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# CONTEXTUAL TEACHING AND LEARNING BASED ON HOTS AND PANCASILA PROFILE: ITS INFLUENCE ON LEARNING INTEREST IN ISLAMIC RELIGIOUS EDUCATION

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## Abstract

Learning interest is one of the fundamental factors in learning. Conventional and monotonous learning causes low interest in learning among students. Efforts to overcome this by creating meaningful learning, namely applying contextual teaching and learning based on Higher Order Thinking Skills (HOTs) and the Pancasila profile. This study aims to determine the influence of HOTs-based contextual teaching and learning and the Pancasila profile on learning interest Islamic Religious Education at State Vocational High School 2 Bondowoso. Type of comparative causal research with a sample size of 69 students. Data were collected using validated research instruments. Data analysis used the independent sample t-test and simple linear regression analysis. The results show that the mean score for the CTL group was 64,53, while the mean score for the conventional group was 56,31, and the significance value of the regression analysis results 0,000<0,05, meaning that contextual teaching and learning based on HOTs and the Pancasila profile had a significant simultaneous influential on learning interest Islamic Religious Education in grade X at State Vocational High School 2 Bondowoso. These findings indicate students' ability to analyze material, connect it to relevant life experiences, and apply it in real life. Therefore, HOTs-based contextual learning and the Pancasila profile are proven to be effective in increasing learning interest Islamic Religious Education in vocational schools and supports the development of 21st century educational competencies.

**Keywords:** *Contextual Teaching and Learning; Learning Interest; Islamic Religious Education.*

**Abstrak**

*Minat belajar merupakan salah satu faktor fundamental dalam pembelajaran. Pembelajaran konvensional dan monoton menyebabkan rendahnya minat belajar peserta didik. Upaya untuk mengatasi hal tersebut dengan menciptakan pembelajaran yang bermakna, yaitu menerapkan contextual teaching and learning berbasis Higher Order Thinking Skills (HOTs) dan profil Pancasila. Penelitian ini bertujuan untuk menentukan contextual teaching and learning berbasis HOTs dan profil Pancasila, pengaruhnya terhadap minat belajar Pendidikan Agama Islam di Sekolah Menengah Kejuruan Negeri 2 Bondowoso. Jenis penelitian kausal komparatif. Sampel terdiri dari 69 siswa. Data dikumpulkan menggunakan instrumen penelitian yang telah divalidasi. Analisis data menggunakan uji independen sampel t-test dan analisis regresi linier sederhana. Hasil menunjukkan bahwa skor mean kelompok CTL adalah 64,53 sedangkan kelompok konvensional skor meannya 56, 31 serta nilai signifikansi analisis regresi 0,000<0,05, artinya contextual teaching and learning berbasis HOTs dan profil Pancasila berpengaruh signifikan secara simultan terhadap minat belajar Pendidikan Agama Islam pada kelas X di Sekolah Menengah Kejuruan Negeri 2 Bondowoso. Temuan ini menunjukkan kemampuan siswa untuk menganalisis materi, menghubungkan materi dengan pengalaman hidup yang relevan, dan menerapkannya dalam kehidupan nyata. Oleh karena itu, contextual teaching and learning berbasis HOTs dan profil Pancasila terbukti efektif dalam meningkatkan minat belajar Pendidikan Agama Islam di sekolah kejuruan dan mendukung terhadap pengembangan kompetensi pendidikan abad ke-21.*

**Kata Kunci:** *Contextual Teaching and Learning; Minat Belajar; Pendidikan Agama Islam.*

## INTRODUCTION

Learners' interest in learning is a fundamental factor that influences motivation, engagement, and learning outcomes. (Herpratiwi & Tohir, 2022; Wahyudi & Annurwanda, 2024). In religious education, particularly Islamic Religious Education, learning interest is not only related to cognitive achievement and Higher Order Thinking skills (HOTs) but also plays an important role in shaping moral values, attitudes, and character development of students that are relevant to the Pancasila profile (Adiyono et al., 2024; Hidayat & Agustini, 2021; Krastiana, 2025; Kurnianingsih et al., 2025). Despite its importance, Islamic Religious Education in vocational high schools often faces challenges related to low student interest, passive learning behavior, and limited class participation (Kasih et al., 2025; Nasution & Agustia, 2024; Nofiarti et al., 2026).

Vocational high schools are primarily designed to equip students with the practical skills and competencies needed in the job market (Aryawan, 2023). As a

result, subjects that are not directly related to vocational skills, including Islamic Religious Education, are often considered less relevant to students' future careers (Cahyadi et al., 2022). This perception is often reinforced by the use of conventional teaching approaches that emphasize memorization and teacher-centered learning, which may fail to connect religious concepts to students' real-life experiences and vocational contexts (Edy & Sumarta, 2025; Ma'rifah et al., 2025). As a result, students tend to show little interest in studying Islamic Religious Education, which can undermine the achievement of holistic educational goals. Islamic Religious Education, which can undermine the achievement of holistic educational goals (Aprijal et al., 2020).

Low student interest in learning is indicated by low learning interest indicators such as interest, enjoyment, attention, and student involvement in the learning process (Slameto, 2021: 180-181). This happens because the majority of learning applies a monotonous conventional model (Lase et al., 2025). To increase students' interest in learning, it is necessary to transform from a conventional, monotonous learning model to a contextual teaching and learning model (Febriyanti et al., 2023).

The contextual teaching and learning is a learning that helps students understand lesson material and relate it to real-life contexts (Jhonson, 2007: 67). Therefore, learning should not only be oriented towards memorization or theoretical mastery, but more towards connecting and applying these theories to the real world of students, both as family members and members of society (Kholid, 2023; Nababan & Sipayung, 2023).

In addition, students are not merely passive recipients of material who do not react, but are actively involved in learning by expressing ideas and relating them to knowledge or experiences gained previously. This factor can create interactive and meaningful learning. (Mutiya & Murtono, 2025; Umam & Melati, 2025). In line with David Ausubel's meaningful learning theory, which states that learning will be more meaningful if new knowledge is integrated with knowledge previously acquired by students (Darmayanti et al., 2023).

One learning model that can be used as an alternative to increase interest in learning and achieve quality learning is the contextual teaching and learning model (Qoriah et al., 2023). The system of discovery and integration between learning materials at school and the actions and environment surrounding students is the basis of this learning model (Gunawan & Daulay, 2024). Therefore, the contextual teaching and learning model can be categorized as a superior learning model. The advantages of this model include maximizing the learning experience of students in terms of their contribution and understanding of the learning material(Jubhari et

al., 2022; Sambonu et al., 2024). Furthermore, maximum interaction between teachers and students can also improve student achievement in the learning process (Ruwaidah, 2022). The learning environment becomes more interesting and enjoyable (Lestari et al., 2022; Suhadak & Inayati, 2025).

In addition, the contextual teaching and learning makes students more enthusiastic, critical thinkers, active and responsive in learning, so that the learning atmosphere becomes more meaningful (Alfun et al., 2023; Rahmawati et al., 2023). In fact, students who contribute less to learning are helped by students who have maximum abilities (Erni et al., 2020). Another advantage is that students are able to connect practical experiences with academic material. (Shah et al., 2025).

The contextual teaching and learning has long been discovered and implemented in learning by educators in various countries, especially in developed countries. Although it has been around for a long time, this learning model is very effective in achieving educational goals (Ratnaningsih et al., 2025). In fact, the contextual teaching and learning has undergone development and remains relevant to the needs of students who think critically in facing the demands of the times. (Mallika, 2024). As is the case in Japan, Japanese and Egyptian education are collaborating in the Egypt-Japan Education Partnership (EJEP) program. The program is based on the Japanese holistic curriculum known as "Tokkatsu" or special activities. With the implementation of this program, students become more actively involved in school activities through Tokkatsu, and this is also reflected in their learning activities (Yasmine & Mostafa, 2022).

In addition, the United States has also experienced the development of contextual teaching and learning, but with a different term. There, it is known as Place Based Learning or education, which is learning based on location (Lotter et al., 2025). Place-based learning aims to link the cultural and social framework of the local community to learning materials based on the authentic experiences of students (Gola & Rocca, 2021). This learning model can develop students' responsibility and improve their STEM (Science, Technology, Engineering, and Mathematics) competencies through creative thinking, collaboration and cooperation, enabling them to solve problems in real-world contexts and strengthening their sense of independence (Abu-rasheed et al., 2023; Clavert et al., 2025; Irvaniyah et al., 2025).

In Portugal, the implementation of contextualized learning or contextual teaching and learning in vocational high schools. To reduce unemployment and boost economic growth in Portugal, the country has implemented alignment between vocational education and training (VET) opportunities and labor market demand (Lopes et al., 2023). So that the results of the theory and material obtained

during education can be applied in vocational training to prepare themselves to enter the world of work (H et al., 2025).

Thus, the development of contextual teaching and learning in various developed countries shows the same result, namely an emphasis on integrating academic theory with real life. Therefore, applying this learning model will optimally foster students' interest in learning and create students who are able to think critically and creatively and are able to face the current digital era (Anas et al., 2023; Situmorang et al., 2022).

The ability of students to think critically and creatively, ask questions, and analyze material in order to solve problems is part of HOTs (Tasrif, 2023). HOTs are very relevant in facing the demands of an ever-evolving curriculum and producing intellectually intelligent generations. However, this is less effective in dealing with moral crises. Therefore, it is necessary to integrate it with the strengthening of the Pancasila profile to create students who are morally and intellectually intelligent. The Pancasila profile is one of the efforts to improve the quality of education that prioritizes character and moral development (Purnawanto, 2022).

Research on the contextual teaching and learning has been conducted extensively, as it is relevant to increasing students' interest in learning. Research conducted by Ghufroniyah et al. shows that the contextual teaching and learning model has a significant effect on students' interest and learning activities (Ghufroniyah et al., 2021). A subsequent finding by Divana et al. was that the contextual teaching and learning model had a positive effect on learning interest. Thus, this model was effective in increasing students' interest in learning (Divana et al., 2025).

Although much research has been conducted on this topic, there has been no study that integrates Higher Order Thinking skills and the Pancasila Profile into contextual teaching and learning as an effort to increase interest in learning Islamic Religious Education. In fact, both are highly relevant to the development of 21st-century educational competencies. Based on the above explanation, this study aims to determine the contextual teaching and learning based on Higher Order Thinking skills (HOTs) and the Pancasila Profile, its influence on learning interest Islamic Religious Education.

## RESEARCH METHODS

This study uses a quantitative approach with a comparative causal research design. Comparative causal research is a type of research used to determine the cause and effect of two variables without treating the dependent variable and using statistical difference tests (Ibrahim et al., 2018: 166). The population in this study

was 222 tenth-grade students at State Vocational High School 2 Bondowoso in the 2025/2026 academic year. In sampling techniques, researchers use probability disproportionate stratified random sampling techniques. The research sample was calculated using the Slovin formula with a 10% error margin, resulting in a sample size of 69 respondents.

Data collection techniques include observation and questionnaire distribution. Observations were conducted on the activities of teachers and students during Islamic Religious Education lessons. The observation sheet was based on seven components of contextual teaching and learning: constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment. On the other hand, the learning interest variable based on Slameto's theory consists of feelings of pleasure, interest, involvement, and attention, while the instruments are presented in the table as follows:

**Table 1.** learning interest variable based on Slameto's theory

| **Learning Interest** | |
|---|---|
| Feeling happy | Happy to attend Islamic Religious Education classes |
| | Waiting for Islamic Religious Education class |
| | Not feeling bored |
| Intrigued | Intrigued by stories in the Qur'an/Hadith |
| | Want to know more in-depth material |
| | Islamic Religious Education lessons are intriguing |
| | Islamic Religious Education lessons are beneficial for life |
| | Reading Islamic Education books outside of school hours |
| | Trying to understand the material |
| | Trying to apply it in daily life |
| Involvement | Ask questions when the material is difficult to understand |
| | Actively participate in group discussions |
| Attention | Paying attention to the teacher explaining |
| | Concentration is not easily disturbed |
| | Recording important Islamic Education material |

Research instruments are tested beforehand through validity and reliability tests to determine the accuracy of each statement item and the reliability of the research instrument. The instruments have been validated by validators who are experts in statistics and learning.

Next, at the research stage, descriptive statistical analysis tests will be conducted, namely validity and reliability test (Kusumastuti et al., 2020: 75). On the other hand, prerequisite tests were also conducted, namely normality tests and linearity tests. The data was then subjected to inferential statistical analysis in the form of an independent sample t-test and simple linear regression using IBM SPSS version 25 (Sugiyono, 2020: 208).

## RESULTS AND DISCUSSION

### Result

The data in this study were obtained through questionnaire scores given after the learning process using the contextual teaching and learning based on Higher Order Thinking skills and the Pancasila profile in the Islamic Religious Education subject for grade X at State Vocational High School 2 Bondowoso. Based on the questionnaire scores obtained on contextual teaching and learning as the independent variable and learning interest as the dependent variable using 69 respondents. Thus, statistical analysis can be carried out with the following results:

### Research Instrument Results

#### *a. Validity Test*

Validity testing was conducted through Pearson product-moment analysis, with the following results:

**Table 2.** Results of the Validity Test of Independent and Dependent Variables

| Independent Variables | | | | | Dependent Variables | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **No. Items** | **r count** | **r table** | **Sign<0,05** | **Description** | **No. Items** | **r count** | **r table** | **Sign<0,05** | **Desciption** |
| 1 | ,562** | 0, 236 | 0,000 | Valid | 1 | ,525** | 0, 236 | 0,000 | Valid |
| 2 | ,486** | 0, 236 | 0,000 | Valid | 2 | ,624** | 0, 236 | 0,000 | Valid |
| 3 | ,495** | 0, 236 | 0,000 | Valid | 3 | ,656** | 0, 236 | 0,000 | Valid |
| 4 | ,542** | 0, 236 | 0,000 | Valid | 4 | ,544** | 0, 236 | 0,000 | Valid |
| 5 | ,408** | 0, 236 | 0,000 | Valid | 5 | ,611** | 0, 236 | 0,000 | Valid |
| 6 | ,399** | 0, 236 | 0,001 | Valid | 6 | ,423** | 0, 236 | 0,000 | Valid |
| 7 | ,479** | 0, 236 | 0,000 | Valid | 7 | ,592** | 0, 236 | 0,000 | Valid |
| 8 | ,438** | 0, 236 | 0,000 | Valid | 8 | ,650** | 0, 236 | 0,000 | Valid |
| 9 | ,350** | 0, 236 | 0,003 | Valid | 9 | ,573** | 0, 236 | 0,000 | Valid |
| 10 | ,604** | 0, 236 | 0,000 | Valid | 10 | ,617** | 0, 236 | 0,000 | Valid |
| 11 | ,501** | 0, 236 | 0,000 | Valid | 11 | ,555** | 0, 236 | 0,000 | Valid |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 12 | ,504** | 0, 236 | 0,000 | Valid | 12 | ,509** | 0, 236 | 0,000 | Valid |
| 13 | ,509** | 0, 236 | 0,001 | Valid | 13 | ,398** | 0, 236 | 0,001 | Valid |
| 14 | ,545** | 0, 236 | 0,000 | Valid | 14 | ,521** | 0, 236 | 0,000 | Valid |
| 15 | ,625** | 0, 236 | 0,000 | Valid | 15 | ,455** | 0, 236 | 0,000 | Valid |
| 16 | ,413** | 0, 236 | 0,000 | Valid | | | | | |
| 17 | ,477** | 0, 236 | 0,000 | Valid | | | | | |
| 18 | ,465** | 0, 236 | 0,000 | Valid | | | | | |
| 19 | ,556** | 0, 236 | 0,000 | Valid | | | | | |
| 20 | ,496** | 0, 236 | 0,000 | Valid | | | | | |

*Source: SPSS data processing results, version 25*

Decision making based on rhitung > rtabel or Sign value 2-tailed < 0.05 means that the statement item is declared valid (Widodo et al., 2023: 56). The $r_{table}$ is determined based on a significance level of 5% or 0,05 with df = N-2, which means df = 69-2= 67, resulting in an r-table value of 0,236. Based on Tables 1, it can be seen that the items of the independent and dependent variables with a calculated r > table r or a 2-tailed Sign value < 0,05, it can be concluded that all items of the two variables above are valid.

### *b. Reliability test*

The reliability test was conducted through Cronbach's alpha analysis using IBM SPSS version 25. The results obtained are as follows:

**Table 3.** Reliability Test of Independent Variables

| Variable | Cronbach's Alpha (r-count) | Cronbach's Alpha (r-table) | Description |
|---|---|---|---|
| CTL | 0,830 | 0,6 | Reliabel |
| Interest learning | 0,836 | 0,6 | Reliabel |

*Source: SPSS data processing results, version 25*

Referring to the table above, it shows that the Cronbach's alpha value of the independent variable is 0,830 and the dependent variable is 0,836, which is greater than 0,6. Therefore, it can be concluded that the two variables in this study are reliable.

## Pre-requisite Test Results

### *a. Normality test*

The purpose of the normality test is to ensure that residual data meets the requirements of normal distribution (Hajaroh & Raehanah, 2022: 96). In this study, the researcher used the one-sample Kolmogorov-Smirnov test, with the following results:

**Table 4.** Normality Test Results

**One-Sample Kolmogorov-Smirnov Test**

| | | |
|---|---|---|
| N | | 69 |
| Normal Parameters[a,b] | Mean | ,0000000 |
| | Std. Deviation | 5,02444809 |
| Most Extreme Differences | Absolute | ,063 |
| | Positive | ,063 |
| | Negative | -,053 |
| Test Statistic | | ,063 |
| Asymp. Sig. (2-tailed) | | ,200[c,d] |

*Source: SPSS data processing results, version 25*

Based on table 3, the significance value obtained is 0,200, which is greater than 0,05. Therefore, it can be stated that the residual data in this study is normally distributed.

### *b. Linearity test*

The following are the results of the linearity test using IBM SPSS version 25:

**Table 5.** Linearity Test Results

**ANOVA Table**

| | | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|---|
| Minat * CTL | Between Groups | (Combined) | 1487,606 | 26 | 57,216 | 2,174 | ,012 |
| | | Linearity | 876,407 | 1 | 876,407 | 33,297 | ,000 |
| | | Deviation from Linearity | 611,199 | 25 | 24,448 | ,929 | ,569 |
| | Within Groups | | 1105,467 | 42 | 26,321 | | |
| | Total | | 2593,072 | 68 | | | |

*Source: SPSS data processing results, version 25*

Research data can be described as linear if the Sig. Deviation From Linearity value is >0,05. Table 4 shows that the deviation from linearity value is 0,569. Therefore, Thus, a decision of 0,569>0,05 was made and it was stated that the variables of contextual teaching and learning based on Higher Order Thinking skills (HOTs) and Pancasila profile and learning interest were linear or straight line.

## Results of Inferential Statistical Analysis

### *a. Independen sample t-test*

The independent sample t-test has criteria for analyzing differences between two distinct groups in the form of independent data by comparing mean scores (Nuryadi et al., 2017: 108). In addition, to test the hypothesis using IBM SPSS version 25, with the condition that the Sig. 2-tailed value is < 0,05, then Ha is accepted and $H_0$ is rejected (Muhid, 2019: 67)

**Table 6.** Independent Sample t-test Learning Interest Students

**Statistics**

| | Group | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Learning Interest | CTL | 30 | 64,53 | 4,826 | ,881 |
| | Conventional | 39 | 56,31 | 4,502 | ,721 |

**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 Interest | Equal variances assumed | ,628 | ,431 | 7,292 | 67 | ,000 | 8,226 | 1,128 | 5,974 | 10,477 |
| | Equal variances not assumed | | | 7,225 | 60,227 | ,000 | 8,226 | 1,138 | 5,948 | 10,503 |

*Source: SPSS data processing results, version 25*

As presented in table 5, the mean score or average learning interest of the CTL group was 64,43, while the mean of the conventional group was 56,31. Thus, there was a difference in the level of learning interest between the two groups, namely that the learning interest of students in the Contextual Teaching and Learning (CTL) group was higher than that of the conventional group. In addition, the t-test results showed a Sig. (2-tailed) value of 0,000<0,05. Therefore, it can be concluded that contextual teaching and learning based on Higher Order Thinking skills and the Pancasila profile has an effect on learning interest. Thus, Ha is accepted and H0 is rejected.

### *b. Simple linear regression analysis*

Simple linear regression analysis using IBM SPSS version 25 yielded the following results:

**Table 7.** Simple Linear Regression Analysis Test Results

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | ,581[a] | ,338 | ,328 | 5,062 |

a. Predictors: (Constant), CTL

**ANOVA[a]**

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 876,407 | 1 | 876,407 | 34,205 | ,000[b] |
| | Residual | 1716,665 | 67 | 25,622 | | |
| | Total | 2593,072 | 68 | | | |

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | T | Sig. |
| 1 | (Constant) | 16,774 | 7,396 | | 2,268 | ,024 |
| | CTL | ,525 | ,090 | ,581 | 5,849 | ,000 |

*Source: SPSS data processing results, version 25*

Referring to table 6, the coefficient of determination is 0,338, which means that the contextual teaching and learning variable influences the learning interest variable by 33,8%. Meanwhile, the remaining 66,2% is influenced by other factors outside the contextual teaching and learning variable. In addition, the calculated F value is 34,205, while the F table value is 3,980. Thus, 34,205 is greater than 3.980, or the significance value of the F test is 0,000, which is less than 0,05. Therefore, the independent variables have a significant simultaneous effect on the dependent variable.

The regression coefficient for column B on the constant is 16,774 (a), while the value for the contextual teaching andlearning is 0,525 (b). Thus, the regression equation can be formulated as follows:

$$Y= a + bX$$

$$Y= 16,774 + 0,525X$$

From the above calculation, it is obtained that for every 1% increase in contextual teaching and learning based on Higher Order Thinking skills and the Pancasila profile, the level of interest in learning will also increase by 0,525, On the other hand, the significance value produced is 0,000, because the significance is

0,000<0,05, which indicates that contextual teaching and learning based on Higher Order Thinking skills (HOTs) and Pancasila profile has a significant simultaneous influence on learning interest, thus $H_0$ is rejected and Ha is accepted.

**Discussion**

The contextual teaching and learning model is a learning model that is believed to have a significant influence on students' interest in learning. This is in line with research that has been conducted, which shows that contextual teaching and learning has a significant effect on students' interest in learning, meaning that the more contextual teaching and learning is applied, the more students' interest in learniNg will increase. This is in line with the results of research, such as increased student attendance in the learning process, students' understanding and knowledge of Islamic Education material is maximized, it is easier for students to understand the learning material because it is directly related to their lives, students participate more actively and their activities in the learning process increase, such as expressing opinions, responding to and reacting to the teacher's explanations, students' involvement in relating relevant learning material to real life or their experiences, as well as the development of positive attitudes and morals among students (Adistiani et al., 2020; Agustiningsih & Luthfiyah, 2024; Andini, 2025; Bektiarso et al., 2024; Kosim, 2024; Maulidah et al., 2025; MS et al., 2020; Mundzir, 2022; Riza et al., 2024; Siahaan et al., 2025; Umar et al., 2025).

Thus, supported by this study which produced a Significance value of 0,000<0,05, it means that contextual teaching and learning based on HOTsand the Pancasila profile has a significant positive influence on students' interest in learning Islamic Religious Education and has an influence of 33,8%.

The findings of this study indicate that students are able to analyze real-life contexts and experiences relevant to Islamic Religious Education material using critical, creative, and logical reasoning and then connect them. This is one form of Higher Order Thinking Skills (Fatonik et al., 2025). In addition, students also apply Islamic values from Islamic Religious Education lessons in their daily lives, such as performing congregational prayers at noon, respecting the opinions of friends, speaking politely, being disciplined, and being honest (Anas et al., 2023). This application is part of the realization of the Pancasila profile. Thus, interest in learning plays a very important role in learning outcomes and quality. Interest in learning in this study is influenced by the contextual teaching and learning model based on Higher Order Thinking Skills and the Pancasila profile, which is theoretically based on David Ausubel's meaningful learning theory and has been proven to be effective and relevant.

The success of implementing the contextual teaching and learning model optimally is largely determined by the professionalism of teachers and their competence in meeting the diverse needs of students in the learning process (Gultom et al., 2025). The application of the contextual teaching and learning, which increased by 1%, can simultaneously increase learning interest by 0.525 and influence student learning outcomes (Syaifuddin et al., 2021). The contextual teaching and learning model creates more contextual and meaningful learning (Lase et al., 2025; Waruwu et al., 2025).

## CONCLUSION

Contextual Teaching and Learning (CTL) based on Higher Order Thinking Skills (HOTS) and the Pancasila Profile has a positive and significant influence on students' learning interest in Islamic Religious Education at State Vocational High School 2 Bondowoso, as indicated by a significance value of 0.000 < 0.05. The average learning interest score of students taught using CTL based on HOTS and the Pancasila Profile was 64.53, which is higher than that of students taught using conventional learning (56.31). The findings show that students are better able to analyze learning materials, connect them with real-life experiences, and apply Islamic values in their daily lives. Thus, integrating CTL with HOTS and the Pancasila Profile contributes not only to cognitive development but also to the strengthening of students' character and moral values.

Theoretically, this study contributes to the development of learning theory by reinforcing David Ausubel's meaningful learning theory, emphasizing that learning becomes more effective when new knowledge is connected to students' prior experiences and real-life contexts. The integration of HOTS and the Pancasila Profile within the CTL framework expands the conceptual model of contextual learning by combining cognitive competence (critical, creative, and analytical thinking) with character education. Practically, the findings provide implications for teachers, curriculum developers, and policymakers to design Islamic Religious Education learning that is contextual, student-centered, and oriented toward 21st-century competencies while maintaining national character values. This model can serve as a reference for developing innovative instructional strategies in vocational education settings.

However, this study has several limitations. First, the research was conducted in only one vocational high school, which limits the generalizability of the findings. Second, the implementation period was relatively short, and the study relied primarily on questionnaire data to measure learning interest. Third, learning media and digital integration were not maximized in the implementation process.

Therefore, future research is recommended to involve a larger and more diverse sample across multiple schools, apply experimental designs with longer intervention periods, and integrate digital learning media such as smartboards or other interactive technologies. Further studies may also examine the impact of CTL based on HOTS and the Pancasila Profile on other variables, such as learning achievement, character formation, and long-term behavioral change in the digital era.

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