

CONTEXTUAL STRATEGIES IN IMPROVING UNDERSTANDING OF THE INTERPRETATION OF TARBAWI VERSES

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Submitted: 12/07/2025

Revised: 25/06/2025

Accepted: 07/09/2025

Published: 15/10/2025

Abstract

The purpose of this study is to describe and analyze the application of contextual strategies in improving the understanding of learning materials of students at UIN Ar-Raniry Banda Aceh through the interpretation of Tarbawi verses. The research method used in this study is qualitative research with a field research approach. Data were obtained from data sources in the form of observations, interviews, and documentation studies. The data sources were lecturers and students of the Islamic Religious Education (PAI) Study Program at UIN Ar-Raniry Banda Aceh. Data collection techniques were obtained through observation, interviews, and documentation. Then, the data analysis process was carried out through data reduction, coding, theme extraction, and interpretation. The results of the study indicate that: 1) The implementation of contextual strategies in the learning process of interpreting Tarbawi verses in the Islamic Religious Education Study Program at UIN Ar-Raniry Banda Aceh is implemented by connecting the teaching material with students' daily lives. Lecturers use examples relevant to students' social and cultural conditions, as well as various media, to enhance understanding. This helps students more easily understand and apply the values of tarbawi in real life. 2) The effectiveness of contextual strategies in improving the understanding of students of the PAI Study Program at UIN Ar-Raniry Banda Aceh regarding the interpretation of Tarbawi verses is that contextual strategies are proven to be effective in improving students' understanding of the interpretation of Tarbawi verses. 3) The obstacles faced by Islamic Religious Education students at UIN Ar-Raniry Banda Aceh in understanding the interpretation of Tarbawi verses through contextual strategies are differences in social and cultural backgrounds, limited literacy on deeper interpretation, and a lack of optimal learning support facilities.

Keywords

Contextual Strategy, Students, Tarbawi Verses, Understanding



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INTRODUCTION

The problem in this study, according to initial observations, is related to the lack of in-depth understanding of the interpretation of *tarbawi* verses among students of the Islamic Religious Education (PAI) Study Program at UIN Ar-Raniry Banda Aceh. Although the interpretation of these verses plays a crucial role in character formation and moral education, many students still struggle to connect the context of these verses with the application of *tarbawi* values in everyday life. This is due to the interpretation learning method being less contextual and less relevant to the students' socio-cultural conditions.

Efforts to increase understanding of the interpretation of *tarbawi* verses among students through contextual strategies are very important to do. This can strengthen the interaction between students and the learning material so that it can encourage active involvement, which is very necessary in the learning process. This approach provides a real context that allows students to see the relevance and applicability of the teachings in everyday life, which is very important in the fields of religious education and social sciences. Sinaga and Silaban explain that contextual learning can stimulate student activity, producing more optimal learning outcomes because it touches on students' physical, mental, and emotional aspects (Sinaga & Silaban, 2020).

The use of e-learning from an educational technology perspective in contextual learning can be an effective tool in modern situations, especially during the COVID-19 pandemic. Noviati revealed that the massive adoption of online learning has presented numerous challenges, but also offers considerable potential for developing more adaptive learning models (Noviati, 2020). In this regard, Astitiani and Richadinata emphasized that the application of information technology in education can improve the quality of education and student learning effectiveness if combined with appropriate teaching methods (Astitiani & Richadinata, 2021). This demonstrates that integrating technology with contextual strategies not only enhances understanding but also engages students in active participation in learning.

The effectiveness of contextual learning in improving students' ability to analyze and understand religious content, especially interpretation, can be strengthened by improving teaching methods and teaching materials. Alhayat et al. highlighted the need for students to develop problem-solving skills and place those problems in a broader context (Alhayat et al., 2022). This is in line with the objectives of *Tarbawi* learning, namely to equip students not only with knowledge, but also with the ability to apply that knowledge in real-life contexts.

Research on the relationship between student perceptions and learning effectiveness shows that positive attitudes towards the teaching profession can influence students' interest in contributing to the educational context. Harun and Utama showed that a positive perception of the teaching profession can trigger students' interest in engaging in more productive learning activities (Harun & Utama, 2023). In this context, the application of contextual strategies in understanding interpretation must also take into account students' interests and perceptions, ensuring that they see the relevance and value of the lessons being taught.

Along with that, research from Izzan shows how modern interpretation can be confronted with traditional values in interpretation, creating richer and deeper discussions about religion and ethics in educational contexts (Izzan, 2021). Therefore, approaching the interpretation of *tarbawi* verses with a contextual perspective not only broadens students' academic understanding but also deepens their spiritual and moral understanding.

According to Sadewi et al., students' motivation to face the challenges of online learning during the pandemic is a key factor in the success of online learning (Sadewi et al., 2023). This research shows that teaching methods involving active interaction, two-way communication, and practical applications can significantly increase student interest and motivation. Therefore, a curriculum design that incorporates contextual strategies in interpreting learning will be highly beneficial in enhancing student understanding and engagement.

Creating a supportive and relevant learning environment is also important in developing an understanding of interpretation. The development of social and cultural competencies, as exemplified in research by Perbowo and Pradipta, implies that social interaction and collaboration between students can strengthen their understanding and enhance the overall learning experience (Perbowo & Pradipta, 2017). Therefore, applying contextual strategies in understanding the interpretation of *tarbawi* verses requires paying attention to all the aspects above to achieve optimal learning outcomes among students.

Thus, the strategy and role of educators as the most important part of an educational institution, which not only transfers knowledge but is also related to the values of carrying out daily worship, so that educators are required to be able to choose various appropriate learning strategies and play a role as competent educators, thus the goal of improving the quality of student learning can be achieved perfectly (Azmi, 2022).

The results of this analysis illustrate the importance of a contextual approach in education, particularly in understanding the complex and multidimensional nature of interpretation. Integrating theory, practical experience, and technological innovation into the learning process can open up new possibilities in teacher education and equip students with the skills and knowledge needed to become comprehensive and competent educators.

Contextual strategies in increasing understanding of the interpretation of Tarbawi verses involve a holistic and multi-dimensional approach. Understanding Tarbawi verses is not limited only to the literal text, but also requires understanding the historical, social, and cultural context in which the verse was revealed. This allows readers to see the message of the Koran in a wider context, so that it can be applied in modern life more relevantly (Venco, 2018).

The importance of understanding *maqashid sharia* (purpose of sharia) in the interpretation of Tarbawi verses. By understanding the main objectives of sharia, such as the protection of religion, soul, mind, offspring, and property, readers can more easily grasp the moral and ethical messages contained in these verses. This approach helps avoid narrow and literal interpretations, which may not be appropriate to the current context (Rachman, 2013).

The use of thematic interpretation methodology (*maudhu'i*) can be an effective strategy in understanding Tarbawi verses. This method allows readers to collect and analyze all the verses related to a particular topic, thereby providing a more comprehensive and in-depth understanding. Thus, the interpretation of Tarbawi verses does not only focus on one verse, but also looks at the relationship between verses and the context of the entire Al-Qur'an (Anggraeni et al., 2020)

The urgency of this research lies in the importance of finding strategies that can increase students' understanding of the interpretation of tarbawi verses, especially through a contextual approach that connects the values in the verses with the reality of students' lives. By applying contextual strategies, it is hoped that students will not only be able to understand the meaning of interpretation but will also be able to internalize the teachings of tarbawi to be applied in the formation of their personalities. This research is expected to provide a significant contribution to the development of more effective and relevant interpretation learning methods in Islamic higher education environments.

METHOD

The research method used in this study is qualitative research with a field research approach. This approach was chosen because it aims to dig deeper and provide more detailed information regarding contextual strategies in improving the understanding of the interpretation of the Tarbawi verses among students of the Islamic Religious Education Study Program at UIN Ar-Raniry Banda Aceh (Sugiyono, 2016).

Data were obtained from observations, interviews, and documentation studies. The data sources in this study are divided into two main categories: Primary Data Sources: The primary data sources in this study are lecturers and students of the Islamic Religious Education (PAI) Study Program at UIN Ar-Raniry Banda Aceh. Lecturers act as primary informants who provide information regarding the Tarbawi verse interpretation learning strategies used in class, as well as their perceptions of the effectiveness of the contextual approach. On the other hand, students will provide insights into their experiences in participating in the interpretation learning process and how they understand and apply tarbawi values in everyday life. Secondary Data Sources: Secondary data sources are documents related to the research discussion, such as the syllabus of the interpretation course, teaching materials, the Islamic religious education curriculum in the PAI Study Program, and literature discussing the interpretation of tarbawi verses and the contextual approach in Islamic religious education. This secondary data serves to provide a theoretical context and support a more in-depth analysis of existing practices in the field (Creswell, 2014). The research period was carried out for 6 months or 1 semester at the UIN Ar-Raniry of Banda Aceh in the Faculty of Tarbiyah and Teacher Training, Islamic Religious Education Study Program.

Data collection in this study was carried out using several main techniques, namely: 1) In-depth Interview: Interviews were conducted with lecturers and students to obtain more detailed information regarding their experiences in learning tafsir, as well as the application of contextual strategies used. This interview was semi-structured, where the researcher had a guideline for questions, but still gave the respondents the freedom to express their opinions and experiences more openly. 2) Participatory Observation: The researcher also conducted direct observation of the process of learning to interpret the verses of Tarbawi in the classroom. This observation was conducted to understand how contextual strategies were applied in teaching and learning activities and interactions between lecturers and students. These observations helped researchers understand the dynamics and challenges faced in learning. 3) Documentation: Researchers collected relevant

documents, such as course syllabi, teaching materials, and academic notes, to support their analysis of the methods used in interpreting learning. This documentation was also useful for supplementing data from interviews and observations (Kumar, 2011).

The data collected through interviews, observations, and documentation will be analyzed using qualitative data analysis techniques, namely, thematic analysis (Lincoln & Guba, 1985). This analysis process consists of several steps: 1) Data Reduction: Identifying and selecting relevant information from interviews, observations, and documentation, to then grouping them based on emerging themes. 2) Coding: Marking or coding parts of the data that are relevant to the research topic, such as the application of contextual strategies, challenges in understanding tafsír, or students' perceptions of tafsír learning. 3) Theme Extraction: Organizing the grouped data into larger themes that describe the phenomenon being studied, for example, "Effectiveness of Contextual Strategies" or "Student Perceptions of Tafsír Learning". 4) Interpretation: Interpreting and connecting the themes found with relevant theories in Islamic education and tafsír, to provide a deeper understanding of the problem being studied (Braun & Clarke, 2006).

FINDINGS AND DISCUSSION

Findings

The research results show that the application of contextual strategies, such as historical, social, and maqashid sharia approaches, significantly improved students' understanding of the interpretation of Tarbawi verses in the Islamic Religious Education Study Program. The thematic interpretation method also proved effective in providing a more comprehensive understanding relevant to the modern educational context. These findings indicate that this approach can serve as an important foundation for developing a more holistic curriculum and learning environment. The research results can be seen in the following table:

Table 1. Contextual Strategy in Improving Understanding of the Interpretation of the Tarbawi Verse at Islamic Religious Education Students at UIN Ar-Raniry Banda Aceh

Implementation of Strategy	Effectiveness of Strategy	Student Obstacles
Lecturers use various methods to connect Tarbawi verses with students' real lives, such as providing concrete examples relevant to current social and cultural conditions. Discussions, reflections, and multimedia tools	Students show a deeper understanding of Tarbawi verses by relating them to concrete life situations. Active participation in discussions and reflections enhances their ability to apply educational, ethical, and moral	Differences in social and cultural backgrounds hinder some students from relating Tarbawi verses to broader contexts. Limited access to deeper tafsir sources and inadequate learning facilities (e.g., digital literature,

(videos, articles, technology-based materials) are utilized to enrich understanding.	values in daily life. Students can identify social problems and provide solutions based on their understanding of the verses.	interactive sessions) pose challenges. Some students lack confidence in group discussions, affecting their engagement and understanding.
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Source: Observation, interviews with lecturers and students, and documentation

Implementation of Contextual Strategy in the Learning Process of Interpretation of Tarbawi Verses in the Islamic Religious Education Study Program at UIN Ar-Raniry Banda Aceh

The implementation of contextual strategies in learning the interpretation of Tarbawi verses in the Islamic Religious Education Study Program at UIN Ar-Raniry Banda Aceh shows that this approach is implemented quite well in the context of learning on campus. Lecturers use various methods to connect the interpretation material with students' real lives, such as providing concrete examples that are relevant to students' current social and cultural conditions. For example, in the study of the interpretation of education and teaching, lecturers relate it to the dynamics of education in Indonesia and the challenges faced by educators.

Students are invited to discuss and reflect on Tarbawi verses in the context of their daily lives, with an emphasis on the application of moral, ethical, and educational values in personal and community life. Lecturers also utilize various media, such as videos, articles, and technology-based teaching materials, to enrich students' understanding of the interpretation. So, the application of this contextual strategy provides space for students to better relate religious teachings to the realities of their lives, so that the learning of interpretation becomes more relevant and can be applied in a broader social context.

The Effectiveness of Contextual Strategies in Improving Students' Understanding of the Interpretation of Tarbawi Verses at UIN Ar-Raniry Banda Aceh

The effectiveness of contextual strategies in improving the understanding of Islamic Education Study Program students at UIN Ar-Raniry Banda Aceh regarding the interpretation of Tarbawi verses has proven significant. Through applying this approach, students not only gain a theoretical understanding of tarbawi verses, but can also relate them to concrete situations in their lives. Research shows that students more easily understand and internalize the moral messages contained in the interpretation when these values are explained by linking them to the social and cultural contexts they experience.

Students who are actively involved in discussions and reflections regarding the interpretation of tarbawi verses show a deeper understanding, especially in terms of the application of educational, ethical, and moral values in everyday life. This can be seen from the students' ability to identify social problems that are relevant to the verses being studied, as well as provide solutions or opinions based on their understanding of the interpretation. Thus, contextual strategies have proven to be effective in deepening students' understanding of the interpretation of tarbawi verses.

The use of contextual strategies in education, particularly in improving the understanding of students of the Islamic Religious Education (PAI) Study Program at UIN Ar-Raniry Banda Aceh regarding the interpretation of tarbawi verses, has received attention from academics. Contextualization as a learning method provides a strong foundation for linking theory with practice and provides space for students to understand the meaning of verses in contexts relevant to everyday life. The contextual approach is designed to help students develop a deeper understanding of religious texts, encouraging them to not only memorize but also critically analyze and interpret the meaning behind the verses.

Obstacles for Islamic Religious Education Students at UIN Ar-Raniry Banda Aceh in Understanding the Interpretation of Tarbawi Verses Through Contextual Strategies

Although the application of contextual strategies in teaching the interpretation of Tarbawi verses has proven effective, students of the Islamic Religious Education Study Program at UIN Ar-Raniry Banda Aceh face several obstacles in understanding them. One of the main obstacles is the differences in students' social and cultural backgrounds, which can influence how they understand and apply the interpretation. Some students find it difficult to relate the Tarbawi verses to broader social conditions due to a lack of understanding of social and political issues relevant to the context of the verses.

In addition, there are challenges in terms of limited student literacy regarding deeper and more complex sources of interpretation. Most students still rely on simpler tafsir texts, making it difficult for them to access more contextual and in-depth tafsir. Another obstacle is the lack of adequate learning facilities or media to support the optimal implementation of contextual strategies, such as limited access to digital-based literature or the lack of interactive discussion sessions that intensively involve students.

Furthermore, some students feel uncomfortable or lack confidence in discussing or expressing their opinions in groups, which can hinder their understanding of tafsir. Therefore,

further efforts are needed to increase student engagement, provide broader access to learning, and build their confidence in implementing this contextual learning.

Discussion

Implementation of Contextual Strategy in the Learning Process of Interpretation of Tarbawi Verses in the Islamic Religious Education Study Program at UIN Ar-Raniry Banda Aceh

The implementation of contextual strategies in learning the interpretation of tarbawi verses in the Islamic Religious Education (PAI) Study Program at UIN Ar-Raniry Banda Aceh is very important to increase the relevance and effectiveness of teaching. A contextual approach in Islamic religious education allows students to actively interact with the learning material and relate religious teachings to everyday life situations. This aligns with Nuryana et al.'s findings that contextual approaches engage students more actively in the learning process compared to the passive nature of traditional approaches (Nuryana et al., 2021).

One method that can be adopted is Contextual Teaching and Learning (CTL). Akbar noted that the application of the CTL method provides space for the development of dynamic learning, where students not only receive information but are also invited to apply religious concepts in their social context (Akbar, 2015). This method is suitable for application in learning interpretation because it requires a deep understanding of the interpretation of verses, which is not only studied from a linguistic aspect, but also from the perspective of the needs and conditions of students in the field.

Furthermore, Dinda et al. stated that contextual education strategies must be adapted to local culture to achieve effective learning goals (Dinda et al., 2022). By considering the local context of students in Aceh, PAI lecturers at UIN Ar-Raniry can apply learning strategies that integrate local wisdom in tafsir learning. This can provide a more relevant and meaningful understanding for students.

Research by Haluti et al. added that the integration of local wisdom values in learning not only helps students understand religion but also develops a love for their culture (Haluti et al., 2024). Therefore, material taken from Tarbawi verses must be connected to the values that exist in the surrounding community. In this way, students are able to apply religious teachings in contextual daily lives.

Sufiani and Putra highlight that student engagement and motivation can be enhanced through active learning strategies that maximize student participation (Sufiani & Putra, 2023). In the context of tafsir learning, teachers can use discussion, question-and-answer sessions, or case studies to help students understand and transfer knowledge into real-world practice. This is crucial for fostering critical and analytical thinking in students regarding the verses being taught.

The importance of selecting the right strategy in contextual learning was also noted by Mulyadi, who pointed out that the development of teaching materials, such as student worksheets based on verses of the Qur'an, should take into account the context of the students and their environment (Mulyadi, 2023). By using the ADDIE (Analyze, Design, Development, Implementation, and Evaluation) model, PAI lecturers at UIN Ar-Raniry can design learning activities that are not only informative but also interesting and relevant for students.

Furthermore, the social reconstruction approach proposed by Khairunnisyah et al. shows that learning Islamic religious education with a contextual approach can create active and enjoyable learning situations (Khairunnisyah et al., 2020). This learning should not focus solely on memorization and theory, but also on practical applications relevant to students' lives. Teachers need to be creative and innovative facilitators in creating dynamic learning methods.

In the context of improving the quality of education, Suprpto argued that Islamic religious education plays a crucial role in shaping individual religious identities in a multicultural society (Suprpto, 2020). By implementing contextual strategies, the education provided can be more effective in addressing the needs for diversity and high tolerance in society. Interpretation of the Tarbawi verses not only serves as a textual teaching but also provides a broader understanding of their relevance in the lives of highly diverse communities.

A curriculum adapted with a contextual approach is also demonstrated by Anggraeni et al., who explain that integrating religious moderation into the Islamic religious education curriculum is crucial to ensuring relevant and applicable learning materials in the modern era (Anggraeni et al., 2020). This requires continuous evaluation of the Islamic education curriculum at UIN Ar-Raniry to ensure it remains adaptable to developments in science and technology, as well as societal dynamics.

In concrete classroom implementation, Islamic Religious Education teachers can employ a variety of learning methods. For example, the blended learning strategy proposed by Anggraeni et al., where learning takes place not only in the classroom but also using online platforms (Sunaryo et al., 2020). This method is highly relevant to current conditions where technology is an integral part

of education, opening up numerous access and options for students to learn in more flexible ways.

Therefore, implementing contextual strategies in the teaching and learning process of interpreting Tarbawi verses in the Islamic Religious Education Study Program at UIN Ar-Raniry Banda Aceh requires innovation in learning methods, integration of local wisdom, and the use of technology. All of this aims to ensure that Islamic religious education is relevant, applicable, and relevant to students' daily lives, thus shaping individuals who are not only knowledgeable but also possess strong character and deep spirituality in their religious and social lives.

The Effectiveness of Contextual Strategies in Improving Students' Understanding of the Interpretation of Tarbawi Verses at UIN Ar-Raniry Banda Aceh

One relevant study was conducted by Ahmad, who emphasized the importance of a contextual approach in teaching the Quran, particularly in supporting the memorization of verses with mutashabihat lafaz (translations of the Qur'an). This approach not only creates a way to memorize verses more effectively but also provides a richer context for understanding their meanings (Ahmad, 2023). A contextual approach has a significant impact on how students interact with religious texts, encouraging them to develop critical and analytical thinking skills in understanding Islamic teachings.

Furthermore, contextual understanding is also identified as a vital method in the interpretive process. Rachman notes that Abdul Saeed proposed four steps in contextual interpretation, including analyzing the text within the context of the original community and its current conditions (Ramdani, 2018). By implementing these steps, students are expected to better appreciate and understand the meaning contained in the verses of the Quran, which serves as a tool to bridge the understanding of the text with the realities faced by individuals and society. This methodology serves as a medium for conveying information and as a forum for creating dialogue between the text and the existing social context.

It is important to recognize the urgent need for contextual interpretation in Islamic education in Indonesia. Mursyid identified a high level of public awareness in Indonesia of the need for contextual interpretation that reflects social, cultural, and political conditions (Mursyid, 2021). In this regard, Islamic Religious Education students need to be trained to explore how Quranic verses can be interpreted in contemporary situations, so that their learning experience becomes more engaging with religious studies. Integrating contextual interpretation into the curriculum has the potential to encourage the formation of a generation that is more responsive and adaptive to

complex social dynamics.

As shown by Ainun et al., the tahlili interpretation method in explaining the verses of the Qur'an includes a comprehensive and in-depth analysis, resulting in a more complete understanding of the meaning of the text (Ainun et al., 2023). When students are given a comprehensive framework in studying the exegesis of the Qur'an, they not only learn to understand the text, but also how to relate it to moral and ethical values that can be applied in everyday life. Learning using contextual methods can be a bridge to convey Islamic teachings to the younger generation, so that they can become future leaders with morals and knowledge.

Furthermore, the emphasis on contextualization in education does not only focus on the accuracy of text interpretation, but also on the development of student character. Research conducted by Farid et al. underscores the importance of character education from a Qur'anic perspective, recommending that contextual strategies in education should be able to shape students' character through a deep understanding of interpretation (Farid et al., 2024). This approach serves to instill constructive and relevant religious values.

In this context, expanding the contextual approach to include local cultural analysis is also crucial. Vinco emphasizes the importance of contextualization in history education, suggesting that students are more engaged and motivated when the subject matter is relevant to their lives (Vinco, 2018). Therefore, Islamic Education students are expected to understand how the Tarbawi verses apply not only within the context of the text but also reflect the social and cultural dynamics around them. Thus, contextual learning strategies can serve as a method to create social relevance and empowerment for students.

In contextual understanding, learning can be more creative by combining various approaches and methods. Amboro demonstrates how contextual learning can be applied in various disciplines, including history (Amboro, 2020). By utilizing various sources and media, teaching the interpretation of tarbawi verses can become more interesting and effective, helping students absorb information better and increasing their understanding of the verses being taught.

In the context of Indonesian culture, Setiawan uses the contextualization method to bridge the teachings of the Bible and culture, providing insight that every religious text must be understood in the context in which the text lives (D. Setiawan, 2020). This reflects the importance of paying attention to local culture and values in religious education, so that students can more easily relate Islamic values to their daily practices. When contextualization is applied appropriately, it can result

in more constructive and relevant learning.

The use of contextual strategies in interpreting the verses of Tarbawi among Islamic Religious Education students at UIN Ar-Raniry has tremendous potential to enhance their understanding. Through an approach involving critical analysis, social experiences, and the integration of local values, students will not only gain a better understanding of religious texts but also be able to apply them in real-life situations. Thus, contextual education is expected to produce individuals who are not only knowledgeable but also have character, ready to face societal challenges and contribute positively to their communities. This reflects the integration of religious education with social responsibility in the teaching and learning process.

So, in conclusion, the role of religious education, especially through a contextual approach in interpretation, is important to prepare students to understand the complexity of contemporary society. By implementing this strategy, it is hoped that PAI students at UIN Ar-Raniry Banda Aceh can develop a wise and reflective approach to religious texts, creating a generation that is ready to build a better society.

Obstacles for Islamic Religious Education Students at UIN Ar-Raniry Banda Aceh in Understanding the Interpretation of Tarbawi Verses Through Contextual Strategies

Students of the Islamic Religious Education (PAI) Study Program at UIN Ar-Raniry Banda Aceh face various obstacles in understanding the interpretation of tarbawi verses through contextual strategies. These constraints include aspects of academic understanding and engagement in contextual learning practices, which are important parts of implementing a competency-based education curriculum. Learning modules that integrate Tarbawi interpretation with a group project approach have proven effective in improving student learning outcomes (Harahap et al., 2024). This demonstrates the importance of active student involvement in the learning process as a solution to the challenges faced.

One of the main obstacles faced by students is a lack of motivation and desire to understand the content of the interpretation in depth. Research shows that using learning media in a contextual manner can help students overcome this obstacle (Kero & Wewe, 2024). In this regard, a contextual approach that links learning materials to real-life experiences is crucial for increasing learning engagement, which is often hindered by learning trauma. This shows that students need a more inclusive and relevant method to study interpretation, especially Tarbawi interpretation, which is related to educational aspects.

Furthermore, it is important to understand that contextual interpretation not only facilitates academic education but also helps build character and positive attitudes in students. A contextual learning approach based on local wisdom can encourage students to be more independent in understanding the values contained in the interpretation text (Ramdani, 2018). Therefore, the integration of local values in tafsir learning is expected to strengthen character education, which is one of the goals of Islamic education. This is in line with the development of learning modules designed to equip students with theoretical knowledge as well as practical application in their environment.

The interpretation of tarbawi verses has deep significance in the context of Islamic education in Indonesia. M. Quraish Shihab has contributed greatly to the dynamics of tafsir studies in Indonesia through the thematic tafsir study project (Rahmatullah et al., 2021). This shows that contemporary thinking in interpretation is very necessary to answer the challenges faced by students, who may have difficulty bridging theory and practice in understanding the verses of Tarbawi. Thus, a deep contextual understanding of interpretation can be enhanced by involving students in studying the application of interpretation in a broader context.

The use of contextual learning models demonstrates the importance of improving learning outcomes through this approach (P. Setiawan & Sudana, 2018). Through a cycle of improvement in the teaching and learning process, students can gain clarity and a better understanding of interpretation. Other findings also indicate that motivation in learning can be enhanced through a contextual approach, where learning experiences related to students' real lives are key to achieving learning goals (Komalasari, 2022).

However, in practice, there are still special challenges faced by students in interpreting interpretations based on their cultural and social context. Students often experience difficulties in applying the values contained in the interpretation into concrete actions in everyday life. Therefore, it is important to facilitate more interactive and participatory discussions in learning by basing explanations on situations and contexts relevant to students. The use of digital media can provide a space for students to absorb information in more engaging and innovative ways (Putri & Wulandari, 2022).

Other findings suggest that the implementation of character education as described in the interpretation can be implemented with a more integrative approach. Students need to be taught not only to understand the meaning of the text but also the moral and ethical values contained within

the interpretation (Farid et al., 2024). This will make the process of internalizing character values more effective, and students can grow into holistic and responsible individuals within society.

In addition, religious education must also pay attention to the influence of social and cultural dynamics around students. It is important to use a learning model that can bridge the needs of the student community so they feel connected to the material being taught. If students don't feel connected to the material, their interest in learning tafsir will likely wane. Therefore, a contextual and relevant approach should be a priority in teaching tafsir in Islamic Religious Education (PAI) settings (Jazeri, 2016).

The context of time and place is very important in understanding the interpretation. Traditional views in understanding texts often cause students to find it difficult to adapt teachings to modern situations. The tahlili exegesis method can offer a more comprehensive perspective in understanding universal values in the verses of the Qur'an (Ainun et al., 2023). Students need to be empowered to think critically and analyze the contextualization of these verses in order to achieve the true goals of education.

Thus, the challenges faced by Islamic Religious Education (PAI) students at UIN Ar-Raniry Banda Aceh in understanding the interpretation of Tarbawi verses through contextual strategies are closely related to various factors, including learning motivation, the relevance of the material to real-life experiences, and innovative teaching methods. Based on this analysis, it is recommended that learning modules be developed to suit student characteristics and the surrounding social and cultural conditions. By implementing better contextual learning patterns, it is hoped that students can achieve a deeper understanding and broader application of the interpretations they learn.

CONCLUSION

The application of contextual strategies in learning the interpretation of Tarbawi verses in the PAI Study Program at UIN Ar-Raniry Banda Aceh has been largely successful. Lecturers effectively connect teaching materials to students' daily lives, enhancing their understanding and practical application of moral, ethical, and educational values. The use of diverse media and innovative methods further enriches the learning experience. However, challenges such as varying social and cultural backgrounds, limited access to deeper tafsir sources, and insufficient interactive discussion opportunities hinder some students' understanding. Addressing these obstacles through improved access to resources and more inclusive learning environments is essential for further

success.

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