The Development of Direct-Contextual Learning: A New Model on Higher Education

Abstract

The learning of Fiqh cannot be separated from the lecturer's dominant role, but in practice, some materials require practice (demonstrative method) with the required context so that the researcher needs to develop the Direct-Contextual Learning model on the learning of Fiqh on Higher Education. The purpose of the research is to develop or produce a model of Direct-Contextual Learning that is feasible on learning Fiqh in a Higher Education. This type of research included the type of research development (R&D) with a systematic approach using the Dick and Carey model. The location of the research is Darussalam Gontor University, with 300 undergraduate level students participating. Data collection techniques and research instruments included research stages of the preliminary research phase, development stage, and field test phase. Data was collected using questionnaires and documentation. The result of this study is the model of Direct-Contextual Learning and recommended for teaching-learning of Fiqh in a Higher Education.

Keywords: direct instruction, contextual learning, learning model, higher education

1. Introduction

Recently, religious education university are included in modern education. This Modern Islamic University at the level of higher education has many advantages in improving the quality of learning in Indonesia. To understand Islamic law properly, religious education institutions provide Fiqh learning. The subject of Fiqh is one of the areas of science in Islamic law that specifically addresses the legal issues that govern various aspects of human life, both personal life, community, and human life with God. Fiqh is a subject matter in the level of higher education taught by all Modern Islamic University. It is almost impossible to find a Modern Islamic University that does not teach Fiqh. One of the uniqueness of learning Fiqh lies in the determination of learning objectives. Especially for beginners, learning Fiqh must prioritize the psychomotor aspect in which students have measured competence when they are able to properly practice the practice of worship (Zarkasyi, 2015). Not all discussions in Fiqh should be practiced in class as fasting, but there are many aspects of the Fiqh that allow it to be practiced.

Literally, the aim of Fiqh learning is understanding of something by understanding various Qur'anic cues. A good understanding of Fiqh requires a learning model that emphasizes mastery of concepts so that the message of knowing something by understanding can be conveyed well to students. Direct instruction and contextual learning models are models that have similarities to emphasize mastery of students' concepts, but they have different characteristics. Direct instruction is defined as a learning model that emphasizes mastery of concepts and/or behavioral change by prioritizing a deductive approach while contextual learning is the conception of teaching and learning that helps lecturers connect subject content to real-world situations (Wang et al. 2020). The context in contextual learning plays a role in helping lecturers link learning materials to real-world situations and motivating students to make connections between knowledge and application in their lives (Amir et al., 2019; Wen & Katt, 2019).

In addition, the Indonesian Ministry of National Education mentioned that contextual learning, 1) is a holistic educational process and aims to motivate students to understand the meaning of the subject matter they learned by linking the material to the context of their daily life (personal, social and cultural context). So that students have flexible knowledge that can be applied (transferred) from a problem to another problem. 2) It is a learning concept that helps lecturers connect between the material they teach and the real-world situations by encouraging learners to make connections between the material they teach and their application in their lives as family members and the community. Thus, the meaning of context in contextual learning is to provide meaningful experiences for students in learning, while direct instruction will help lecturers in providing an understanding of Fiqh learning directly to students. Salavera et al. (2019) stated that giving students greater space in learning through contextual learning, the role of lecturers in learning Fiqh in Modern Islamic University should not be overlooked. In the tradition of learning in Modern Islamic University, especially in learning Fiqh, lecturers must be actively involved, especially in guiding students during learning and also provide evaluating appropriate to the purpose of learning Fiqh (Nurtawab, 2019). Therefore, the integration between the two learning forms a new learning model that will provide a deeper

understanding for students, especially in Fiqh subjects. This study uses the integration between the direct instruction and contextual learning called the Direct-Contextual Learning (DCL) model.

From the results of observations of researchers, Fiqh learning in Modern Islamic University Kulliyatul Muallimin Darussalam Gontor in general learning method used is the lecture method, and the lecturer role is too dominant. Basically, the lecture method also has advantages but less suitable when implied to the learning of Fiqh, especially learning Fiqh for beginners. Budiman (2016) stated that in the aspect of achievement of Fiqh learning result, the psychomotor aspect of procedural ability and ability of worship practice is an aspect that needs to be developed besides knowledge and attitude aspect. Measurement by finding out whether students can practice worship in Fiqh or not is a benchmark of their learning success. Therefore, it can be a necessity if in this study developed the DCL model in the learning of Fiqh in Modern Islamic University where the role of lecturers is not denied by the direct-instruction method, while students still get a broader space to find the meaning of learning through contextual learning methods.

2. Conceptual Framework

2.1 Direct Instruction

2.1.1 Definition of Direct Instruction

Arends (2008) states that direct instruction is a learning model centered on the role of lecturers in direct instruction. Bloom (1971) adds that lecturers must be really able to organize learning presentations because that is the key to the success of direct instruction. The lecturer must be able to proportionally share his time for himself and for students, the lecturer must be adept at arranging the learning step by step appropriately. According to Rosenshine (1995), to maximize direct instruction, the subject matter must be presented in an active presentation. Lecturers are required to present material that is attractive and as far as possible to involve students, even though the lecturer's direct instruction is the center of learning.

Meanwhile, direct instruction is specifically designed for teaching structured knowledge that is taught in certain steps and to help students master procedural knowledge in a variety of complex skills (Arends, 2008). The goal of direct instruction is how to build students' declarative skills, conceptual knowledge and procedural knowledge. Procedural knowledge regarding how to do something, knowledge to be able to link between concepts (Krathwohl & Anderson, 2010).

2.1.2 Direct Instruction Characteristics and Syntaxes

According to Arends (2008), direct instruction does not always have the same name. After quoting the views of several experts by Arends (2008), this model is sometimes called active learning, mastery teaching model, and explicit instruction. Arends (2008) continued, Broadly speaking, direct instruction (direct instruction) emphasizes how teaching materials are conveyed by lecturers to students so that they are able to master the maximum even though they are under the names of active learning, mastery teaching model, and explicit instruction.

According to Arends (2008), among the characteristics of direct instruction is the mastery of various procedural skills and factual knowledge that is applied step by step, which is typical. This model is not intended to achieve social learning outcomes or high-level thinking skills. Direct instruction is also known as explicit instruction by Archer & Hughes (2010).

According to Rosenshine (1995), direct instruction has several characteristics: 1). focus on academics; 2). lecturer-centered; 3). few options for students to determine their own activities; 4). used in large classes where there are a large number of students; 5). put forward factual questions; and 6). The lecturer controls the practice of learning. There are six characteristics in direct instruction that are appropriate to be applied in the DCL model in Fiqh learning and some are appropriate, or in accordance with modifications. Such lecturer-centered points should be arranged proportionally even if they are not abandoned altogether. Including controlling the learning process, lecturers do not need to be too dominant because students must be able to develop themselves independently.

The advantages of direct instruction, according to Peterson (1979), lecturers can pattern and articulate active learning objectives, evaluate student development, and direct student assignments. Teaching facts, rules, and action sequences is suitable if taught using direct instruction (direct instruction) strategies. Meanwhile, teaching concepts, patterns, and abstractions are more appropriate to be taught using indirect learning strategies (indirect instruction). If you want student learning outcomes in the form of the ability to solve problems, think critically, and work cooperatively, then

direct instruction must be combined with indirect learning (Ruutmann & Kipper, 2011).

Wright & DuCette (1976) suggested that direct instruction is suitable for students who are not independent in learning (external locus of control) and not suitable for students who are independent (internal locus of control) in finding their own meaning in learning. In the view of Peterson & Janicki (1979), students who are not yet independent are suitable in learning in large classes together with many student friends then they can only do assignments independently. A similar view is expressed by Peterson (1979) who emphasizes that direct instruction benefits students who are still not independent and vice versa disadvantaged students who are independent and can even make them frustrated because learning is very controlled by the lecturer.

Based on the opinion of Arends (2008), direct instruction learning through 4 syntaxes; 1) initial presentation (presentation); 2) practice and practice (practice); 3) assessment and evaluation; and 4) Monitoring and feedback (monitoring and feedback). There are three main duties of lecturers in direct instruction: 1) setting goals; 2) carry out a task analysis; and 3) planning time and space. These three main elements strengthen the mastery of declarative knowledge and procedural knowledge (Arends, 2008). The three main tasks of the lecturer must be structured in unique stages so that students are able to achieve procedural knowledge, namely knowing the systemic procedures for doing things according to the proper stages and mastering demonstrative declarative skills.

2.2 Contextual Learning

2.2.1 Definition of Contextual Learning

Contextual learning or commonly known as Contextual Teaching and Learning (CTL) is a student-centered learning approach (Johnson, 2008). In this student-centered learning, they will get a good learning experience if what is experienced is related to what they have previously had as an experience at school (Nurhadi et al., 2004). The relationship between students' learning experiences in the classroom with the context of students' life in the class itself as well as students' daily lives in their lives as individuals and their relationship with life as members of society.

Johnson (2008) defines CTL as a system in a learning approach that fosters the potential of students' intellect to be able to assemble certain patterns to create a unique meaning in learning. This learning system aims to encourage the brain to do more than just study events that occur in a place. These are the bottom assumptions obtained during growth. According to the researchers, lecturers need to understand correctly the principles of learning CTL so that students can manage a learning pattern more effectively.

2.2.2 Characteristics and Components of Contextual Learning

Berns & Erickson (2001) explain that the essence of contextual learning is when students are able to find meaningful relationships between abstract concepts and the context of students' daily lives. Meanwhile, Johnson (2008) argues that a contextual learning approach is a condition in which the brain looks for the meaning of a specific relationship with the learning environment. Furthermore, Hull & Schultz (2001) assumes that students naturally seek meaning in context and seek beneficial relationships from the learning environment. Fouad & Byars-Winston (2005) emphasized that with a contextual approach, students will experience a complex and diverse learning process, which goes far beyond just stimulus-response.

According to Johnson (2008), there are 7 learning components that form the basis for implementing CTL in the classroom. The seven components consist of: 1) constructivism; 2) ask; 3) find; 4) the learning community; 5) modeling; 6) reflection; and 7) actual assessment. The seven main components must be arranged in a learning frame by the lecturer in the learning room so that a unique relationship is created between the lecturer, students, teaching material, and learning objectives. This unique series of learning ultimately fosters students' ability to find real learning contexts where they are able to relate learning outcomes to students' real-life contexts.

2.3 Direct-Contextual Learning Model

The DCL model development in Fiqh learning at Modern Islamic University was developed based on a needs assessment. The needs analysis is based on gaps from what is and should be there. The gap occurs because there is an imbalance between the competence of students in the expected Fiqh subject and the learning conditions, which include learning conditions, learning methods, and forms of assessment of student learning outcomes. With the development of the DCL model, it is hoped that these learning problems can be overcome.

The DCL model is based on the idea of combining the principles of direct instruction (direct instruction) and contextual learning approaches (contextual teaching and learning). Broadly speaking, the uniqueness of the DCL model lies in the subject of learning, where direct instruction is more lecturer-centered while the student-centered contextual learning approach. The characteristics of each direct instruction and contextual learning are considered capable of being a solution in solving existing problems.

As a learning model, DCL has unique characteristics because it was developed based on a combination of contextual learning approaches and direct instruction. CTL learning encourages students to be able to find their own meaning of learning and be able to link learning outcomes with a more concrete life context, whereas with direct instruction (direct instruction) the role of a lecturer is undeniable in learning, the main role of lecturers in direct instruction is to guide students during the learning process.

The relevance of combining the two direct instruction and contextual models lies in how to regulate the balance of lecturer roles and student participation. The harmony of the DCL model which combines the concepts of direct and contextual learning lies in how this learning model provides flexibility to students in discovering the meaning of learning for themselves, but on the other hand, it still provides a place for lecturers to guide students to find procedural skills in meaningful learning.

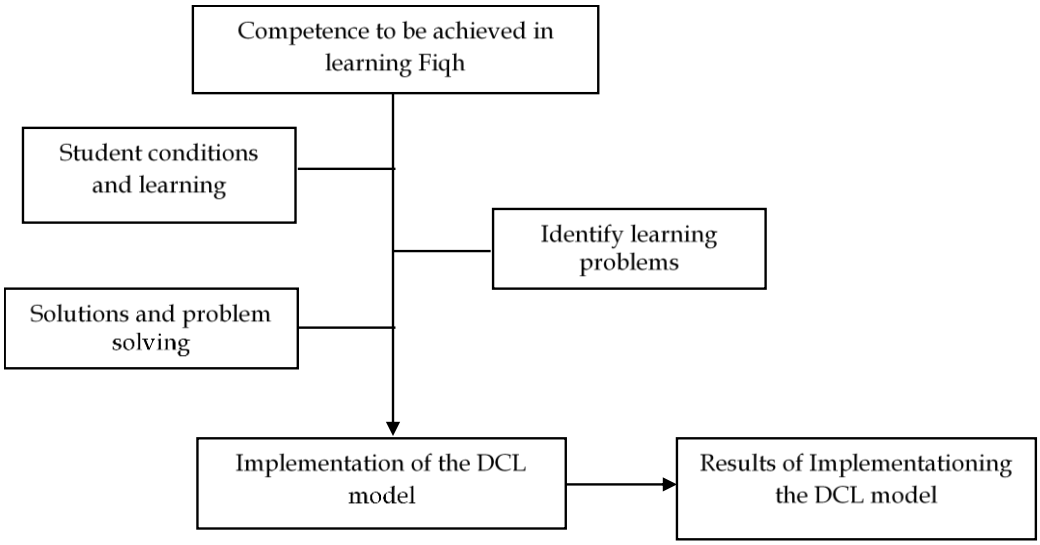

Figure 1. Basic DCL Model Development

2.4 The suitability of the DCL model in Fiqh learning

The DCL model offers a balanced pattern of lecturer dominance in the entire learning process. In principle, the lecturer becomes a facilitator, not a dictator in the learning space (LaMasfer et al., 1998). In the DCL model development, the role of the lecturer must still be in the initial and final activities of learning. In the early learning activities, the lecturer sets the direction and objectives of Fiqh learning in This is important because the Fiqh material relates to various other disciplines such as Ushul Fiqh, Ulumul Qur'an, Ulumul Hadith, Balaghah and other Arabic language disciplines. Conclusions of developing opinions and development of the context of Fiqh law in real life in the comparative Fiqh studies that are studied. The role of the lecturer at this stage is important to assist students in the correct methodology and legal istimbath (conclusion), in this DCL model, the pure lecturer plays a role to facilitate learning so that students become active and have ample space for independent study of the material.

The DCL model makes use of active learning methods. The lecture method is commonly used in Fiqh learning for fifth-grade students of KMI Gontor. The use of the lecture method is actually not a problem because each method is unique and suitable for certain learning materials, but if the learning method is used too often and takes too much of the learning portion, it will cause student passivity. Through inquiry in the CTL learning approach, students are expected to analyze and find facts on learning resources and be able to develop them (Hwang et al., 2015). The problem in the Fiqh study needs reasoning if, in different conditions and contexts, it will lead to different legal rulings. Through the inquiry method, students are expected to discover new facts in the learning process.

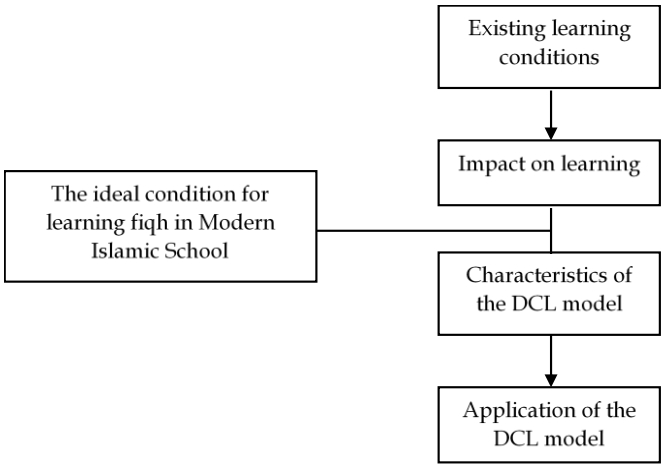

Figure 2. DCL Model Thinking Flow in Islamic Fiqh Learning

In addition to the inquiry, the DCL model also suggests discussion and question and answer methods. With the development of discussion and questions and answers, the learning atmosphere will be conditioned to be active. Between students, there will be a dynamic exchange of knowledge and experiences through question and answer, students can learn from anything and with anyone (LaMasfer et al., 1998). The lecturer, at this stage becomes a learning facilitator, guiding students in studies and new findings and become a discussion partner and ask questions if there are things that are beyond the reach of students' knowledge.

3. Method

3.1 General background of research

This research applied research and development (R&D) method with a systematic approach using the Dick and Carey model (Dick et al., 2001). The location of research is the Modern Islamic University of Darussalam in Gontor, Ponorogo. Research participants numbered 300 undergraduate level students coming from 30 Modern Islamic University. Data were collected through questionnaires, literature reviews, and interviews. The examined variables were only from external factors, including DCL model implementation procedures, the role of the lecturer, and the students' job description during the subject.

3.2 Instrument and procedures

The instruments used in this study were DCL Validity Test and DCL Questionnaire. The validity test of DCL contains expert judgment and columns to provide revisions related to learning tools and the syntax of learning developed.

The Procedure in this research was adopted from Molenda & Pershing (2004), which is divided into four stages of R&D, namely: (1) The research phase consisted of a preliminary study, a literature review, and an analysis of student learning difficulties. At this stage, an assessment of needs was conducted to determine the urgency of developing teaching materials; (2) The development phase consisted of several steps, namely, prototype design, prototype development, and prototype implementation; (3) In the design stage, storyboards were made to represent teaching materials and then developed through the addition of some content using the syntactic DCL model; (4) The next stage was the quality and feasibility test by experts and students to determine the quality of the DCL model in Fiqh learning and their effectiveness is based on the ability to reduce the difficulty of Fiqh learning, as demonstrated by the increase in posttest scores.

3.3 Data analysis

The questionnaire has been compiled and then shown to the supervisor for revision (Dick et al., 2001). Furthermore, to test the validity, the questionnaire was tested by distributing questionnaires to two Expert validations, which have carried out the feasibility and material program. The questions that pass the validity test are then compiled into the questionnaire used in the study, which was then distributed to experts. The data collected from the questionnaire

were processed, presented, and analyzed.

A literature review was conducted by reviewing international journals related to the DCL approach to provide basic and sufficient insights concerning the implementation of its programs on colleges throughout the world before conducting further research on the evaluation of the DCL program in the Tarbiah Education Department.

Data on the results of the learning outcomes was tested by statistic descriptive, Mann-Whitney test, and two-sample t-tests from the experimental class and the control class. In this research, the experimental class got the implementation of DCL, while the control class got the implementation of non-DCL (indirect teaching). According to Nazir (2017), before being subjected to a t-test, the data must be tested for normality as a condition for conducting a t-test. However, if the data are not normally distributed, then the t-test is replaced with the u-Mann-Whitney test. All tests were carried out with the SPSS 18 program. The basis for the decision of the two-sample t-test and the Mann-Whitney test was based on significance values comparing the calculated values and the table values. If the significance value (Sig). <probability 0.05, then there is an influence between two variables. If the significance value (Sig). > probability 0.05, then there is no influence between the two variables. Then, at the end of the stage, the experiment class was compared with the non-experimental class, in which the analysis was performed using two-sample t-tests. The purpose of the comparison is to determine the effectiveness of the DCL model.

4. Results

4.1 Direct-contextual learning model design

The DCL model was developed based on the idea of how to create an appropriate learning model for comparative Fiqh subjects with Bidayatul Mujtahid teaching material in Modern Islamic University. The learning syntax of the DCL model is explained in Table 1.

Table 1. The Learning Syntax of the DCL Model in Fiqh Subject

Phase	Description
Introduction	The lecturer makes an apperception and relates previous student experiences related to learning objectives. Students perform prior learning experiences related to learning objectives.
Presentation	The lecturer introduces concepts that need to be understood in learning new material and then demonstrates procedures, scope, mapping problems in the study, and ways of istidlal (ratiocination). Students pay close attention to the lecturer's presentation in a modeling process.
Context Exploration	The lecturer directs student activities on the theme of the subject that students will study to fit the learning objectives and then the lecturer plays himself as a learning facilitator. Independently or in collaboration, students explore learning resources in the inquiry learning approach and questions and answers between students or lecturers with learning outcomes in the form of procedural-declarative knowledge and the ability to link learning outcomes to real-life contexts.
Confirmation	The lecturer guides students to reflect on the learning outcomes and align the implementation of istidlal methods and conclusions if deemed inappropriate. Students make a summary, reflection, and demonstration of the results of the study in the form of procedural-declarative knowledge and the ability of students to link learning outcomes with real-life contexts in the subject of Fiqh.
Closing	Lecturers conduct evaluations that lead to the achievement of learning objectives in the form of authentic assessment and extended practice. Students celebrate success by performing learning outcomes in authentic assessment and extended practice.

Table 1 shows that the DCL model consists of five phases, namely, introduction, presentation, context exploration, confirmation, and closing. The context exploration phase is the implementation of the contextual learning approach and confirmation is the implementation of the DCL model. Each phase shows the integration of Fiqh learning materials where students explore learning resources by taking the proposition or istidlal. The design of the DCL model is based on the principle of innovation in the learning process of Fiqh material in Modern Islamic University. These innovations can certainly offer a new thing in advanced Fiqh i.e., the role of students in the learning process and learning outcomes. In addition to student involvement, the independence of students in exploring teaching

materials is also the focus of new designs on Fiqh in Modern Islamic University, which so far have been dominated by the role of lecturers. This innovation principle was conveyed by Ely (1999) when developing the learning process. Innovation in the learning process with the principle of solving learning problems will lead to maximum learning outcomes because maximum learning results are obtained from the correct learning process.

4.2 The implementation of DCL Model

The benefits DCL model can be observed from the achievement of learning outcomes in the form of procedure-declarative knowledge and the ability to relate learning outcomes to the context of student life through discoveries and observations that are formulated in the unique syntax. The orientation on aspects of usefulness in the development of this model (Ely, 1999).

Table 2. Result of Expert Assessment

Aspect	Indicator	Score
Goal	Learning models are designed to achieve specific learning goals	4
	The goal of learning to be achieved has a strong foundation	4
Syntax	The designed learning model has a clear syntax	4
	Each of the designed syntax items has a strong theoretical foundation	3
	The order of syntax is logically arranged	4
Support system	The learning model has a supporting system component	4
	Supported systems are structured to have a strong theoretical basis	3
Reaction principle	The reaction principle composite component illustrated how lecturers should see and treat students, both individually and in groups, as well as in their entirety	4
	The learning model is designed to have a reaction principle component	4
	Mean	3.8

Table 2 shows the result of expert validation of syntax of direct-contextual in Fiqh Learning. The result of the expert assessment showed 3.8. It means that the DCL has the feasibility applied in learning.

Table 3. Recapitulation of Research Result Score Lesson Planning Fiqh

Score	Category	Range score planning learning	total	%	Mean each category
86-100	A	87,5-100	71	78,88	92,50
		72,5-85	19	82,76	82,76
			Mean		90,44

Based on the data in Table 3, the implementation of the DCL in the Tarbiah Education Department still needs some improvement and categorized good. It showed that DCL gave good alternative model teaching and learning.

Table 4. Mann-Whitney Test Result Posttest

Test Statistics	
	Result Fiqh Posttest
Mann-Whitney U	155.500
Wilcoxon W	651.500
Z	-4.928
Asymp. Sig. (2-tailed)	.000
Grouping Variable: Class	

Table 4 shows that the DCL research in the study of Fiqh can be considered effective based on the results of the Mann-Whitney test, which showed the value of Sig. (2-tailed) of 0,000 and less than 0.05, so there is a significant difference between the control class and the experimental class. Furthermore, the experimental class was shown to have higher achievement in learning outcomes compared to the control of student learning outcomes. Thus, it can be judged that the learning model developed can lead students to better learning outcomes.

Table 5. The Result of Two-Sample T-Test of Both Experiment and Non-Experiment Class

	N	**Mean**	**Std**	**SE Mean**
Experiment Class	30	75.35	9.002	1.64
Control Class	30	53.92	14.495	2.64
Estimate for different: 1.002				
95% Cl for different: 48.7, 72.1				
t-test of different: t-value= 1.32, p-value= 0.002, DF= 10				
Std dev = 2.3627				

In the results of the Two Samples T-Test output above, the value of t = 1.32 and Sig. (2-tailed) or p-value = 0,002 <0.05 or Ho is rejected. Then, there is a significant difference in the posttest score, which is 53.92 for the control class and 73.35 for the experimental class. This shows that the increase in the experimental class was higher than the control class. Based on the findings and discussion above, the DCL model can be an alternative model to teach Fiqh in Modern Islamic University.

5. Discussion

Based on the findings and discussion above, the DCL model can be an alternative model to teach Fiqh in Modern Islamic University at the level of higher education, especially in Mu'alimin Gontor. In the DCL model research in the study of Fiqh can be effectively said based on the results of the Mann-Whitney test on the control class and the experimental class. Zarkasyi (2015) view the role of a lecturer in learning is still important because he is the leader of learning. Although there has been a change of learning paradigm that was originally centered on lecturers switching centered on the students (students center), it will not shift the role of lecturers. The result led to the same conclusion with the view of Rahman et al., (2017), which shows that learning is also done by applying several components in contextual learning and always contextualizing or connecting learning with everyday life, so students feel that the learning process is more meaningful.

This research shows that to achieve maximum learning outcomes in Fiqh learning, this requires synergy in fostering active contextualization learning. The features of the student learning environment become facilitators in the contextualization of active learning. Silseth & Erstad (2018) show descriptions of lecturers' contextual learning using their knowledge of society as a starting point for their teaching. In the case of this study, students bring their authentic concerns and problems in their learning. When students are allowed to choose and work on their own topics, especially in general science such as this research, they provide support and feedback for each topic because they may not have the required knowledge base. Alternatively, this knowledge becomes too intensive for them to deal with, as is usually the case in open project-based science (Polman, 2012).

In addition, the integration of the DCL model gives rise to interactions between students and lecturers generated through interactive tasks or provides feedback in learning activities. These interactive assignments also systematize and summarize acquired knowledge, enhance skills, and facilitate students in the process of applying material learned in practice contextually (Shcherbakova & Ilina, 2019). Thus, the combination of direct instruction and contextual teaching-learning can make a good contribution to student activities to be able to draw conclusions, which in this case, the research is the proposition.

The implementation of the DCL model is suitable for Fiqh learning in Modern Islamic University at the level of higher education with classical learning patterns. Classical learning is a form of student and lecturer learning in one classroom. The implementation of the DCL model is not suitable when applied to Fiqh at the level of higher education because learning in Modern Islamic University is generally carried out by means of sorogan, bandongan,

and wetonan. The three terms mentioned in the previous sentence is a specific learning model in Modern Islamic University. The implementation of the sorogan method, students faced the grand lecturers one by one by bringing the reference book he was going to study (Zarkasyi, 2015). Therefore, the implementation of the DCL model is suitable if it is less suitable when applied to Fiqh learning in general. However, this method is still possible to be applied to Modern Islamic University, which has classical learning patterns and similar teaching materials. Based on the discussion above, the developed DCL can be used for undergraduate level students in developing an understanding of Fiqh learning. The developed learning design can overcome the limitations of undergraduate level students in the material at the higher education.

6. Conclusion

The main conclusions of the study based on these statistical data, it can be interpreted that the DCL model has proven to be effective with a significant difference between the control class and the experimental class. This means that the DCL model, if applied, has been able to improve the achievement of Fiqh learning at the level of higher education. Thus, the developed DCL model can be used as a new learning model, especially in Fiqh subjects. However, this model still has limitations in the use and role of the lecturer as a facilitator and undergraduate level student assistant in order to gain knowledge contextually. Therefore, this requires a learning tool that must be developed by further research.

References

Amir, M. F., Mufarikhah, I. A., Wahyuni, A., Nasrun, & Rudyanto, H. E. (2019). Developing 'Fort Defending' Game as a Learning Design for Mathematical Literacy Integrated to Primary School Curriculum in Indonesia. *Elementary Education Online*, *18*(3), 1081–1092. https://doi.org/10.17051/ilkonline.2019.610145

Archer, A. L., & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching*. Guilford Press.

Arends, R. I. (2008). *Classroom Instruction and Management*. McGraw-Hill.

Berns, R. G., & Erickson, P. M. (2001). *Contextual teaching and learning: Preparing students for the new economy* (Vol. 5). National Dissemination Center for Career and Technical Education.

Bloom, B. S. (1971). *Handbook on Formative and Summative Evaluation of Student Learning*. McGraw-Hill.

Budiman, A. (2016). Efektivitas Pembelajaran Agama Islam Pada Peserta Didik Berkebutuhan Khusus. *At-Ta'dib*, *11*(1). https://doi.org/DOI: http://dx.doi.org/10.21111/at-tadib.v11i1.621

Dick, W., Carey, L., & Carey, J. (2001). *The systematic design of instruction . Nueva York, NY*. Addison-Wesley, Longman.

Ely, D. P. (1999). *New Perspectives on the Implementation of Educational Technology Innovations* (ED427775 ed.). the Educational Resources Information Center (ERIC).

Fouad, N. A., & Byars-Winston, A. M. (2005). Cultural Context of Career Choice: Meta-Analysis of Race/Ethnicity Differences. *The Career Development Quarterly*, *53*(3), 223–233. https://doi.org/10.1002/j.2161-0045.2005.tb00992.x

Hull, G., & Schultz, K. (2001). Literacy and Learning Out of School: A Review of Theory and Research. *Review of Educational Research*, *71*(4), 575–611. https://doi.org/10.3102/00346543071004575

Hwang, G.-J., Chiu, L.-Y., & Chen, C.-H. (2015). A contextual game-based learning approach to improving students' inquiry-based learning performance in social studies courses. *Computers & Education*, *81*, 13–25. https://doi.org/10.1016/j.compedu.2014.09.006

Johnson, E. B. (2008). *Contextual Teaching and Learning*. MLC.

Krathwohl, D. R., & Anderson, L. W. (2010). Merlin C. Wittrock and the Revision of Bloom's Taxonomy. *Educational Psychologist*, *45*(1), 64–65. https://doi.org/10.1080/00461520903433562

LaMasfer, K., Kinchin, G., Gall, K., & Siedentop, D. (1998). Inclusion Practices of Effective Elementary Specialists. *Adapted Physical Activity Quarterly*, *15*(1), 64–81. https://doi.org/10.1123/apaq.15.1.64

Molenda, M., & Pershing, J. A. (2004). The strategic impact model: An integrative approach to performance improvement and instructional systems design. *TechTrends*, *48*(2), 26–33.

https://doi.org/https://doi.org/10.1007/BF02762540

Nurhadi, Yasin, B., & Senduk, A. G. (2004). *Pembelajaran Kontekstual*. Universitas Negeri Malang.

Nurtawab, E. (2019). The Decline of Traditional Learning Methods in Changing Indonesia: Trends of Bandongan-Kitāb Readings in Pesantrens. *Studia Islamika*, *26*(3). https://doi.org/https://doi.org/10.36712/sdi.v26i3.11026

Peterson, P. L. (1979). Direct Instruction: Effective for What and for Whom? *Educational Leadership*, *37*(1), 46–48.

Peterson, P. L., & Janicki, T. C. (1979). Individual characteristics and children's learning in large-group and small-group approaches. *Journal of Educational Psychology*, *71*(5), 677–687. https://doi.org/10.1037/0022-0663.71.5.677

Polman, E. (2012). Effects of Self-Other Decision Making on Regulatory Focus and Choice Overload. *Journal of Personality and Social Psychology*, *102*, 980–993. https://doi.org/http://dx.doi.org/10.1037/a0026966

Rahman, H., Thalib, S. B., & Mahmud, A. (2017). Integrated Character Education in Social Sciences with Contextual Teaching and Learning Approach. *The New Education Review*, *48*, 53–64. https://doi.org/10.15804/tner.2017.48.2.04

Rosenshine, B. (1995). Advances in Research on Instruction. *The Journal of Educational Research*, *88*(5), 262–268. https://doi.org/10.1080/00220671.1995.9941309

Ruutmann, T., & Kipper, H. (2011). Teaching strategies for direct and indirect instruction in teaching engineering. *2011 14th International Conference on Interactive Collaborative Learning*, 107–114. https://doi.org/10.1109/ICL.2011.6059556

Salavera, C., Usán, P., & Teruel, P. (2019). Contextual problems, emotional intelligence and social skills in Secondary Education students. Gender differences. *Annales Médico-Psychologiques, Revue Psychiatrique*, *177*(3), 223–230. https://doi.org/https://doi.org/10.1016/j.amp.2018.07.008

Shcherbakova, I. A., & Ilina, M. S. (2019). Foreign Language Communicative Competence Formation of University Students by Using Interactive Teaching Methods. *The New Education Review*, *57*, 173–183. https://doi.org/10.15804/tner.2019.57.3.14

Silseth, K., & Erstad, O. (2018). Connecting to the outside: Cultural resources teachers use when contextualizing instruction. *Learning Culture and Social Interaction*, *17*, 56–58. https://doi.org/10.1016/j.lcsi.2017.12.002

Wang, H.-H., Charoenmuang, M., Knobloch, N. A., & Tormoehlen, R. L. (2020). Defining interdisciplinary collaboration based on high school teachers' beliefs and practices of STEM integration using a complex designed system. *International Journal of STEM Education*, *7*(1), 1–17.

Wen, S.-F., & Katt, B. (2019). Preliminary Evaluation of an Ontology-Based Contextualized Learning System for Software Security. In *Proceedings of the Evaluation and Assessment on Software Engineering* (pp. 90–99). https://doi.org/https://doi.org/10.1145/3339252.3340336

Wright, R. J., & DuCette, J. P. (1976). *Locus of Control and Academic Achievement in Traditional and Non-Traditional Educational Settings*.

Zarkasyi, H. F. (2015). Modern pondok pesantren: Maintaining tradition in modern system. *TSAQAFAH*, *11*(2), 223–248.