



The Implementation of Contextual Teaching and Learning in Arabic Language Instruction: A Case Study in Indonesia

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Abstract

Arabic language learning holds an important role in education in Indonesia. However, challenges such as differences in linguistic structure and complex vocabulary often hinder the learning process. This study aims to investigate how the implementation of contextual teaching and learning can enhance the quality of Arabic language instruction by making it more meaningful and relevant. Employing a qualitative case study approach, data were collected through observation, interviews, and document analysis. The findings reveal that the application of contextual teaching and learning includes the integration of everyday contexts, project-based learning, collaborative activities, and cultural exploration. Positive impacts observed include improved Arabic language proficiency, increased learning motivation, greater awareness of the importance of Arabic, the development of social and emotional skills, and students' contextual understanding of Arab culture. The novelty of this study lies in applying contextual teaching and learning specifically to Arabic language learning in Indonesia, a field that has been rarely explored in depth. Unlike previous research that primarily focused on structural or grammatical challenges, this study emphasizes how contextual teaching and learning can integrate daily contexts, project-based learning, collaboration, and cultural exploration to make Arabic learning more meaningful and relevant. The findings provide new insights into enhancing language proficiency, learning motivation, and cultural awareness, while also demonstrating the potential of contextual teaching and learning to strengthen Islamic education through contextualized learning practices.

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INTRODUCTION

Arabic language learning plays an important function in Islamic education in Indonesia. As the language of the Quran and Hadith, Arabic is the key to understanding the sources of Islamic teachings (Mustofa & Hasan, 2023). Therefore, an effective and innovative learning process is essential to support

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comprehensive mastery of Arabic. A good learning process can help students overcome various challenges in learning Arabic, such as differences in language structure, diverse vocabulary, and a complex grammar system. Appropriate learning methods can increase student motivation, accelerate understanding, and facilitate the application of language in relevant contexts (Alhamami & Almosa, 2023; Bulkisah, 2012; Maghfurin et al., 2025; Nasution et al., 2024).

Moreover, a quality learning process can comprehensively develop Arabic language skills, including listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*). An integrative and contextual approach to learning helps students connect their Arabic knowledge with everyday life and their religious experiences. An effective learning process can build a strong foundation for students to pursue Islamic studies at higher levels, understand classical Islamic literature, and participate in global religious discussions. Therefore, efforts to improve the quality of Arabic language learning are highly important in the context of Islamic education in Indonesia (Aprizal, 2021; Maghfurin et al., 2025).

However, the reality is that many students have difficulty learning Arabic. This is due to various factors, including ineffective teaching methods and a lack of relevance between the material and students' daily lives. Therefore, a learning approach is needed that can overcome these problems and increase students' interest and understanding of Arabic. One learning model that is considered effective is contextual teaching and learning. This model emphasizes the connection between learning materials and students' real-world situations (Alhaq, 2024; Amirudin, 2017; Mubarok et al., 2022).

Contextual teaching and learning is an approach to learning that emphasizes active student involvement. This approach encourages students to directly discover learning materials and relate them to real-life situations. The goal is for students to be able to apply what they learn in their daily lives. From this definition, it can be said that contextual learning is a learning concept that helps educators relate the material studied by students to specific fields or daily life, so that students can understand and apply lessons in various aspects of life (Anggita et al., 2024; Asadi & Kawar, 2024; Soliman & Khalil, 2024; Triani & Putra, 2023).

The contextual approach can be applied to any curriculum and any field of study, and to classes of any kind. Contextual teaching and learning is a learning concept that helps teachers relate the material being taught to the real-world situations of students. This model encourages students to make connections between their knowledge and its application in their lives as members of their families and communities (Adim et al., 2020). In the context of Arabic language learning, it can help students understand the relevance of Arabic in their daily lives. This approach can also increase students' motivation to learn because they can see the direct benefits of what they are learning. Thus, Arabic language learning becomes more meaningful and is not limited to memorizing vocabulary or grammar.

Islamic Junior High School Dzatul Akmam Kandis Indonesia Integrated is one of the educational institutions that implements a model for Arabic language learning. This school is committed to developing students' Arabic language skills through a more contextual and relevant approach. The implementation of this model at the school is expected to overcome various obstacles that have been encountered in Arabic language learning. By integrating aspects of daily life into learning, students are expected to more easily understand and master Arabic. In

addition, this approach also aims to foster students' awareness of the importance of Arabic in the context of their lives as Muslims.

The implementation of this model in Arabic language learning in junior high schools involves various strategies and methods. Teachers do not only act as conveyors of information, but also as facilitators who help students construct their own knowledge. Learning is carried out through activities that actively involve students, such as group discussions, projects, and simulations. The learning material is packaged in such a way that it is relevant to the students' experiences and environment. The use of authentic and contextual learning media is also an important part of implementing this model. Thus, students not only learn about the Arabic language, but also learn to use Arabic in real-life situations (Alhamami & Almosa, 2023; Arifin & Sukandar, 2021; Muhtadin et al., 2022; Novira et al., 2023; Nurcholis & Hidayatullah, 2019).

The implementation of the contextual teaching and learning model in Arabic language learning in schools is certainly not without challenges and obstacles. One of the main challenges is the need for more thorough preparation on the part of teachers. Teachers are required to be more creative in designing contextual learning that is relevant to students' lives. In addition, limited resources and time are also obstacles that need to be overcome. However, with strong commitment from all school components, these challenges can be overcome gradually. Continuous evaluation and improvement are also carried out to ensure the effectiveness of the contextual teaching and learning model in Arabic language learning at this school (Sung et al., 2022). This study aims to analyze the application of the contextual teaching and learning model in Arabic language learning at the Islamic Junior High School Dzatul Akmam Kandis Indonesia. Through this study, it is hoped that a comprehensive picture of the implementation of the contextual teaching and learning model can be obtained, including the strategies used, the challenges faced, and its impact on students' Arabic language skills.

METHODS

This study employs a qualitative approach with a case study design. The qualitative approach was chosen to gain an in-depth understanding of the implementation of the contextual teaching and learning model in Arabic language instruction at school (Engkizar et al., 2022, 2024; 2025; Guspita, 2025; Ikhlas et al., 2025; Khairunisa et al., 2025). The research was conducted at Islamic Junior High School Dzatul Akmam Kandis, Indonesia. The informants of this study included Arabic language teachers, students, the principal, and other relevant stakeholders at the school. Data collection techniques consisted of observation, interviews, and document analysis. Observation was carried out through direct monitoring of the Arabic language learning process using the Contextual Teaching and Learning model in the classroom (Chrustiana et al., 2025; Dwietama et al., 2024; Engkizar et al., 2023; Kamaludin et al., 2023; Susiawati et al., 2022; Wulandari et al., 2024).

In-depth interviews will be conducted with Arabic language teachers, students, the principal, and other relevant stakeholders to obtain information about the implementation of the contextual teaching and learning model. In addition, document analysis will be carried out by examining related documents such as syllabi, teaching materials, and other supporting documents. The data analysis techniques employed include data reduction, data presentation, and conclusion drawing. Data reduction is conducted by selecting and summarizing information

relevant to the research focus. Subsequently, conclusions will be drawn from the analyzed data to present the research findings. To ensure data validity, this study will apply source triangulation and method triangulation. Source triangulation is carried out by comparing data from different sources, while method triangulation is conducted by comparing data obtained from various data collection techniques (Engkizar et al., 2025; Susanto et al., 2023). Through this comprehensive research method, it is expected that accurate and in-depth data and information regarding the implementation of the Contextual Teaching and Learning model in Arabic language learning at school can be obtained, thereby enabling the formulation of appropriate recommendations to improve the quality of Arabic language learning in schools.

RESULT AND DISCUSSION

In the contextual teaching and learning approach, there are seven main components that are interrelated to create a meaningful and effective learning process. First, constructivism emphasizes that learners actively construct their own knowledge through experience and interaction with the environment. In this case, educators act as facilitators who help learners connect new information with their prior knowledge. Second, questioning is an important strategy in contextual teaching and learning. Through questions, educators can assess learners. In addition, questioning also arouses curiosity and motivates learners to be more active in the learning process. Third, discovery is a process whereby learners acquire knowledge and skills through their own discoveries.

Fourth is modeling, a process that can be imitated by students, not only carried out by educators but also involving students who have certain abilities to share knowledge and skills with their friends. Fifth is reflection, through reflection, students can understand the learning process, recognize fears and weaknesses, and plan strategies to improve future learning. Sixth, learning communities are a concept of learning that is carried out in groups. Seventh is assessment, which rewards all of the learners' efforts.

Thus, Arabic language learning in schools does not only focus on mastering theory, but also on practical skills in using Arabic in various contexts relevant to students' lives. This was conveyed by the informant as follows:

The Arabic language learning process appears to be less appealing to students, so that students who participate in the learning process seem less enthusiastic about undergoing the learning process (informant 1)

The Arabic language learning concepts applied by the school are: i) integration of everyday contexts; ii) project-based learning; iii) collaborative learning; iv) cultural exploration; v) authentic assessment and reflection; and vi) the impact of applying the contextual teaching and learning model. Here are some explanations related to these concepts.

Integration into everyday contexts

Arabic language learning in schools adopts an approach that integrates Arabic into the context of students' everyday lives. Learning themes are chosen based on their relevance to students' experiences, such as family, school, hobbies, and the environment. New vocabulary is introduced in real-life situations, for example through situational dialogues or authentic reading texts. This helps students understand not only the meaning of words, but also how they are used in the appropriate context. In addition, students are also taught Arabic expressions that are

often used in daily interactions, such as greetings, introductions, and apologies. This approach helps students see the direct relevance between what they learn in class and their daily lives (Cahyadi, 2025). This concept of Arabic language learning was conveyed by the following informant.

I find learning Arabic easier when the teacher relates the material to everyday activities. For example, when discussing vocabulary about family, we immediately create dialogues about fathers, mothers, and siblings. So I can immediately use it at home (informant 1); This contextual approach helps students understand the function of Arabic in real life. When discussing the theme of school, I asked them to create conversations about classes, teachers, and friends. That way, new vocabulary is not only memorized, but also practiced (informant 2)

Project-based learning

Students are given practical assignments that require the use of Arabic in a broader context. These projects vary, ranging from simple ones such as keeping a diary in Arabic, to more complex ones such as making short videos about daily activities using Arabic. These projects not only improve students' language skills, but also develop their creativity and critical thinking skills. For example, in a project to create a digital poster about the school environment with descriptions in Arabic, students not only learn vocabulary and grammar, but also how to communicate their ideas visually and verbally in Arabic. This concept of Arabic language learning is conveyed by the following informant.

I once kept a simple diary in Arabic. It was difficult at first, but I gradually got used to writing about my daily activities. It felt like I was really using Arabic in my life (informant 3). In the digital poster project, students not only wrote vocabulary, but also learned to convey messages. They had to think about how to combine Arabic text with images to make their ideas about the school environment clearer (informant 4)

Collaborative learning

Another important aspect of the contextual teaching and learning model is collaborative learning. Students are often involved in group activities that require active use of Arabic. For example, students are asked to discuss simple topics such as their hobbies or aspirations in small groups, in Arabic, of course. Language games and group quizzes are also often held to make learning more fun and interactive. Collaborative projects such as creating a classroom wall magazine in Arabic not only improve students' language skills but also develop their cooperation and communication skills. This concept of Arabic language learning is conveyed by the following informant.

Learning Arabic in a group made me more confident in speaking. When discussing hobbies, I could try using new vocabulary without fear of making mistakes because my friends helped me (informant 5). Collaboration in class was very effective. When students created Arabic wall magazines, they learned to write, discuss, and work together. Arabic became a real communication tool, not just theory (informant 6)

Cultural exploration

Language learning cannot be separated from cultural learning. Therefore, schools also integrate elements of Arab culture into language learning. Students are introduced to Arab songs, poetry, and folk tales as part of language learning. Moreover, students are also encouraged to compare Arab culture with Indonesian culture, helping students develop cross-cultural understanding. Activities such as Arabic language day at school, where students wear traditional Arabic clothing, help create a more immersive cultural experience (Aini et al., 2019). This concept of Arabic language learning is conveyed by the following informant.

I enjoy learning Arabic through songs and poetry. It feels more alive, and I realize that language is closely related to culture (informant 7). Arabic language day activities at school make students more enthusiastic. They wear traditional Arabic clothing and compare it with Indonesian culture. From this, they learn to appreciate differences (informant 8)

Authentic assessment and reflection

In line with the principles of contextual teaching and learning, the assessments conducted at the school are also authentic. In addition to conventional tests, assessments also include student portfolios, demonstrations of work in real-life situations, and evaluations of long-term projects. This allows for a more comprehensive assessment of students' Arabic language skills. Finally, reflection and feedback are an integral part of the learning process. Students are encouraged to write learning journals, participate in class discussions about their learning experiences, and conduct self-assessments. This process helps students become more independent and reflective learners.

By implementing this comprehensive learning concept, the school has succeeded in creating an interactive, relevant, and meaningful Arabic learning environment for students. This contextual teaching and learning model not only improves students' Arabic language skills, but also helps them see the relevance of Arabic in their daily lives as Muslims in Indonesia. Through this approach, Arabic language learning becomes more than just an academic subject, but also a valuable tool for a deeper understanding of religion and culture.

The impact of implementing the contextual teaching and learning model

The improvement in students' Arabic language skills shows an increase in their Arabic language abilities, including listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*) skills. This is due to an integrative and contextual learning approach, which helps students relate their Arabic language knowledge to their daily lives. For example, in reading activities, students not only read texts but also discuss the content of the texts in the context of their daily lives. This helps students understand and remember the material better. Increased learning motivation makes students feel more motivated to learn Arabic because they can see the direct benefits of the material being studied. This increase in motivation contributes to an improvement in Arabic comprehension and mastery. For example, students are more motivated to learn when they see how the vocabulary and language structures they are learning can be used in everyday conversation or in practical activities such as class projects. This motivation is also reinforced by learning activities that are interesting and relevant to the interests and needs of students.

The application of the contextual teaching and learning model also helps foster students' awareness of the importance of Arabic in the context of their lives as Muslims (Akhiryani, 2024; Rahmi et al., 2023; Triani & Putra, 2023). Students better understand the relevance of Arabic in their daily lives and religious experiences. For example, through learning about religious texts and Islamic traditions that use Arabic, students appreciate the importance of this language in understanding their religious teachings. This helps build intrinsic motivation to learn Arabic, as students see it as an important part of their identity and religious practices. Development of social and emotional skills. The contextual teaching and learning model focuses not only on developing academic skills but also on social and emotional skills. Through group activities and discussions, students learn to work together, respect others' opinions, and develop empathy. This is very important in shaping students' character and personality. For example, in group project activities, students learn about the

importance of cooperation and responsibility, which helps them develop interpersonal skills that are important for everyday life.

By using authentic and contextual media, students gain a better understanding of Arab culture. This helps reduce stereotypes and increase appreciation for cultural diversity. For example, through the study of Arab traditions and customs, students learn to appreciate cultural differences and develop an open attitude towards other cultures. This understanding also helps students communicate with native Arabic speakers and understand the cultural context of conversations. Overall, the application of the contextual teaching and learning model in Arabic language learning in schools has a significant positive impact. With a contextual, relevant, and interactive approach, students not only learn Arabic effectively but also develop social, emotional, and independence skills that are important for their future success. The implementation of contextual teaching and learning is expected to serve as an example for other schools in developing innovative and effective learning methods.

CONCLUSION

The application of the contextual teaching and learning model in Arabic language learning at a secondary school in Indonesia has shown positive and significant results. This approach emphasizes active student involvement and the relevance of the material to everyday life, making learning more meaningful and applicable. Through the integration of everyday contexts, project-based learning, collaboration, and cultural exploration, students can connect their knowledge of Arabic with their own experiences. The positive impacts observed include improved Arabic language skills, higher motivation to learn, awareness of the importance of Arabic in the context of life as a Muslim, and the development of social and emotional skills. In addition, students also gain a better understanding of Arab culture, helping to reduce stereotypes and increase appreciation for cultural diversity. This approach not only improves language skills but also develops students' character and personality through cooperation and responsibility. Teachers act as facilitators, encouraging students to find meaning in the material taught and apply it in real life. The challenges faced, such as the need for thorough preparation and limited resources, were overcome with strong commitment from all school components. Overall, the implementation of the contextual teaching and learning model has succeeded in creating an interactive, relevant, and meaningful Arabic learning environment for students. This provides valuable insights for other schools that wish to adopt a similar approach to improve the effectiveness of Arabic language learning and support a deeper understanding of Islamic teachings.

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Author contribution

Abdillah Rofiif Fatih Ritonga: Data curation, Writing-Original draft preparation, Writing-Reviewing and Editing, **Rifki Zaitul Ikhlas, Rahmat Hidayat:** Visualization, Supervision, Formal analysis, **Dasrizal:** Conceptualization, Methodology, Validation, Supervision, Software.

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