data display was presented in descriptive narrative form, tables, and matrices to enhance clarity. Conclusion drawing involved identifying patterns, meanings, and interrelationships among the data, followed by repeated verification. To ensure the trustworthiness of the findings, triangulation of sources, techniques, and time was applied, allowing the results to be scientifically accountable.

## **C. Results and Discussion**

### **Implementation of Contextual Learning in Akidah Akhlak Instruction**

The implementation of Akidah Akhlak learning at Nusantara Plus Senior High School through Contextual Teaching and Learning (CTL) is carried out using seven main steps or syntaxes: constructivism, inquiry, questioning, learning community, modelling, reflection, and authentic assessment. These components do not function independently but are interconnected in creating a contextual learning experience. Teachers employ these syntaxes as a learning framework aimed at ensuring that students not only understand moral concepts theoretically but also connect them with real-life experiences, thereby influencing their everyday behaviour.

Constructivism is evident when lessons begin with real cases of bullying reported in social media or similar incidents occurring at school. Students are asked to identify such behaviours, explain their consequences, and relate them to Islamic teachings. Observations revealed that students were more engaged because they constructed knowledge from their own experiences rather than passively receiving explanations. Interviews further indicated that students found moral lessons easier to grasp when linked to situations they had personally encountered. This aligns with Al-Fawaas et al. (2024), who emphasise that CTL builds meaning through the integration of real-life experiences with abstract concepts.

Inquiry is applied through small-scale investigations. Students are divided into groups to search for bullying cases from the media or their environment, then present their findings in class. Each group identifies causes, consequences, and solutions based on Islamic values, supported by Qur'anic verses or Hadith. For example, students cited QS. Al-Hujurat:11 to reinforce the prohibition against mockery. Documentation of student assignments demonstrated analytical engagement with social problems, while group presentations showed that students were beginning to propose religiously grounded solutions. This supports Damhudi et al. (2023), who found that inquiry-based CTL promotes critical thinking and problem-solving within a religious framework.

Bertanya menjadi dinamika penting dalam proses belajar. Teacher The questioning strategy forms a vital dynamic of the learning process. Teachers posed critical questions such as: "Why can mockery lead to psychological trauma?" and "Why does Islam prohibit belittling one another?" These questions sparked active classroom discussions. Students also posed reciprocal questions, for instance: "How should we respond to peers who repeatedly mock us without escalating conflict?" Observations revealed lively two-way interactions with the teacher acting as facilitator and students as active participants. Septantiningtyas et al. (2025), highlight that questioning strategies in religious education significantly enhance moral awareness by prompting students to evaluate the consequences of negative behaviour.

The concept of a learning community was embodied in collaborative group work. Students were assigned to heterogeneous groups to analyse bullying case studies, then presented their findings. Observations showed active participation, with students complementing one another's views, listening attentively, and building consensus. Interviews suggested that this collaboration nurtured empathy and collective responsibility for preventing bullying. Hidayati et al. (2020), likewise confirm that group learning in character education strengthens collective empathy and social solidarity.

Pemodelan diterapkan melalui keteladanan guru dan contoh perilaku yang Modelling was implemented through teacher role-modelling and student demonstrations. Teachers consistently demonstrated respectful attitudes, gave appreciation, and corrected behaviour politely. Students were also asked to role-play polite ways of advising peers in line with Islamic etiquette. Students appeared to grasp moral concepts more quickly when given practical examples compared to normative explanations. Arif et al. (2023) menyatakan bahwa pemodelan merupakan strategi kunci dalam CTL karena affirm that modelling is a key CTL strategy because students readily imitate observable behaviours.

Reflection was conducted at the end of each lesson. Students wrote about personal experiences related to morality, such as feelings of guilt after mocking peers or pride after helping victims of ridicule. Student reflections revealed growing awareness of the need for self-improvement. This reflective process encouraged self-evaluation and personal action plans. Muluk et al. (2021), note that reflection within CTL strengthens self-awareness and reinforces commitment to positive behavioural change.

Authentic assessment was employed to evaluate learning outcomes comprehensively. Teachers assessed not only written tests but also attitudes, participation in discussions, group collaboration, presentations, and reflections. Teachers' notes showed additional behavioural indicators in report cards, such as care for victims of bullying, courage to

reject mockery, and respect for peers. Such assessments provided a holistic view of student development. Rejekiningsih & Taher (2025) assert that authentic assessment in character education captures real behavioural changes that conventional tests fail to measure.

The a comprehensive analysis demonstrates that the implementation of CTL in Akidah Akhlak instruction at Nusantara Plus Senior High School establishes a meaningful, contextual, and transformative learning pattern. Students do not merely grasp moral values at a theoretical level but also internalise them through structured activities. Constructivism builds understanding by referring to students' own experiences; inquiry cultivates investigative skills; questioning stimulates critical thinking; learning communities foster solidarity; modelling provides concrete examples; reflection strengthens self-awareness; and authentic assessment ensures that learning outcomes are measured holistically (Lahandaya et al., 2025). The findings of this study are consistent with Gaffney et al. (2019), who demonstrated the effectiveness of interactive strategies in bullying prevention, as well as Chicote-Beato et al. (2024), who emphasised the role of experience-based interventions in reducing school violence. Al-Fawaas et al. (2024), further highlighted that context-based learning effectively reinforces character education because students directly experience the process of value internalisation.

### **The Impact of Akidah Akhlak Learning through Contextual Teaching and Learning (CTL) on Bullying Prevention**

The implementation of Akidah Akhlak learning at Nusantara Plus Senior High School through Contextual Teaching and Learning (CTL) has had a significant impact on bullying prevention. This impact was evident from classroom observations, interviews with teachers, students, and school staff, as well as school documentation, all of which indicated behavioural shifts among students towards greater empathy, respect, and courage in rejecting derogatory actions.

Lessons initiated with constructivism, by linking subject matter to actual bullying cases, heightened students' awareness that moral values are not merely theoretical but serve as practical guidance in daily life. Students demonstrated stronger emotional involvement, as reflected in their written reflections, many of which acknowledged a growing caution in speech to avoid hurting others. Syaifuddin et al. (2021), confirm that contextual learning strengthens moral awareness because students directly experience the process of value internalisation. Such awareness becomes a primary safeguard against the emergence of demeaning behaviour toward peers.

The inquiry process encouraged students to investigate real bullying cases, both from social media and their school environment. This task not only trained them to think critically but also provided space to evaluate bullying behaviour through a religious perspective. Group presentations revealed the emergence of practical solutions rooted in moral values, such as promoting dialogue (*musyawarah*) to resolve conflicts and nurturing a sense of *ukhuwah Islamiyah* (Islamic brotherhood). These findings illustrate that students not only understood the negative consequences of bullying but also developed moral frameworks for its prevention. Yusrianti et al. (2025), confirm that CTL enhances students' critical thinking skills, enabling them to face social problems with religious sensitivity.

The questioning activity reinforced the impact of learning on bullying prevention. Teachers posed critical questions that stimulated students' awareness, while students actively asked about strategies for dealing with mockery or ridicule. This two-way interaction helped students recognise that every word and action carries consequences. Al Maqi (2024) found that questioning strategies in religious education enhance students' moral awareness in confronting verbal violence, one of the most common forms of bullying in schools. Such dialogical classroom settings indirectly habituate students to think before acting and to respect their interlocutors.

Collaboration within the learning community demonstrated significant social effects. Group discussions not only generated academic answers but also nurtured togetherness and empathy. Students learned that bullying cannot be addressed individually but requires collective effort. Several students reported that, following their group work experience, they became more confident in confronting peers who engaged in mockery. This aligns with the findings of Jadid and Widodo (2023), who argue that group learning in character education enhances solidarity and shared moral responsibility.

Modelling provided by teachers and students demonstrated a strong exemplary effect. Teachers' attitudes—showing politeness, offering appreciation, and correcting behaviour wisely—encouraged students to emulate them. In role-play simulations, students practised responding to bullying in accordance with Islamic teachings. Observations revealed that students who were initially passive began to confidently express rejection of demeaning behaviour. Anggraeni et al. (2024) affirm that modelling in CTL accelerates the process of value internalisation, as students learn through concrete examples rather than abstract theory. Such role-modelling serves as a crucial factor in fostering a school culture that rejects bullying.

Reflection had a profound impact on students' personal awareness. Many students expressed regret for having mocked or ridiculed peers in the past, while others described feelings of pride in being able to defend victims of bullying. This process cultivated stronger moral consciousness, as students not only understood ethical concepts but also engaged in self-evaluation. Harahap (2021) emphasises that reflection is a key strategy in CTL, fostering self-awareness and commitment to behavioural change. Such reflective awareness becomes a foundation for preventing bullying in the future.

Authentic assessment conducted by teachers also demonstrated positive effects. Assessment records indicated improvements in behavioural indicators such as empathy, courage to reject mockery, and the ability to respect differences. These changes were not only documented in student report cards but were also acknowledged by the school counsellor, who reported a decrease in verbal bullying cases compared to the previous semester. Rejekiningsih & Taher (2025) explain that authentic assessment in character education is crucial for capturing students' actual behavioural changes, as it provides a comprehensive picture that goes beyond cognitive mastery.

To further support these qualitative findings, a student survey on bullying was conducted using a Likert scale (1 = Never, 5 = Always) with 60 respondents from grades 10 to 12. The results are summarised below:

No	Bullying Indicator	Descriptor	Mean Score	Category
1	Verbal	Mocked	1.42	Low
2	Verbal	Threatened	1.33	Low
3	Verbal	Accused	1.33	Low
4	Verbal	Called names	1.37	Low
5	Physical	Hit	1.2	Low
6	Physical	Kicked	1.17	Low
7	Physical	Pinched	1.25	Low
8	Physical	Belongings taken	1.18	Low
9	Psychological	Looked down upon	1.35	Low
10	Psychological	Publicly humiliated	1.33	Low
11	Psychological	Ignored	1.4	Low
12	Psychological	Treated unfairly	1.38	Low

The summary of subscales indicates that verbal bullying has a mean score of 1.36, physical bullying a mean of 1.20, and psychological bullying a mean of 1.37. The overall mean score is 1.31. Based on the measurement scale, these results fall into the low category, suggesting that the prevalence of all three forms of bullying-verbal, physical, and psychological-is relatively minimal within the observed context.

The survey results indicate that the overall level of bullying behaviour at Nusantara Plus Senior High School is low across all categories. Physical bullying scored the lowest, while verbal and psychological bullying showed slightly higher but still minimal occurrences. This quantitative evidence reinforces the qualitative findings, showing that CTL-based Akidah Akhlak learning contributes to a reduction in bullying behaviour and supports a more empathetic and respectful school environment.

The findings above indicate that the implementation of CTL in Akidah Akhlak learning at Nusantara Plus Senior High School successfully strengthened bullying prevention through a combination of value internalisation, critical awareness, social engagement, and the habituation of positive behaviour. Students became more empathetic, more cautious in their speech, more courageous in rejecting derogatory actions, and more capable of collaborating to create a safe environment. These findings are consistent with the meta-analysis by Gaffney et al. (2019), which demonstrated that interactive and reflective programs can reduce bullying behaviour by up to 20%. Likewise, Chicote-Beato et al. (2024) juga menegaskan efektivitas intervensi berbasis pengalaman nyata dalam confirmed the effectiveness of experience-based interventions in preventing school violence. Thus, CTL in Akidah Akhlak instruction can be regarded as a relevant strategy to strengthen religious education while addressing pressing social challenges in secondary schools.

### **Supporting and Inhibiting Factors in the Implementation of Akidah Akhlak Learning through Contextual Teaching and Learning (CTL)**

The implementation of Akidah Akhlak instruction using Contextual Teaching and Learning (CTL) at Nusantara Plus Senior High School was rendered more effective by

several supporting factors, while also facing certain challenges that need to be addressed. This framework is important for explaining both why CTL had a significant impact and where reinforcement is necessary.

The professional competence of teachers emerged as the primary supporting factor. Teachers not only mastered the subject matter of Akidah Akhlak but also demonstrated skill in facilitating discussions, simulations, and reflections. Observations showed that teachers were able to pose critical questions, respond thoughtfully to students' reflections, and maintain a pedagogical atmosphere in which moral values remained vibrant. These findings are consistent with Itsnainy et al. (2024), who emphasise that the effectiveness of CTL is highly dependent on teacher readiness in both the design and execution of learning activities.

School policy support also proved to be highly relevant. The principal provided space for innovation, allowing teachers to experiment with CTL models, allocated schedules for professional training, and established classroom culture programs that reinforced moral values. Interviews indicated that teachers' initiatives in introducing active learning methods were positively welcomed by both the principal and the school committee. This finding is consistent with Hasudungan (2022), who argues that a school climate that fosters collaboration is a key factor in the success of CTL.

Student commitment as active participants in the learning process further supported the implementation of CTL. Students demonstrated curiosity, interest, and strong emotional engagement when completing contextual tasks. Observations of reflective assignments showed that many students wrote about their real-life experiences and proposed solutions based on moral values. Maharani et al. (2025) confirm that active student engagement in CTL increases intrinsic motivation and leads to more enduring attitudinal changes.

Supportive facilities also served as an enabling factor. The school provided access to Wi-Fi, comfortable discussion rooms, and a digital library, all of which facilitated the use of real-world media and resources in learning. Lubis (2023) underscores the importance of digital infrastructure in ensuring the success of contextual learning approaches.

Nevertheless, variation in student readiness emerged as a challenge. Some students—particularly those lacking self-confidence or coming from social backgrounds with limited critical communication—tended to remain passive during discussions. Interviews revealed that they often felt awkward or afraid of giving incorrect responses. Agustningsih et al. (2024), note that differences in student characteristics significantly influence participation in CTL, thus requiring teachers to employ differentiated strategies.

Time constraints emerged as a significant obstacle. A single class period was often too short to accommodate introductory activities, discussions, role plays, reflections, and authentic assessments. Several teachers reported the need to simplify CTL steps in order to complete lessons within the allotted time. Marwah et al. (2024) similarly found that CTL requires greater time allocation compared to traditional teaching methods.

The availability of contextual learning resources was also uneven. Teachers frequently struggled to find materials relevant to students' local contexts, such as bullying case

studies within their communities. Kholid (2023) stresses that linking subject matter to local realities is crucial, yet such resources remain limited.

The a comprehensive analysis shows that the success of CTL at Nusantara Plus Senior High School was underpinned by teacher competence, school culture, student commitment, and supporting facilities. These factors worked in synergy to enable effective learning while positively influencing the internalisation of moral values. On the other hand, time limitations, variations in student readiness, and the scarcity of locally contextualised learning resources posed challenges that must be addressed. The effectiveness of CTL will be maximised if all elements of the educational ecosystem are continuously integrated in a sustainable manner (Nasution & Yusnaldi, 2024; Sadilah et al., 2022).

#### **D. Conclusions**

*Akidah Akhlak* instruction at Nusantara Plus Senior High School through Contextual Teaching and Learning (CTL) was implemented using seven syntaxes: constructivism, inquiry, questioning, learning community, modelling, reflection, and authentic assessment. Teachers contextualised moral values by linking them to real-life cases, facilitating discussions, simulations, and reflections, which enabled students to become more active, critical, and capable of connecting moral values with social realities.

The impact of CTL implementation was evident in the increased awareness of students in preventing bullying. They became more empathetic, more cautious in their speech, more courageous in rejecting mockery, and more attentive to their peers. Personal reflections indicated attitudinal change, while authentic assessments recorded improvements in social and moral indicators.

Supporting factors for CTL's success included teacher competence, the school's religious culture, student participation, as well as supportive facilities and policies. Inhibiting factors involved time limitations, variations in student readiness, and the scarcity of contextual learning resources. Overall, CTL proved effective in fostering moral understanding while simultaneously preventing bullying, although its long-term effectiveness requires continuous support from the broader school ecosystem.

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