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COMPARISON OF STUDENT LEARNING MOTIVATION IN ISLAMIC EDUCATION BETWEEN CONTEXTUAL AND NON-CONTEXTUAL LEARNING IN ACHIEVING THE PANCASILA STUDENT PROFILE

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Abstract

Efforts to achieve the Pancasila student profile are carried out by increasing students' motivation to learn Islamic Religious Education. The application of various learning methods that are relevant to the curriculum policy to encourage the achievement of the Pancasila student profile, such as contextual and non-contextual learning. This study aims to determine the comparison of student learning motivation between contextual and non-contextual learning in achieving the Pancasila student profile. This study uses a quantitative approach with a comparative causal type. The sample used in this study consisted of 69 students. Data were collected through research instruments that had been validated by learning and statistics experts. The data were analyzed using inferential analysis in the form of an independent sample t-test. The results showed that learning motivation in Islamic Religious Education was higher in contextual learning than in non-contextual learning in achieving the Pancasila profile. The findings identified that students had a tolerant attitude towards friends of different beliefs in the learning environment, were more active in learning by asking questions and expressing opinions, and built meaningful learning experiences. Thus, learning motivation in achieving the Pancasila profile was more effective in contextual learning.

Keywords: ***Learning Motivation; Islamic Education; Contextual Learning; Non-contextual Learning; Pancasila Student Profile***

A. Introduction

The Pancasila Student Profile is a national education policy in the independent curriculum to support the quality of education in character building based on Pancasila values as a form of support for the development of 21st century competencies (Nugroho et al., 2024; Purnawanto, 2022). Education today provides space for students to recognise, interpret and develop their potential in the learning process (Rahmadani et al., 2023). In the context of education, Islamic Religious Education in particular plays a strategic role in shaping students' Pancasila profiles, as its teaching is oriented towards morality, character building and religiosity in line

with the principles of Pancasila (Hayati & Fadriati, 2023; Ubaidillah, 2024; Uroidli et al., 2024).

Islamic Religious Education is currently facing low student motivation to learn, due to a passive learning environment that is uninteresting and limits student involvement (Nurhakim et al., 2024). However, motivation to learn in Islamic Religious Education (PAI) plays a crucial role in achieving intellectual and religious intelligence, as well as shaping students' characters in line with the Pancasila student profile (Widiani & Istiqomah, 2021). Learning motivation is a fundamental internal factor that encourages students to engage directly in the learning process, thereby influencing the quality of student learning in cognitive, affective, and psychomotor terms (Hidayat et al., 2025). One factor that influences learning motivation is the dynamic element of learning, namely feelings of enjoyment, attention, willingness, and student involvement (Mayasari & Alimuddin, 2023: 60).

Amidst low learning motivation, PAI teachers strive to improve it by implementing various learning strategies (Nabilah & Romadlon, 2024). One learning method that continues to be applied and has proven effective in increasing learning motivation is contextual learning (Rofingatun & Putri, 2025). Contextual learning is learning that focuses on connecting material with real-world situations, both from the environment and from students' practical experiences, so that cognitive, psychomotor, and emotional potential can be further developed (Kholid, 2023; Nurhanipah et al., 2025). In this context, learning has proven to be meaningful, interesting, interactive, and easier for students to understand. It builds students' awareness and concern for things happening around them in an effort to develop their critical thinking skills. Students are given easier to understand concepts through real-life examples, and they become more actively involved in the learning process, both independently and in groups, by asking questions or expressing opinions that are relevant to the material and their experiences (Mahmudah & Chamami, 2025; Nur et al., 2024; Nurlela et al., 2026; Perales & Ulla, 2025; Safri et al., 2024). Thus, contextual learning is in line with the self-determination theory proposed by Decy and Ryan, which states that learning motivation can be achieved by fulfilling students' basic psychological needs, namely autonomy, competence and relatedness (Syahlimnata et al., 2025).

Conversely, non-contextual learning models tend to focus on memorization and one-way learning, meaning that learning is centered solely on the teacher, which can reduce motivation to learn (Ma'rifah et al., 2025; Mahbubi & Sa'diyah, 2024). This results in students not having the opportunity to develop critical thinking skills and merely becoming passive recipients of material, lacking interaction with their peers and the material itself, and not being accustomed to discovering knowledge on their own (Asmawi, 2024).

The Pancasila student profile emphasizes the dimensions of faith, piety, and noble character, independence, mutual cooperation, global diversity, critical thinking, and creativity (Nugroho et al., 2024). High motivation to learn can make it easier for students to achieve this dimension, especially in Islamic Religious Education. The combination of these three elements can achieve educational goals that are not only understood cognitively, but also internalized and practiced in students' lives (Falahain & Santosa, 2026).

Although much research has been conducted on contextual learning and learning motivation, there has been very limited research specifically comparing PAI learning motivation between contextual and non-contextual learning in achieving the Pancasila student profile. Therefore, this study aims to provide empirical evidence for the development of Islamic Religious Education learning.

Based on the above description, this study aims to determine the comparison of PAI learning motivation between contextual and non-contextual learning in achieving the Pancasila student profile.

B. Research Method

This study uses a quantitative approach with a comparative study design, which compares two different groups. The study was conducted at State Vocational High School (SMKN) 2 Bondowoso with a population of 222 tenth-grade students and a sample size of 69 respondents. The sample was selected using purposive sampling. Data were collected based on questionnaire distribution and observation. Observations were made on student activities with teachers in learning. The observation sheet was based on the components of contextual teaching and learning, while the learning motivation indicators were based on Decy and Ryan's Self-determination theory, namely autonomy, competence and relationships.

The research instruments were tested using descriptive analysis consisting of validity and reliability tests. Furthermore, a data prerequisite test in the form of a normality test was conducted. The data were analyzed using an independent sample t-test with the help of IBM SPSS version 25.

C. Results And Discussion

Results

1. Reliability Test

The reliability test aims to determine the reliability of an instrument. An instrument is considered reliable if the Cronbach's alpha value is greater than 0.6. The results are as follows:

Table 1. Reliability test results

Variable	Cronbach's Alpha	andar Cronbach's Alpha	Description
Learning	0,812	0,6	Reliebel
Learning Motivasion	0,907	0,6	Reliebel

Source: Results of data processing using SPSS version 25

Based on the above results, the Cronbach's alpha values obtained were 0,812 and 0,907. This means that they are greater than 0,6, so this research instrument is considered reliable.

2. Normality Test

The normality test is one of the requirements for data analysis. The results are presented in the following figure.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		69
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	5,40257511
Most Extreme Differences	Absolute	,057
	Positive	,057
	Negative	-,040
Test Statistic		,057
Asymp. Sig. (2-tailed)		,200[c,d]

Source: Results of data processing using SPSS version 25

Figure 1. Results of normality test

Data is considered normal if the Sig. (2-tailed) value is > 0.05. Since the sig. (2-tailed) value obtained in Figure 1 is 0.200, which is greater than 0.05, the data is considered normally distributed and meets the requirements for inferential data analysis.

3. Independent sample t-test

The independent sample t-test is part of inferential analysis. Its purpose is to compare two different groups. In this study, the groups consisted of contextual and non-contextual learners. The results are presented in the following figure:

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
learning motivation	Contextual	30	66,73	3,423	,625
	Non Contextual	39	52,26	3,603	,577

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
learning motivation	Equal variances assumed	,029	,865	16,904	67	,000	14,477	,856	12,767	16,186
	qual variances not assumed			17,019	64,013	,000	14,477	,851	12,778	16,176

Source: Results of data processing using SPSS version 25

Figure 2. Results of the independent sample t-test

As shown in Figure 2, the mean score for contextual learning was higher than the mean score for non-contextual learning, with a mean score of 66,73 compared to 52,26. Thus, it is proven that contextual learning is more effective in increasing learning motivation in Islamic Religious Education in achieving the Pancasila student profile. In addition, the Sig. (2-tailed) value produced is 0,000<0,05. Therefore, H0 is rejected and Ha is accepted, meaning that there is a significant difference between the contextual and non-contextual groups.

Discussion

Contextual learning has been proven and is believed to be one of the most effective learning methods for increasing learning motivation. This evidence was obtained through previous research with several findings, including increased activity and interaction between teachers and students, improved student understanding of the material, the development of positive character traits in students, an increased desire to participate in the learning process, students' ability to connect learning material to real-life contexts, thereby creating interactive and meaningful learning, and students being encouraged to develop their ideas in problem solving (Arsyad & Safitriani, 2025; Febriyanti et al., 2023; Halawa & Harefa, 2024; Lestari et al., 2021; Misqa et al., 2024; Setiawan et al., 2025; Shah et al., 2025). Conversely, non-contextual learning is often evaluated for integration with innovative learning components, due to a lack of alignment between educational objectives and the quality of learning achieved.

Thus, this study contributes to contextual and non-contextual learning in the context of learning motivation to achieve the Pancasila student profile. Based on the mean scores between the two groups, learning motivation was more dominant in contextual learning with a mean score of 66.73 compared to non-contextual learning with a mean score of 52.26. This was supported by a Sig. (2-tailed) value of 0.000<0.05, meaning that there was a difference between the contextual and non-contextual groups.

The findings of this study are that students become tolerant of friends with different beliefs in the learning environment without mocking or discriminating against their friends when interacting in the learning process and appreciating every activity at school even though it is not in line with their beliefs, contributing more and actively participating in learning by asking questions and expressing opinions, and building meaningful learning experiences by connecting the material with the students' daily experiences. This proves that contextual learning motivates students to learn Islamic Religious Education, as demonstrated by the application of Pancasila values in accordance with the Pancasila student profile, and contextual learning fulfills students' basic psychological needs in accordance with Decy and Ryan's Self-Determination Theory (Syahlimnata et al., 2025).

D. Conclusion

The motivation to learn Islamic Religious Education in achieving the Pancasila

student profile has proven to be effective with the application of contextual learning compared to non-contextual learning at State Vocational High School 2 Bondowoso. This is evident in the creation of students who have an attitude of tolerance towards friends of different beliefs in the learning environment, are more active in learning by asking questions and expressing opinions, and build meaningful learning experiences that are in line with the Pancasila student profile. The limitations of this study are the uneven distribution of digital technology facilities in the form of interactive smartboards, teachers' competence in linking learning materials to digital social issues, and the ever-evolving dynamics of social issues. Further research is expected to develop contextual learning by integrating smartboard media based on digital social issues as an effort to increase learning motivation in contextual learning to achieve the Pancasila student profile and be relevant to the Society 5.0 era.

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