



**Implementation of Arabic Language Learning through the  
Contextual Teaching and Learning Model**

**\*Zakiyah<sup>1</sup>, Dimas Aditia<sup>2</sup>**

Universitas Islam Negeri Sunan Ampel Surabaya<sup>1</sup>

University of Sussex Inggris<sup>2</sup>

**\*Correspondence Address : [zakiyahcndr74@gmail.com](mailto:zakiyahcndr74@gmail.com)**

**Citation**

Chicago Manual of Style 17<sup>th</sup> Edition

Zakiyah and Dimas Aditia., "Implementation of Arabic Language Learning through the Contextual Teaching and Learning Model," *El-Syaker*, 2(3), 187-199

**Received:** 28 Juni 2025 **Accepted:** 11 Juli 2025 **Published:** 1 Agustus 2025

**Abstract**

This study explores the implementation of Arabic language learning through the Contextual Teaching and Learning (CTL) model at SD Bahreisy Surabaya using the Classroom Action Research (CAR) method. The results indicate that the CTL model is effective in enhancing student participation, learning motivation, and Arabic language skills at the elementary level. Students actively engage in discussions, collaboration, and the application of materials in real-life contexts. Teachers also demonstrate flexibility in adapting teaching methods to meet students' needs and focus on developing language skills through interactive learning. The implications of this study for the development of the Arabic language curriculum are significant, suggesting that the CTL model can serve as a reference for designing a relevant, interactive, and student-responsive curriculum. The integration of technology and digital media also emerges as an appealing option for creating innovative learning experiences. The findings provide valuable insights for the development of Arabic language teaching methodologies and the design of more adaptive curricula at the elementary level.

**Keywords :** arabic language learning, implementation, CTL model

# Implementation of Arabic Language Learning through the Contextual Teaching and Learning Model

## A. Introduction

Arabic language learning plays a crucial role in the development of language skills and cultural understanding for students,<sup>1</sup> particularly in schools with a foundation in Islamic education.<sup>2</sup> Arabic is not only a means of communication but also the primary language for religious practices and the understanding of religious texts.<sup>3</sup> Therefore, effective teaching methods are essential to ensure that students can master this language proficiently.<sup>4</sup>

One approach that has proven effective in enhancing the quality of learning is Contextual Teaching and Learning (CTL).<sup>5</sup> CTL is a teaching approach that emphasizes the importance of connecting the material being taught with students' real-life contexts.<sup>6</sup> Johnson explains that "CTL aims to help students understand the meaning in the information they are studying by connecting it with their own experiences and the world around them." This approach seeks to make learning more meaningful and relevant, enabling students to more easily understand and apply the knowledge they acquire.<sup>7</sup>

SD Bahreisy Surabaya, as an educational institution that emphasizes Arabic language learning and Islamic education, has adopted the CTL model in its Arabic language learning process. The implementation of the CTL model at SD Bahreisy Surabaya aims to enhance students' Arabic language skills through contextual learning experiences that are relevant to their daily lives.

This study will examine the implementation of Arabic language learning through the CTL model at SD Bahreisy Surabaya, including teaching strategies, learning materials, student activities, and learning assessments. According to Nasional, "The CTL approach provides students the opportunity to learn through direct experiences and solve the problems they face." Additionally, this study will explore the impact of implementing the CTL model on students' motivation and academic performance in Arabic language lessons.<sup>8</sup>

---

<sup>1</sup> Diah Aulia Ulfah et al., "The Effect of Muhawarah Method on Speaking Skills of Arabic Language Education Students at UINSI Samarinda," *El-Syaker: Samarinda International Journal of Language Studies* 1, no. 1 (2024): 42–54.

<sup>2</sup> Ahmad Fadhel Syakir Hidayat et al., "Keterampilan Berbahasa Arab Dalam Literatur Akademik Indonesia: Tren Penelitian Dalam Jurnal Terakreditasi SINTA (2018-2022)," *Borneo Journal of Language and Education* 4, no. 1 (2024): 50–64.

<sup>3</sup> Ahmad Fadhel Syakir Hidayat et al., "Attempts to Unravel and to Overcome The Educational Issues of Nahwu (A Multi-Site Descriptive Study at UINSI Samarinda and UNSIQ Wonosobo)," *Al-Jawhar: Journal of Arabic Language* 2, no. 1 (June 1, 2024): 1–18, <https://doi.org/10.69493/ajoal.v2i1.41>; Ahmad Fadhel Syakir Hidayat et al., "Varian Strategi Belajar Bahasa Arab Pada Mahasiswa Berprestasi Akademik PBA UINSI Samarinda Dalam Perspektif Model Oxford," *Arabia* 15, no. 2 (2024).

<sup>4</sup> H. Delyana et al., "E-Module-Assisted Contextual Teaching and Learning (CTL) Learning Model Improves Statistical Reasoning Ability," *Community Practitioner* 21, no. 3 (2024): 463–76.

<sup>5</sup> Hazel Acosta, Diego Cajas, and Elizabeth Minchala, "Contextualization of Training Input in Multi-Level Replication and Scaling-Up Approach in EFL Teacher-Training," *Profile Issues in Teachers Professional Development* 24, no. 2 (2022): 31–45, <https://doi.org/10.15446/profile.v24n2.92497>.

<sup>6</sup> Wenyue Ma et al., "An Exploration Into the Application of Specialty-Orientated CBL Pedagogy in Undergraduate Teaching in Pediatric Surgery," *Frontiers in Pediatrics* 10 (2022), <https://doi.org/10.3389/fped.2022.948853>.

<sup>7</sup> Elaine B. Johnson, *Contextual Teaching and Learning: What It Is and Why It's Here to Stay* (Corwin Press, 2002), 37.

<sup>8</sup> Departemen Pendidikan Nasional, "Pendekatan Kontekstual (Contextual Teaching and Learning (CTL)," *Jakarta: Depdiknas*, 2002.

## Implementation of Arabic Language Learning through the Contextual Teaching and Learning Model

To overcome these challenges, innovative and effective teaching approaches are necessary. One approach that has garnered attention is the Contextual Teaching and Learning (CTL) model. The CTL model emphasizes linking learning materials to students' real-life contexts, allowing them to better understand and apply knowledge. By leveraging relevant contexts for students, the CTL model promotes higher engagement and stronger motivation for learning.<sup>9</sup>

Although the CTL model has been widely applied in various subjects, its implementation in Arabic language learning remains limited.<sup>10</sup> Research on the application of the CTL model in Arabic language education is still scarce, requiring a deeper understanding of how this model can be effectively applied in the context of Arabic language learning. Therefore, this study aims to explore the potential and challenges of applying the CTL model in Arabic language learning and to provide practical guidelines for educators who wish to adopt this approach in their teaching. This research will likely make a positive contribution to improving the quality of Arabic language learning and deepening students' understanding of its fundamental concepts.

A study by Satria, entitled "Arabic Language Learning with the CTL Approach in Enhancing Creativity & Maharat Al-Kalam: A PTK Study at MA Pembangunan UIN Jakarta," concluded that efforts to enhance creativity and Kalam skills in Arabic through Contextual Teaching and Learning showed promising results. This is evident from several stages of the research (Planning, Acting, Observing, Reflecting) in Cycle I and Cycle II. The researcher's analysis in Cycle I (pre-test) revealed an average student score of 6.20, which, upon categorization, was considered poor. However, the analysis in Cycle II (post-test) showed improvement with an average student score of 16.20, which was categorized as good. The supporting factors in the research included the methods and strategies used, the materials taught, the teacher's role, media, curriculum, and school management.<sup>11</sup> On the other hand, the inhibiting factors included students' low interest and motivation in Arabic lessons, limited Arabic vocabulary, insufficient language environment and time management, limited time for in-depth Arabic study, and a lack of supporting facilities and infrastructure.

Another study by Tarwi and Naimah, titled "Implementation of Contextual Teaching and Learning in Aswaja Learning," found that the implementation of CTL in Aswaja subjects resulted in high-quality outcomes, spanning from lesson plan preparation to actual implementation and covering various aspects.<sup>12</sup> In its execution, the teacher successfully adapted the learning to students' mental development, formed learning groups, provided an environment that supported independent learning, considered student diversity, paid attention to multiple

---

<sup>9</sup> Sampiril Taurus Tamaji, "Pembelajaran Bahasa Arab Dengan Pendekatan Kontekstual Teaching And Learning (CTL)," *Prosiding Konferensi Nasional Bahasa Arab* 5, no. 5 (2019): 44–49.

<sup>10</sup> Siti Rahmah Borham et al., "Development of the E-Muhadatsah Kit for Non-Arabic Speakers in Malaysian Institutions of Higher Learning: A Need Analysis," *Journal of Techno Social* 14, no. 1 (2022), <https://doi.org/10.30880/jts.2022.14.01.010>.

<sup>11</sup> Moh Rifa'i et al., "Implementasi Contextual Teaching And Learning (CTL) Dalam Meningkatkan Prestasi Belajar Siswa Pada Materi Bahasa Arab:(Studi Kasus Di MTs Nurul Jadid Paiton Probolinggo)," *TARQIYATUNA: Jurnal Pendidikan Agama Islam Dan Madrasah Ibtidaiyah* 1, no. 2 (2022): 68–82.

<sup>12</sup> M. Tarwi and Farida Ulfi Naimah, "Implementasi Contextual Teaching and Learning Pada Pembelajaran Aswaja," *At-Tadzkir: Islamic Education Journal* 1, no. 1 (2022): 42–54.

## Implementation of Arabic Language Learning through the Contextual Teaching and Learning Model

intelligences, employed questioning techniques, and implemented authentic assessments. However, several challenges were faced in this approach.

Earlier research by Ariska explored the implementation of the Contextual Teaching and Learning (CTL) model, specifically the Picture and Picture type, to improve Arabic vocabulary memorization among fifth-grade students at MI NU Miftahut Tholibin Mejobo Kudus.<sup>13</sup> This study showed that using images or illustrations facilitated the understanding and memorization of vocabulary. This research aimed to evaluate the effectiveness of the CTL model in enhancing vocabulary memorization skills, to provide new insights into the development of innovative Arabic language learning strategies.

Moreover, research by Kartum reviewed the application of image media in Arabic language learning, which proved to be an effective strategy in increasing student enthusiasm and vocabulary memorization. By utilizing images as visual aids, students tended to be more engaged and excited in the learning process, as images helped spark their interest.<sup>14</sup> Additionally, images also facilitated deeper understanding and better memorization of Arabic vocabulary, as visual associations helped reinforce students' memories. Therefore, the use of image media can be an effective strategy in improving the quality of Arabic language learning and creating a more dynamic and interactive learning environment.

These previous studies offer valuable insights into innovative approaches for implementing Arabic language learning through the Contextual Teaching and Learning (CTL) model. The CTL model emphasizes linking learning materials with students' real-life contexts, allowing them to better understand the basic concepts of learning. By adopting the CTL model in Arabic language learning, this approach offers a creative and effective solution to deepen students' understanding of Arabic language concepts. Through this research, it is anticipated that innovative and relevant learning methods can be identified to enhance the quality of Arabic language education.<sup>15</sup>

This research aims to make a significant contribution to the development of more effective and relevant Arabic language learning methods, providing guidance for teachers and education practitioners on implementing the CTL model in elementary education settings. Furthermore, this research is also expected to enhance students' motivation and learning outcomes in Arabic language lessons through a more contextual and meaningful approach.

### B. Method

This study employs a qualitative approach, utilizing the Classroom Action Research (CAR) method, to examine the implementation of the Contextual Teaching and Learning (CTL) model in Arabic language learning at SD Bahreisy Surabaya. CAR was selected because it allows the researcher to intervene directly

---

<sup>13</sup> Ariska Fitriyani, "Implementasi Model Pembelajaran Contextual Teaching and Learning Tipe Picture and Picture Untuk Meningkatkan Hafalan Kosakata Bahasa Arab Siswa Kelas V MI NU Miftahut Tholibin Mejobo Kudus" (PhD Thesis, IAIN Kudus, 2022), <http://repository.iainkudus.ac.id/9414/>.

<sup>14</sup> Kartum Kartum, "Penerapan Media Gambar Dalam Pembelajaran Bahasa Arab Dapat Meningkatkan Antusiasme Dan Hafalan Kosa Kata (البيانات الشخصية) Siswa," *Journal for Lesson and Learning Studies* 3, no. 1 (2020): 13–21.

<sup>15</sup> N. Selim, "Arabic Teaching at Australian Islamic Schools: Working with Student Diversity and Curriculum Challenges," in *Supporting Modern Teaching in Islamic Schools: Pedagogical Best Practice for Teachers*, 2022, 182–97, <https://doi.org/10.4324/9781003193432-18>.

## Implementation of Arabic Language Learning through the Contextual Teaching and Learning Model

in the learning process, observe the results, and reflect for continuous improvement. The CAR method is considered adequate for enhancing the quality of learning because it enables teachers to design and implement interventions that meet students' needs and systematically evaluate their impact.<sup>16</sup>

The population in this study consists of all fifth-grade students at SD Bahreisy Surabaya, chosen because they are expected to have a sufficient foundation of Arabic language knowledge, which allows the optimal application of the Contextual Teaching and Learning (CTL) model to improve their Arabic language skills. The sample was selected using purposive sampling, comprising 30 fifth-grade students who were considered to represent the larger population. The criteria for sample selection include students who have participated in Arabic language learning for at least one year, have a high attendance rate in Arabic classes, and show interest in Arabic language learning. The use of purposive sampling allows the researcher to focus on students who are expected to provide the most relevant and valuable data for the research objectives.<sup>17</sup>

This study utilizes several data collection techniques to obtain comprehensive information about the implementation of the CTL model in Arabic language learning at SD Bahreisy Surabaya. These techniques include observation, interviews, questionnaires, and documentation. Observations were conducted directly during the learning process to observe both student and teacher activities, using pre-prepared observation sheets to record various aspects of learning, such as student engagement, interactions between students and teachers, and the application of CTL strategies.<sup>18</sup>

The instrument development process involves creating observation sheets, interview guides, questionnaires, and collecting documents. The interview guide was developed based on the research objectives and the aspects to be explored further, designed in a semi-structured format to allow flexibility in exploring respondents' answers. The questionnaire was developed using a Likert scale to measure students' motivation and perceptions, with statements formulated based on relevant literature and theories on CTL. It was pilot tested and analyzed to ensure validity and reliability. Documentation involves collecting related documents, such as student test results and teacher evaluation notes, to provide a comprehensive overview of the learning process and its outcomes.<sup>19</sup>

Data from this study will be analyzed using a qualitative approach. The qualitative analysis will involve data reduction, data display, and conclusion drawing. Qualitative data obtained from observations, interviews, and document

---

<sup>16</sup> Stephen Kemmis, Robin McTaggart, and Rhonda Nixon, *The Action Research Planner: Doing Critical Participatory Action Research*, 1st ed. 2014 (Singapore: Springer Singapore: Imprint: Springer, 2014), <https://doi.org/10.1007/978-981-4560-67-2>.

<sup>17</sup> Septian Aep Nugraha, Engkay Sukarsih, and Endah Nurmalasari, "Pengaruh Media Pembelajaran Picture and Picture Dalam Meningkatkan Kemampuan Menulis Teks Recount Bahasa Inggris Di Smk Teknologi," *Jurnal Teknologi Pembelajaran Dan Pendidikan Digital* 1, no. 1 (2024): 36–42.

<sup>18</sup> OKTA EMELDA, "Upaya Meningkatkan Keterampilan Berbicara Melalui Model Jigsaw pada Siswa Kelas VIII A Smp Negeri 1 Simpang Hilir Teluk Melano Kabupaten Kayong Utara" (PhD Thesis, IKIP PGRI PONTIANAK, 2024), <http://digilib.ikipgripta.ac.id/id/eprint/2154/>.

<sup>19</sup> Muhammad Suhadak, Ihsan Dacholfany, and Dwi Istiqomah, "Implementasi Pembelajaran Aktif (Active Learning) Dalam Mata Pelajaran Pendidikan Agama Islam Di SMA Negeri 1 Banjar Margo Kabupaten Tulang Bawang," *EKOMA: Jurnal Ekonomi, Manajemen, Akuntansi* 3, no. 2 (2024): 800–815.

## Implementation of Arabic Language Learning through the Contextual Teaching and Learning Model

analysis will be processed to understand the context and phenomena in the implementation of the CTL model in Arabic language learning at SD Bahreisy Surabaya. Data will be simplified, categorized, and organized to allow for the grouping of findings relevant to the research questions. The data will then be presented in narrative form, tables, or diagrams to facilitate understanding and interpretation. The conclusion will be drawn based on the data analysis, with findings supported by direct quotes from the qualitative data.

The researcher, research subjects, and informants will be identified in this study. The researcher will identify themselves as the individual responsible for data collection, analysis, and interpretation. The research subjects will be identified as the fifth-grade students at SD Bahreisy Surabaya, who are the primary focus of this investigation. Additionally, informants involved in the research, including the Arabic language teachers and students who participated in interviews or observations, will also be identified. This is essential to maintain transparency and integrity in the research while respecting the privacy rights of the subjects and informants involved.<sup>20</sup>

### C. Findings dan Discussion

#### Increased Student Participation

The study's results indicate a significant increase in student participation during the Arabic language learning process, achieved through the application of the CTL model. Classroom activity observations indicate that students were more actively engaged in various learning activities, including group discussions and practical exercises. They appeared more confident in speaking Arabic and were more enthusiastic about participating in classroom interactions, reflecting an improvement in their motivation to learn.

The increase in student participation was also reflected in their ability to apply the material learned in real-life contexts. Students not only followed the teacher's instructions but were also able to relate Arabic language concepts to everyday situations. For example, they could use newly learned vocabulary to communicate about topics related to family, school, or their daily activities. This indicates that the CTL model not only enhanced student engagement in class but also helped them internalize and apply their knowledge in relevant contexts. Below is a table comparing the level of student participation before and after the implementation of the CTL model in Arabic learning at SD Bahreisy Surabaya.

**Table 1. Increase in Student Participation**

<b>Criteria for Student Participation</b>	<b>Before (Pre-Test)</b>	<b>After (Post-Test)</b>
Level of Engagement in Group Discussions	Low	High
Group Activities	Medium	High
Application of Material in Real-Life Contexts	Low	High

---

<sup>20</sup> A. Sigit Pramono Hadi, Cahyatih Kumandang, and Ruslaini Ruslaini, "Navigating Ethical Dilemmas in Supply Chain Management: Insights from Practitioners," *International Journal of Business Law, Business Ethic, Business Communication & Green Economics (IJBGE)* 1, no. 2 (2024): 01–13.

## Implementation of Arabic Language Learning through the Contextual Teaching and Learning Model

From the table, it can be seen that before the implementation of the CTL model, the level of student participation was generally low or moderate in all observed criteria. However, after the implementation of the CTL model, there was a significant increase in student engagement in group discussions, group activities, and the application of material in real-life contexts. This indicates that the CTL model is effective in enhancing student participation in Arabic language learning at SD Bahreisy Surabaya.

### Changes in Teacher Behavior

After implementing the CTL model in Arabic language learning, significant changes occurred in the behavior of teachers at SD Bahreisy Surabaya. The teachers demonstrated a higher level of flexibility in adapting teaching methods to suit the needs and characteristics of their students.<sup>21</sup> They were no longer rigid in their approach but were more open to using various teaching strategies that could facilitate students' understanding and participation to the fullest.

Furthermore, the change in teacher behavior was also reflected in their stronger focus on developing students' language skills. Teachers placed greater emphasis on teaching the practical aspects of the Arabic language, such as speaking and writing skills, which are relevant to the students' communicative needs in daily life.<sup>22</sup> They aimed to create a learning environment that actively supported students in developing their language abilities, rather than simply teaching grammar rules passively. This indicates that the implementation of the CTL model not only impacted students' learning experiences but also influenced the overall approach and teaching practices of the teachers.

### Increase in Student Creativity

The implementation of the CTL model has had a significant positive impact on student creativity in Arabic language learning at SD Bahreisy Surabaya. The students demonstrated noticeable improvements in their ability to understand and use Arabic in more creative ways. They were no longer limited to passive understanding of the material but became more active in creating dialogues and communicative situations relevant to everyday life. With the inclusion of real-life contexts in the learning process, students felt more engaged and motivated to creatively use Arabic in various situational contexts.<sup>23</sup>

In the classroom, students appeared more confident in presenting new ideas and expressing their opinions in Arabic. They were more confident in speaking and writing, and were able to produce a wider variety of creative language expressions. Additionally, through various activities that encouraged collaboration and interaction among students, such as role-playing and group projects, students also learned to work together to create challenging

---

<sup>21</sup> Zakiyurrahman Azhari and Yetti Zainil, "Differentiated Teaching and Learning Applied in English Classes of Phase F of Senior High School," *Journal of English Language Teaching* 13, no. 1 (2024): 360–83.

<sup>22</sup> Nurwanti Nurwanti, "Enhancing Students' Vocabulary Mastery by Using Flash Cards on the Seventh Grade at SMP Islam Terpadu Wahdah Islamiyah Konawe," *Innovative: Journal Of Social Science Research* 4, no. 1 (2024): 8110–16.

<sup>23</sup> Y.M.M.B. e Mendes and D. Rattner, "Structure and Practices in Hospitals of the Apice ON Project: A Baseline Study," *Revista de Saude Publica* 54 (2020), <https://doi.org/10.11606/S1518-8787.2020054001497>.

## Implementation of Arabic Language Learning through the Contextual Teaching and Learning Model

communicative situations.<sup>24</sup> This not only developed their speaking and writing skills but also enhanced their overall social and collaborative skills. Below is the table illustrating the increase in student creativity in understanding and using Arabic after the implementation of the CTL model at SD Bahreisy Surabaya:

**Tabel 2. Increase in Student Creativity**

Criteria for Student Creativity	Before (Pre-CTL Implementation)	After (Post-CTL Implementation)
Creating Dialogues	Low	High
Communicative Situations Created	Minimal	Diverse
Confidence in Speaking	Low	High
Bravery in Expressing New Ideas	Low	High
Creative Writing Skills	Low	High

The table above shows that before the implementation of the CTL model, students' creativity in various aspects such as creating dialogues, communicative situations, confidence in speaking, bravery in expressing new ideas, and creative writing skills was at a low level. After the implementation of the CTL model, there was a significant improvement in all of these areas, demonstrating that the CTL model is effective in enhancing student creativity in Arabic language learning.

### Effectiveness of the CTL Model

The findings support the conclusion that the CTL (Contextual Teaching and Learning) model is efficacious in improving the teaching of Arabic at the elementary level. The integration of real-world contexts in the learning process helps students better understand the material. With the application of the CTL model, students not only memorize vocabulary or grammatical rules but also learn to apply them in contexts relevant to their daily lives. For instance, they can use Arabic to communicate about everyday activities, create dialogues, or complete tasks that involve real-world situations, all of which enhance their comprehension of the subject matter.

Furthermore, the use of real-world contexts in teaching encourages students to use the language in practical situations. This creates a more dynamic and interactive learning environment, where students feel more motivated to participate and be creative. The CTL model helps students see the relevance of learning Arabic to their lives, which in turn increases their interest and engagement. As a result, students become more confident in speaking and writing in Arabic, demonstrating that learning occurs not only within the classroom but also extends to everyday situations outside the classroom. Below is a table showing a comparison of the improvement in material comprehension and the use of language in practical situations before and after the implementation of the CTL model:

---

<sup>24</sup> A. Alghamdi, "Exploring the Typology of Reasoning Influencing University Teachers' Language Teaching and Learning Strategies," *Asian-Pacific Journal of Second and Foreign Language Education* 9, no. 1 (2024), <https://doi.org/10.1186/s40862-024-00273-1>.

## Implementation of Arabic Language Learning through the Contextual Teaching and Learning Model

**Table 3. Effectiveness of the CTL Model**

<b>Evaluation Criteria</b>	<b>Before (Pre-Test)</b>	<b>After (Post-Test)</b>
Material Comprehension	60%	85%
Use of Language in Practical Situations	55%	80%
Participation in Activities	50%	90%
Confidence in Speaking and Writing	45%	85%

Before the implementation of the CTL model, only around 60% of students demonstrated adequate comprehension of Arabic language materials. After applying the CTL model, this figure increased to 85%. This improvement suggests that integrating real-world contexts into learning has helped students better understand the material. Before the CTL model was applied, about 55% of students were able to use Arabic in practical situations. After the model's application, this increased to 80%. This suggests that students were more motivated and confident in using Arabic in various real-life situations. Students' participation in learning activities also rose from 50% before the CTL model was implemented to 90% after its application. This increase indicates that students felt more involved and motivated to participate in activities that used real-world contexts. Before the CTL model was implemented, only 45% of students felt confident in speaking and writing in Arabic. Following the model's implementation, their confidence increased to 85%, indicating that the CTL approach had significantly improved students' speaking and writing abilities.

### **The Role of the Teacher in Active Learning**

Changes in teacher behavior underscore the crucial role of the teacher in fostering a learning environment that promotes active and student-centered learning. By implementing the CTL model, teachers at SD Bahreisy Surabaya shifted from teacher-centered instruction to a more interactive and participatory approach. Teachers no longer deliver information in a one-way manner; instead, they encourage students to actively participate in the learning process. They offer various activities that enable students to interact, collaborate, and apply their knowledge in real-world settings.<sup>25</sup> This creates a more dynamic classroom atmosphere and supports the development of students' critical and creative thinking skills.<sup>26</sup>

Teachers must also act as facilitators who motivate and guide students throughout the learning process. In the CTL model, the teacher's role is to help students find the relevance of the subject matter to their daily lives and provide the necessary guidance to explore and understand new concepts. Teachers need to identify each student's needs and potential and create learning strategies that accommodate various learning styles. In this way, teachers not only transfer knowledge but also empower students to become independent, active, and critical

---

<sup>25</sup> Eny Hartadiyati WH et al., "Manajemen Kelas Yang Efektif Pada Kelas Indoor Dengan Menggunakan Discovery Learning," *BIOFAIR*, 2023, 128–54.

<sup>26</sup> Elaine B. Johnson, *Contextual Teaching and Learning: What It Is and Why It's Here to Stay* (Corwin Press, 2002).

## Implementation of Arabic Language Learning through the Contextual Teaching and Learning Model

learners. This shift requires teachers to continually improve their professional competencies and adapt to innovative and effective learning approaches.<sup>27</sup>

Furthermore, the implementation of CTL in the curriculum also encourages the use of technology and digital media as practical learning tools.<sup>28</sup> Technology can be used to create simulations of real-world contexts, provide additional resources, and facilitate interactive communication between students and teachers. By integrating technology into Arabic language learning, students can access various innovative and engaging learning platforms, significantly improving their language skills. The implementation of technology also enables distance learning, expanding the reach of education and providing more flexible learning opportunities that can be tailored to individual students' needs.<sup>29</sup>

### D. Conclusion

The research on the implementation of Arabic language learning through the CTL (Contextual Teaching and Learning) model at SD Bahreisy Surabaya demonstrates that this approach is effective in enhancing the quality of Arabic language teaching at the elementary level. The CTL model enhances student participation, motivation, and language skills by linking the subject matter to everyday life, making learning more meaningful and contextual. Students become more active in discussions, collaboration, and applying the material in real-world contexts, which improves their comprehension and communication abilities. Teachers also demonstrate positive changes by more flexibly adapting teaching methods to students' meet needs and focusing on skill development through interactive learning. These findings have important implications for the development of a more relevant, interactive, and responsive Arabic language curriculum, including the integration of technology and digital media to create innovative learning experiences. Overall, the implementation of the CTL model at SD Bahreisy Surabaya has shown positive and significant results, providing a foundation for the development of more adaptive teaching methodologies and curricula.

### References

- Acosta, Hazel, Diego Cajas, and Elizabeth Minchala. "Contextualization of Training Input in Multi-Level Replication and Scaling-Up Approach in EFL Teacher-Training." *Profile Issues in Teachers Professional Development* 24, no. 2 (2022): 31-45. <https://doi.org/10.15446/profile.v24n2.92497>.
- Ahmad Fadhel Syakir Hidayat, Rifqi Aulia Rahman, Bakri Mohammad Bkheet Ahmed, and Wildana Wargadinata. "Attempts to Unravel and to Overcome The Educational Issues of Nahwu (A Multi-Site Descriptive Study at UINSI Samarinda and UNSIQ Wonosobo)." *Al-Jawhar : Journal of Arabic Language* 2, no. 1 (June 1, 2024): 1-18. <https://doi.org/10.69493/ajol.v2i1.41>.

---

<sup>27</sup> H. Douglas Brown and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (Pearson, 2015), <https://thuvienso.hoasen.edu.vn/handle/123456789/11518>.

<sup>28</sup> Aulya Putri Wansit et al., "Penerapan Kurikulum Merdeka Terhadap Media Digital Dalam Inovasi Pembelajaran," *Karimah Tauhid* 3, no. 3 (2024): 3244-52.

<sup>29</sup> Nunuk Indarti and Sapto Hadi Riono, "Revolusi Digital Pendidikan Islam: Implementasi Program Pengabdian 1DIS Satu Dosen Satu Sekolah Di MA Darul Ulum Karang Pandan Rejoso Kabupaten Pasuruan," *Jurnal Bangun Abdimas* 3, no. 1 (2024): 258-60.

## Implementation of Arabic Language Learning through the Contextual Teaching and Learning Model

- Alghamdi, A. "Exploring the Typology of Reasoning Influencing University Teachers' Language Teaching and Learning Strategies." *Asian-Pacific Journal of Second and Foreign Language Education* 9, no. 1 (2024). <https://doi.org/10.1186/s40862-024-00273-1>.
- Azhari, Zakiyurrahman, and Yetti Zainil. "Differentiated Teaching and Learning Applied in English Classes of Phase F of Senior High School." *Journal of English Language Teaching* 13, no. 1 (2024): 360–83.
- Borham, Siti Rahmah, Saipolbarin Ramli, Mohammad Taufiq Abdul Ghani, and Abd Shakor Borham. "Development of the E-Muhadatsah Kit for Non-Arabic Speakers in Malaysian Institutions of Higher Learning: A Need Analysis." *Journal of Techno Social* 14, no. 1 (2022). <https://doi.org/10.30880/jts.2022.14.01.010>.
- Brown, H. Douglas, and Heekyeong Lee. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Pearson, 2015.
- Delyana, H., N. Gistituati, A. Asmar, Yerizon, Armiami, and H. Setyawan. "E-MODULE-ASSISTED CONTEXTUAL TEACHING AND LEARNING (CTL) LEARNING MODEL IMPROVES STATISTICAL REASONING ABILITY." *Community Practitioner* 21, no. 3 (2024): 463–76.
- EMELDA, OKTA. "UPAYA MENINGKATKAN KETERAMPILAN BERBICARA MELALUI MODEL JIGSAW PADA SISWA KELAS VIII A SMP NEGERI 1 SIMPANG HILIR TELUK MELANO KABUPATEN KAYONG UTARA." PhD Thesis, IKIP PGRI PONTIANAK, 2024.
- Fitriyani, Ariska. "Implementasi Model Pembelajaran Contextual Teaching and Learning Tipe Picture and Picture Untuk Meningkatkan Hafalan Kosakata Bahasa Arab Siswa Kelas V MI NU Miftahut Tholibin Mejobo Kudus." PhD Thesis, IAIN Kudus, 2022. <http://repository.iainkudus.ac.id/9414/>.
- Hadi, A. Sigit Pramono, Cahyatih Kumandang, and Ruslaini Ruslaini. "Navigating Ethical Dilemmas in Supply Chain Management: Insights from Practitioners." *International Journal of Business Law, Business Ethic, Business Comunication & Green Economics (IJBGE)* 1, no. 2 (2024): 01–13.
- Hidayat, Ahmad Fadhel Syakir, Nukman Nukman, Ganjar Yusup Sofian, and Maryam Nur Annisa. "Keterampilan Berbahasa Arab Dalam Literatur Akademik Indonesia: Tren Penelitian Dalam Jurnal Terakreditasi SINTA (2018-2022)." *Borneo Journal of Language and Education* 4, no. 1 (2024): 50–64.
- Hidayat, Ahmad Fadhel Syakir, Rifqi Aulia Rahman, Akhirudin Akhirudin, and Azwar Annas. "Varian Strategi Belajar Bahasa Arab Pada Mahasiswa Berprestasi Akademik PBA UINSI Samarinda Dalam Perspektif Model Oxford." *Arabia* 15, no. 2 (2024).
- Indarti, Nunuk, and Sapto Hadi Riono. "Revolusi Digital Pendidikan Islam: Implementasi Program Pengabdian 1DIS Satu Dosen Satu Sekolah Di MA Darul Ulum Karang Pandan Rejoso Kabupaten Pasuruan." *Jurnal Bangun Abdimas* 3, no. 1 (2024): 258–60.
- Johnson, Elaine B. *Contextual Teaching and Learning: What It Is and Why It's Here to Stay*. Corwin Press, 2002.

## Implementation of Arabic Language Learning through the Contextual Teaching and Learning Model

- Kartum, Kartum. "Penerapan Media Gambar Dalam Pembelajaran Bahasa Arab Dapat Meningkatkan Antusiasme Dan Hafalan Kosa Kata (البيانات الشخصية) Siswa." *Journal for Lesson and Learning Studies* 3, no. 1 (2020): 13–21.
- Kemmis, Stephen, Robin McTaggart, and Rhonda Nixon. *The Action Research Planner: Doing Critical Participatory Action Research*. 1st ed. 2014. Singapore: Springer Singapore: Imprint: Springer, 2014. <https://doi.org/10.1007/978-981-4560-67-2>.
- Ma, Wenyue, Hongjie Gao, Xiaoya Liu, Mengmeng Chang, Changlin Jia, and Fengyin Sun. "An Exploration Into the Application of Specialty-Orientated CBL Pedagogy in Undergraduate Teaching in Pediatric Surgery." *Frontiers in Pediatrics* 10 (2022). <https://doi.org/10.3389/fped.2022.948853>.
- Mendes, Y.M.M.B. e, and D. Rattner. "Structure and Practices in Hospitals of the Apice ON Project: A Baseline Study." *Revista de Saude Publica* 54 (2020). <https://doi.org/10.11606/S1518-8787.2020054001497>.
- Nasional, Departemen Pendidikan. "Pendekatan Kontekstual (Contextual Teaching and Learning (CTL)." *Jakarta: Depdiknas*, 2002.
- Nugraha, Septian Aep, Engkay Sukarsih, and Endah Nurmalasari. "PENGARUH MEDIA PEMBELAJARAN PICTURE AND PICTURE DALAM MENINGKATKAN KEMAMPUAN MENULIS TEKS RECOUNT BAHASA INGGRIS DI SMK TEKNOLOGI." *Jurnal Teknologi Pembelajaran Dan Pendidikan Digital* 1, no. 1 (2024): 36–42.
- Nurwanti, Nurwanti. "Enhancing Students' Vocabulary Mastery by Using Flash Cards on the Seventh Grade at SMP Islam Terpadu Wahdah Islamiyah Konawe." *Innovative: Journal Of Social Science Research* 4, no. 1 (2024): 8110–16.
- Rifa'i, Moh, Iradatul Hasanah, Zubairi Zubairi, and Mukhlisin Sa'ad. "Implementasi Contextual Teaching And Learning (CTL) Dalam Meningkatkan Prestasi Belajar Siswa Pada Materi Bahasa Arab:(Studi Kasus Di MTs Nurul Jadid Paiton Probolinggo)." *TARQIYATUNA: Jurnal Pendidikan Agama Islam Dan Madrasah Ibtidaiyah* 1, no. 2 (2022): 68–82.
- Satria, Leo. "Pembelajaran Bahasa Arab Dengan Pendekatan CTL Dalam Meningkatkan Kreativitas & Maharat Al-Kalam: study PTK Di MA Pembangunan UIN Jakarta." masterThesis, Sekolah Pascasarjana UIN Syarif Hidayatullah Jakarta, 2020. <https://repository.uinjkt.ac.id/dspace/handle/123456789/52058>.
- Selim, N. "Arabic Teaching at Australian Islamic Schools: Working with Student Diversity and Curriculum Challenges." In *Supporting Modern Teaching in Islamic Schools: Pedagogical Best Practice for Teachers*, 182–97, 2022. <https://doi.org/10.4324/9781003193432-18>.
- Suhadak, Muhammad, Ihsan Dacholfany, and Dwi Istiqomah. "Implementasi Pembelajaran Aktif (Active Learning) Dalam Mata Pelajaran Pendidikan Agama Islam Di SMA Negeri 1 Banjar Margo Kabupaten Tulang Bawang." *EKOMA: Jurnal Ekonomi, Manajemen, Akuntansi* 3, no. 2 (2024): 800–815.

## Implementation of Arabic Language Learning through the Contextual Teaching and Learning Model

- Tamaji, Sampiril Taurus. "Pembelajaran Bahasa Arab Dengan Pendekatan Kontekstual Teaching And Learning (CTL)." *Prosiding Konferensi Nasional Bahasa Arab* 5, no. 5 (2019): 44–49.
- Tarwi, M., and Farida Ulfi Naimah. "Implementasi Contextual Teaching and Learning Pada Pembelajaran Aswaja." *At-Tadzkir: Islamic Education Journal* 1, no. 1 (2022): 42–54.
- Ulfah, Diah Aulia, Ahmad Fadhel Syakir Hidayat, Miftahul Khair, and Badrun Nisyam. "The Effect of Muhawarah Method on Speaking Skills of Arabic Language Education Students at UINSI Samarinda." *El-Syaker: Samarinda International Journal of Language Studies* 1, no. 1 (2024): 42–54.
- Wansit, Aulya Putri, Farah Anisa, Paulina Agustin, and Sefhia Naila Sabrina. "Penerapan Kurikulum Merdeka Terhadap Media Digital Dalam Inovasi Pembelajaran." *Karimah Tauhid* 3, no. 3 (2024): 3244–52.
- WH, Eny Hartadiyati, Latifa Nur Anisa, Aftakhul Rizkyana Meilani, Aliya Munasyifa, Lia Novita Sari, and Robiatul Bashoriyah. "Manajemen Kelas Yang Efektif Pada Kelas Indoor Dengan Menggunakan Discovery Learning." *BIOFAIR*, 2023, 128–54.