



Alibbaa': Jurnal Pendidikan Bahasa Arab

Vol. 6 No. 2, July 2025

P-ISSN: 2721-1606 | E-ISSN: 2716-4985

doi: <http://xxx>

Contextual Teaching and Learning in Arabic as a Foreign Language: A Classroom-Based Case Study in Indonesia

Nabila Nashfati¹, Salamuddin²

^{1,2}*Universitas Islam Negeri Sumatera Utara, Indonesia*

Corresponding E-mail: nabilanashfati@uinsu.ac.id

Abstract

This study aims to describe the implementation of the Contextual Teaching and Learning (CTL) approach in Arabic language instruction for seventh-grade students at MTs Ar-Ridho Medan, and to analyze the supporting and inhibiting factors during its implementation. Employing a qualitative approach with a case study design, the research explores pedagogical practices in authentic classroom settings through observation, semi-structured interviews, and documentation. The findings reveal that the teacher successfully integrated all seven core components of CTL (constructivism, inquiry, learning community, modeling, reflection, meaningful learning, and authentic assessment) into classroom practice. Students demonstrated high enthusiasm, active participation, and a contextual understanding of the material. Nevertheless, challenges such as limited instructional time, insufficient learning facilities, and diverse student characteristics require strategic management. This study offers both practical and theoretical contributions to the development of more meaningful Arabic language instruction models in Islamic schools.

Keywords: *contextual teaching and learning, Arabic language instruction, contextual approach, case study, madrasah*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan implementasi pendekatan *Contextual Teaching and Learning* (CTL) dalam pembelajaran bahasa Arab di kelas VII MTs Ar-Ridho Medan, serta menganalisis faktor pendukung dan

penghambat dalam pelaksanaannya. Menggunakan pendekatan kualitatif dengan desain studi kasus, penelitian ini menggali praktik pedagogis dalam konteks nyata melalui observasi kelas, wawancara semi-terstruktur, dan dokumentasi. Hasil penelitian menunjukkan bahwa guru berhasil menerapkan tujuh komponen utama CTL (konstruktivisme, inkuiri, komunitas belajar, pemodelan, refleksi, pembelajaran bermakna, dan penilaian autentik) secara terpadu. Siswa menunjukkan antusiasme tinggi, partisipasi aktif, dan pemahaman yang lebih kontekstual terhadap materi pelajaran. Meskipun demikian, keterbatasan waktu, fasilitas belajar, dan keragaman karakter siswa menjadi tantangan yang perlu dikelola secara strategis. Studi ini memberikan kontribusi praktis dan teoritis dalam pengembangan model pembelajaran bahasa Arab yang lebih bermakna di madrasah.

Kata Kunci: *contextual teaching and learning, pembelajaran bahasa Arab, pendekatan kontekstual, studi kasus, madrasa*

Introduction

Arabic language instruction at the *madrasah tsanawiyah* (Islamic junior high school) level in Indonesia continues to face persistent challenges, particularly regarding low student motivation, limited active participation, and a lack of meaningful learning experiences.¹ Instructional practices tend to be teacher-centered, relying heavily on rote memorization and mechanistic grammar drills, which fail to develop essential communicative competence. Many students perceive Arabic as a difficult subject disconnected from their daily lives, thereby widening the gap between language learning and their actual needs.² As a result, Arabic instruction is often viewed merely as an administrative obligation rather than a dynamic and contextual linguistic experience.

Conventional approaches based on lecturing and repetition have proven inadequate in addressing students' holistic learning needs.³ Such

¹ Jamil, H., & Agung, N. (2022). Tantangan Pembelajaran Bahasa Arab Di Era Society 5.0: Analisis Pembelajaran Bahasa Arab Berbasis Aplikasi Interaktif. *Alibbaa': Jurnal Pendidikan Bahasa Arab*, 3(1), 38–51. <https://doi.org/10.19105/ajpba.v3i1.5536>

² Sodiq, S., & Alindah, L. (2024). The Hidden Indonesian Language Literacy Curriculum In Arabic Language Textbooks For Islamic Junior High School. *Ijaz Arabi Journal of Arabic Learning*, 7(1). <https://doi.org/10.18860/ijazarabi.v7i1.25049>

³ Maimunah, I., Sutaman, S., Taufiqurrochman, R., Siregar, H. H., & Alaoui, M. M. I. (2022). SYNCHRONOUS ARABIC LEARNING BASED ON SOCIOCULTURAL THEORY: NEW TRENDS IN ARABIC LEARNING AT

strategies rarely provide opportunities for learners to explore or actively engage with the Arabic language beyond the confines of textbooks. Consequently, classroom instruction remains passive and fails to incorporate the affective and social dimensions that are crucial in language acquisition. Within this context, there is an urgent need for a more student-centered approach that connects learning content with students' real-world experiences.

One promising pedagogical model that addresses these issues is Contextual Teaching and Learning (CTL), which emphasizes experience-based learning and active student engagement. Grounded in constructivist theory, CTL integrates key pedagogical elements such as inquiry, collaboration, reflection, and authentic assessment. This approach allows students to construct knowledge by connecting academic content with their social and cultural realities. Through CTL, language is not treated merely as a set of rules but as a living and meaningful tool for communication.

In the context of teaching Arabic as a foreign language, CTL holds significant relevance as it offers learners the space to develop communicative competence through authentic activities. Students can be engaged in simulations, everyday conversations, collaborative tasks, and various learning experiences that mirror real-life language use. This approach not only enhances students' conceptual understanding but also fosters learner autonomy and critical thinking, skills that are often overlooked in conventional classrooms.

Previous studies have examined the effectiveness of the Contextual Teaching and Learning (CTL) approach in the context of foreign language education. Afnita et al. (2025) developed CTL-based interactive digital media in the form of e-worksheets as a tool for second language learning that integrates visual, audio, and video elements.⁴ Their findings show that the media is not only valid in terms of content but also effective in improving students' reading skills of popular scientific texts. This reflects the potential of CTL in enhancing experiential and context-based learning through digital technology.

UNIVERSITY. Arabi: Journal of Arabic Studies, 7(2), 162–172. <https://doi.org/10.24865/ajas.v7i2.480>

⁴ Afnita, Efrianto, Siti Ansoriyah, Fitriani Lubis, Ifnaldi, Zulfikarni, Jr., V. T. D., Mamat, S., Ulya, R. H., Rachman, A., & Nurrahmah, F. (2025). Developing CTL-Based Digital Media E-Worksheet for Second Language Learning. *Forum for Linguistic Studies*, 7(6). <https://doi.org/10.30564/fls.v7i6.9665>

Another study by Alkhannani (2021) emphasizes the importance of collaboration and student engagement as partners in the CTL-based learning process.⁵ In the context of English as a Foreign Language (EFL) learning in Saudi Arabia, the "Students as Partners" strategy has been shown to increase student satisfaction and learning experience. The study highlights that active student involvement in the design and implementation of instruction is an essential component of successful CTL practices, particularly in higher education settings that are increasingly embracing participatory approaches. Furthermore, Yasin et al. (2023) demonstrate that CTL can function as a transformative strategy in shifting traditional teaching paradigms toward more structured and systematic instruction.⁶ An experimental study involving secondary school students in Aceh, Indonesia, showed that the gradual implementation of CTL led to improved student performance in English language classes. These findings suggest that CTL is not only a methodological approach but also a catalyst for curriculum reform and pedagogical innovation. At the elementary education level, Usman et al. (2019) also explored the application of CTL in English book-reading activities.⁷ This study reinforces the view that contextual approaches play a crucial role in developing foreign language literacy from an early age through learning experiences closely tied to students' everyday lives.

This study aims to explore how the Contextual Teaching and Learning (CTL) approach is implemented in Arabic language instruction for seventh-grade students at MTs Ar-Ridho Medan. The main research questions addressed are: how is CTL implemented in the classroom teaching of Arabic, and what challenges and dynamics emerge during the process? To answer these questions, this study employs a descriptive

⁵ Alkhannani, B. M. (2021). The Effectiveness of Collaborative Teaching and Learning and Engaging Students as Partners on English Language Teaching in Saudi Arabia. *Theory and Practice in Language Studies*, 11(10), 1288–1294. <https://doi.org/10.17507/tpls.1110.17>

⁶ Yasin, B., Mustafa, F., Safina, D., Yusuf, Y., Khairuddin, K., & Sarinauli, B. (2023). Introducing Contextual Teaching and Learning as a Transition from Textbook-Based Curriculum to the National Curriculum. *European Journal of Educational Research*, volume-12-2023(volume-12-issue-4-october-2023), 1767–1779. <https://doi.org/10.12973/eu-jer.12.4.1767>

⁷ H. Usman et al., "English Language Book Reading Based on Contextual Teaching and Learning (CTL) for Elementary School Students," *Opcion* 35, Special Issue 21 (2019): 2899–2917.

qualitative approach to deeply investigate the pedagogical processes taking place in authentic settings. The novelty of this research lies in its focus not only on the general effectiveness of CTL but also on analyzing the real-life interaction between teachers, students, and the CTL approach within the framework of Islamic school education in Indonesia, a topic that remains underexplored in existing literature, especially through classroom-based qualitative inquiry.

The findings of this study are expected to offer practical insights for Arabic language teachers in designing more contextual and meaningful instructional strategies. Additionally, the study contributes theoretical perspectives to the pedagogical literature on Arabic as a foreign language in the Southeast Asian context. By documenting the adaptation of CTL in a local Islamic school setting, this research may also serve as a reference for curriculum developers and policymakers seeking to improve the quality of Arabic language education in madrasah institutions.

Method

This study employed a qualitative approach with a case study design. This approach was chosen for its ability to explore in depth the process of implementing the Contextual Teaching and Learning (CTL) approach in Arabic language instruction within the targeted classroom. The case study design allowed the researcher to examine the dynamics of interaction, teacher strategies, and student responses in an authentic context, elements that cannot be captured through quantitative methods.⁸ The objective of this study was not to generalize findings, but rather to achieve a comprehensive understanding of pedagogical practices within a specific educational setting.

The research was conducted at MTs Ar-Ridho, a private Islamic junior high school located in Medan, North Sumatra. The focus of the study was on Arabic language instruction in a purposively selected seventh-grade class. The primary participants in this study included the Arabic language teacher and the students in the observed class, as they were directly involved in the CTL-based instructional process. The selection of the site and participants was based on the consideration that the class had already implemented contextual learning practices, aligning with the objectives of the research.

⁸ Yin, R. K. (2018). Case study research and applications: Design and methods (6th ed.). SAGE Publications.

Data were collected through three main techniques: observation, interviews, and documentation. Classroom observations were conducted to examine how the teacher implemented the CTL approach and how students responded to it. Semi-structured interviews were held with the teacher and several key students to gain deeper insights into their experiences, perceptions, and the challenges encountered during the learning process. In addition, supporting documents such as instructional materials, student worksheets, and the teacher's reflective notes were gathered to complement the data set.

The data analysis process followed the model developed by Miles and Huberman, which consists of three key stages: data reduction, data display, and conclusion drawing. Data reduction was carried out by selecting and categorizing information relevant to the research focus.⁹ The data display stage involved organizing the findings into thematic narratives that connected field data with the theoretical framework. The final stage, drawing conclusions, was conducted in a reflective and iterative manner to ensure the validity of the interpretations.

To ensure data credibility, the study employed triangulation by cross-checking findings from observations, interviews, and documentation. In addition, member checking was conducted by asking key participants to review and confirm the accuracy of the interpreted findings. These strategies were applied to minimize interpretative bias and to ensure that the analysis accurately reflected the participants' actual experiences.

Results and Discussion

Implementation of CTL

The implementation of the Contextual Teaching and Learning (CTL) approach in Arabic language instruction for seventh-grade students at MTs Ar-Ridho Medan revealed a relatively systematic and comprehensive application, as evidenced through classroom observations, in-depth interviews with teachers and students, and instructional documentation. The teacher played an active role as the designer of learning activities that directly connected lesson content to students' real-life experiences. This was evident in the initial vocabulary teaching strategy: instead of providing students with a verbal list of words to memorize, the teacher asked them to identify classroom objects

⁹ Matthew B. Miles, A. Michael Huberman, & Johnny Saldaña. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). SAGE Publications.

in Arabic, such as *al-kursī* (chair), *as-sabūra* (blackboard), and *al-bāb* (door). Students were then required to construct simple sentences using these words and practice them in short paired dialogues. This method fostered active and contextual learning dynamics from the beginning of the lesson.

In one learning session, the teacher also assigned an individual project in which students created a “mini illustrated dictionary”. Each student was instructed to take photos of objects found around their home, label them in Arabic, and compile them into a small booklet as a creative product. This activity not only strengthened vocabulary mastery but also cultivated a sense of ownership over the learning process.

Group discussion methods were also a strong feature of the CTL implementation.¹⁰ The teacher routinely divided students into small groups to discuss specific themes, such as daily conversation or self-introduction. Each group was tasked with preparing a dialogue scenario and presenting it in front of the class. The teacher provided guidance and modeling before students performed. Through this process, the teacher’s role shifted from information provider to facilitator and learning partner who actively supported students’ exploration.

Observations confirmed that the teacher consistently integrated the seven core components of the Contextual Teaching and Learning (CTL) approach into Arabic language instruction. These components were not only symbolically present but genuinely embedded within the teaching strategies.¹¹

First, the principle of **constructivism** was reflected in the teacher’s efforts to create opportunities for students to build their own understanding. In several sessions, students were not directly told the meaning of a vocabulary item. Instead, they were asked to observe objects, images, or actions and then answer, “*Mā ism hādhā ash-shay’ bil-‘Arabiyyah?*” (“What is the name of this object in Arabic?”). Through this process, students formed meaningful associations based on

¹⁰ Yeni Ghonivita, John Pahamzah, Syafrizal Syafrizal, & Murti Ayu Wijayanti. (2021). Improving Students’ Listening Skill and Vocabulary Mastery through Contextual Teaching and Learning (CTL) By Using Online Learning for Senior High School. *International Journal of English Language and Linguistics Research*, 9(4), 45–56.

¹¹ Tamam Syaifuddin, Luthfiyah Nurlaela, & Sukma Perdana P. (2021). Contextual Teaching and Learning (CTL) Model to Students Improve Learning Outcome at Senior High School of Model Terpadu Bojonegoro. *IJORER : International Journal of Recent Educational Research*, 2(5), 528–535. <https://doi.org/10.46245/ijorer.v2i5.143>

direct experiences rather than rote memorization. For example, when learning the word *an-nāfidha* (window), students were instructed to physically open and close the window while repeating the word. This not only built comprehension but also connected bodily experience to cognitive processes.

Second, **inquiry** was activated through open-ended questions and contextual meaning exploration. The teacher frequently opened lessons with prompts like: “Hal ra'aytum hādhā ash-shay' fī baytikum? Matā tastakhdimūnah?” (“Have you seen this object at home? When do you use it?”). Such questions encouraged students to think critically and connect personal experiences with the target language. In one session, students engaged in a guessing game where they had to identify vocabulary based on their peers' descriptions.

Third, a strong sense of **learning community** was evident in classroom practices. Students regularly worked in small groups to complete tasks and discussions. For instance, when learning about self-introduction, each group composed a dialogue and performed it for the class. Within these interactions, students corrected each other's pronunciation, shared understandings, and offered feedback. The teacher facilitated without dominating, providing space for students to co-construct meaning within a collaborative community. The classroom environment no longer positioned the teacher as the sole authority, but as a guide in a shared learning journey.

Fourth, **modeling** was clearly demonstrated in every instructional session. The teacher always provided a concrete example before students engaged in a task. For example, prior to a dialogue activity, the teacher acted out a short conversation with a student at the front of the class, using appropriate intonation and expressions. This practice helped students understand how Arabic is used communicatively and embedded language structures in authentic contexts.¹²

Fifth, **reflection** was explicitly encouraged at the end of each lesson. The teacher asked open-ended questions to the whole class, such as: “Mā alladhī ta'allamtum al-yawm? Wa mā huwa ash-shay' alladhī kāna ṣa'ban?” (“What did you learn today? What was difficult?”). This reflective dialogue fostered metacognition, enabling students to become

¹² Dewi, I., Ahmad Nurcholis, Izzatul Laila, Juan Acevedo, & Moumen El-Sayed. (2025). Curiosity-Driven Learning in Arabic: A Case Study on the “Inquiring Minds Want to Know” Approach. *Alibbaa': Jurnal Pendidikan Bahasa Arab*, 6(1), 42–64. <https://doi.org/10.19105/ajpba.v6i1.17881>

aware of their own learning processes. In some cases, students were asked to write brief notes about their impressions of the day's lesson or to discuss with a partner the most interesting part of the session.

Sixth, **authentic assessment** was evident in how the teacher evaluated student performance. Rather than using conventional written tests, assessments were based on projects, presentations, and active participation in class tasks. For example, the mini dictionary project was assessed based on creativity, vocabulary accuracy, and individual effort. During role-play or dialogue presentations, the teacher noted students' engagement, pronunciation, and willingness to speak as key performance indicators.

Finally, the application of **meaningful learning**, which is the core spirit of CTL, was reflected not only in activities but also in the classroom narratives. Arabic was not presented as a "difficult foreign language" but as a living tool for communication, relevant to the students' everyday lives.

Overall, the integration of the seven CTL components into Arabic instruction was not merely a technical procedure, but a reflection of an educational philosophy that positioned students as active subjects, teachers as reflective facilitators, and context as a bridge between knowledge and life. This approach took learning beyond the boundaries of the textbook into experiences that engaged the real world of the learners.

Challenges in the Implementation of CTL

The implementation of the Contextual Teaching and Learning (CTL) approach in Arabic language instruction at MTs Ar-Ridho Medan received positive responses from various stakeholders while simultaneously revealing a number of challenges that must be addressed for the development of context-oriented instruction. In practice, this implementation was supported by several internal and external factors that enhanced the effectiveness of the learning process, but it was also confronted with technical and pedagogical obstacles that required thoughtful management.

On the supporting side, the success of the CTL approach largely depended on the preparedness and creativity of the teacher in designing meaningful learning experiences. The teacher demonstrated high initiative in organizing instructional activities that were relevant to students' everyday lives, such as using nearby objects as learning media, assigning contextual projects, and engaging students in group

discussions. Students' positive attitudes also served as a significant strength; the majority of students showed enthusiasm for learning sessions that were non-monotonous and provided them with opportunities for expression and active participation. This enthusiasm contributed to a dynamic and collaborative classroom atmosphere. Additionally, the support of a school environment that welcomed instructional innovation facilitated the flexible implementation of the CTL approach.

Nonetheless, the success of CTL implementation was not without its inhibiting factors. One of the main challenges was the limited instructional time available within the curriculum structure. The contextual approach, being process-oriented and exploratory, required more time than conventional methods, which often prevented teachers from completing all planned learning stages. Moreover, the lack of supporting resources, such as visual media, teaching aids, or basic classroom technology, posed difficulties in delivering a varied and contextualized learning experience. Another challenge stemmed from the diverse characteristics of students, as not all learners were confident or ready to actively engage in activities that demanded interaction and public speaking. Some students tended to remain passive, which called for a more personalized approach to ensure their optimal involvement.

Furthermore, not all instructional content lent itself easily to contextualization. Certain topics in Arabic, particularly those involving grammatical structures, required a high level of abstraction that made them difficult to directly connect to students' daily experiences. In such situations, teachers needed to innovate by designing activities or analogies that maintained academic rigor while being logically and intuitively accessible to students. When this was not achieved, a risk of fragmentation between learning objectives and instructional methods could emerge.

Thus, the implementation of CTL in Arabic language instruction operates within a dialectic space between potential and limitations. Supporting factors such as teacher competence, student participation, and a conducive institutional context play vital roles in enhancing its effectiveness. At the same time, constraints involving time, facilities, and student diversity must be addressed through adaptive and reflective planning. This combination of strengths and challenges underscores that the success of CTL lies not in the approach itself alone, but in the extent to which all elements within the learning ecosystem can synergize to create meaningful and sustainable learning processes.

Discussion

The findings of this study indicate that the success of the Contextual Teaching and Learning (CTL) approach in Arabic language instruction is highly dependent on the consistent application of its seven core components. These components; constructivism, inquiry, learning community, modeling, reflection, authentic learning, and authentic assessment; are not merely theoretical frameworks but serve as practical guidelines for creating meaningful and comprehensive learning experiences.¹³

First, **constructivism** acts as the foundational principle of this instructional model. The teacher is not positioned as the sole source of knowledge, but rather as a facilitator who encourages students to construct meaning through interaction with their environment and peers. In this context, Arabic language learning is not treated as a mechanical memorization process, but as an experience of constructing personal and social meaning. This aligns with Vygotsky's theory of the Zone of Proximal Development, where knowledge is formed through contextual and interactive scaffolding.¹⁴

Second, this approach prioritizes **inquiry** as the primary means to stimulate students' curiosity. In classroom practice, the teacher does not directly provide answers but instead prompts students to explore the meaning of vocabulary or sentence structures through questioning, observation, and independent discovery. These activities foster critical thinking and enhance problem-solving skills within language use.¹⁵

Third, a **learning community** is a crucial element in cultivating a collaborative learning atmosphere. Group discussions, joint projects, and communication simulations promote horizontal interactions among students. Such interactions not only boost motivation but also deepen

¹³ Syahputri, D. (2019). Improving Students' Achievement in Reading Comprehension by Applying Contextual Teaching and Learning (CTL). *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 2(3), 58–69. <https://doi.org/10.33258/birle.v2i3.361>

¹⁴ Erbil, D. G. (2020). A Review of Flipped Classroom and Cooperative Learning Method Within the Context of Vygotsky Theory. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.01157>

¹⁵ Dewi, I., Ahmad Nurcholis, Izzatul Laila, Juan Acevedo, & Moumen El-Sayed. (2025). Curiosity-Driven Learning in Arabic: A Case Study on the "Inquiring Minds Want to Know" Approach. *Alibbaa': Jurnal Pendidikan Bahasa Arab*, 6(1), 42–64. <https://doi.org/10.19105/ajpba.v6i1.17881>

language understanding through social negotiation of meaning. Research by Elnagar et al. (2020) affirms that a strong learning community plays a vital role in accelerating second language acquisition.¹⁶

Fourth, **modeling** by the teacher has proven effective in bridging students' understanding of language use in real-life contexts. The teacher provides examples of sentences, expressions, and linguistic behavior that students can imitate. This modeling is not only linguistic but also reflects social competencies essential to communication.¹⁷ Fifth, **reflection** is intentionally integrated at the end of each learning session. Through open-ended questions, closing discussions, and learning journals, students are invited to become aware of their own thought processes and understanding. Such reflective activities are crucial in promoting metacognition and helping students internalize language concepts through personal experience.¹⁸

Sixth, **authentic learning** is evident in the design of activities relevant to students' daily lives. For instance, students are tasked with creating mini dictionaries or practicing dialogues in the context of school, home, and social activities. This type of instruction not only enhances communicative competence but also makes the Arabic language feel alive and functional, rather than just academic content.¹⁹ Seventh, **authentic assessment** replaces traditional evaluation methods. Students are assessed based on their involvement in projects, performance in group tasks, and participation in classroom discussions. This form of assessment more accurately reflects students' real competencies and learning processes, rather than merely final scores or test results.

¹⁶ Elnagar, A., Al-Debsi, R., & Einea, O. (2020). Arabic text classification using deep learning models. *Information Processing & Management*, 57(1), 102121. <https://doi.org/10.1016/j.ipm.2019.102121>

¹⁷ Yulia, F., Ali Hasan, E. M. E., Bahri, A. N., Fiqiyah, M., & Taufiq, M. (2024). Effectiveness of Instructional Communication of Mahārah Al-Kalām at Sultan Idris Education University. *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 8(2), 216–233. <https://doi.org/10.15575/jpba.v8i2.39201>

¹⁸ Azzouz Boudadi, N., & Gutiérrez-Colón, M. (2020). Effect of Gamification on students' motivation and learning achievement in Second Language Acquisition within higher education: a literature review 2011-2019. *The EuroCALL Review*, 28(1), 40. <https://doi.org/10.4995/eurocall.2020.12974>

¹⁹ Sodiq, S., & Alindah, L. (2024). The Hidden Indonesian Language Literacy Curriculum In Arabic Language Textbooks For Islamic Junior High School. *Ijaz Arabi Journal of Arabic Learning*, 7(1). <https://doi.org/10.18860/ijazarabi.v7i1.25049>

The comprehensive implementation of these seven components reinforces CTL's position as a holistic pedagogical approach. This is consistent with Johnson's (2002) assertion that the effectiveness of CTL lies in the integrated application of all its components,²⁰ not in the selective implementation of a few. Research by Özkan and Arikan (2020) further confirms that full application of CTL principles in language classrooms fosters the development of communicative competence, especially when linked to students' social experiences.²¹

In the context of Arabic language instruction in Indonesia, this approach offers a methodological innovation that addresses the limitations of conventional, lecture- and memorization-based methods. CTL opens space for thematic, participatory, and project-based approaches that better meet the needs of today's learners. Moreover, this model aligns with the spirit of the *Merdeka Belajar* curriculum, which positions students as active and autonomous agents in the educational process.

Therefore, the integration of CTL's seven components in Arabic language instruction not only enriches teaching strategies but also reconceptualizes how teachers and students interact with language as a medium of meaning rather than as an object of memorization. In this framework, CTL is not merely a method, it represents a new paradigm in language education.

²⁰ Elaine B. Johnson, *Contextual Teaching and Learning: What It Is and Why It's Here to Stay* (Thousand Oaks, CA: Corwin Press, 2002), 3–6.

²¹ Yonca Özkan and Arda Arikan, "The Use of Contextual Teaching and Learning (CTL) to Improve Students' Communicative Competence in EFL Speaking Classes," *Journal of Language and Linguistic Studies* 16, no. 2 (2020): 1035–1049.

Conclusion

The implementation of the Contextual Teaching and Learning (CTL) approach in Arabic language instruction has proven effective in creating an active, meaningful, and contextual learning process. By integrating the seven core components; constructivism, inquiry, learning community, modeling, reflection, authentic learning, and authentic assessment; teachers are able to connect language material with students' real-life experiences, thereby enhancing their participation and motivation in using Arabic functionally.

However, the successful implementation of CTL is highly influenced by several supporting and inhibiting factors. Teacher creativity, student readiness, and supportive school environments are key elements in the effective application of this approach. On the other hand, limited instructional time, insufficient learning facilities, and the challenge of contextualizing certain subject matter remain obstacles that require strategic and adaptive solutions.

Therefore, collaborative efforts among teachers, schools, and educational policymakers are essential. Teachers need continuous professional development to systematically apply CTL, while schools should provide the necessary resources and time to support this approach. Further research is also recommended to evaluate the long-term impact of CTL on Arabic language proficiency across various educational levels and broader instructional contexts.

REFERENCES

- Afnita, Efrianto, Siti Ansoriyah, Fitriani Lubis, Ifnaldi, Zulfikarni, Jr., V. T. D., Mamat, S., Ulya, R. H., Rachman, A., and Nurrahmah, F. "Developing CTL-Based Digital Media E-Worksheet for Second Language Learning." *Forum for Linguistic Studies* 7, no. 6 (2025). <https://doi.org/10.30564/fls.v7i6.9665>.
- Alkhannani, B. M. "The Effectiveness of Collaborative Teaching and Learning and Engaging Students as Partners on English Language Teaching in Saudi Arabia." *Theory and Practice in Language Studies* 11, no. 10 (2021): 1288–1294. <https://doi.org/10.17507/tpsls.1110.17>.
- Azzouz Boudadi, N., and Gutiérrez-Colón, M. "Effect of Gamification on Students' Motivation and Learning Achievement in Second Language Acquisition within Higher Education: A Literature Review 2011–2019." *The EuroCALL Review* 28, no. 1 (2020): 40. <https://doi.org/10.4995/eurocall.2020.12974>.
- Dewi, I., Ahmad Nurcholis, Izzatul Laila, Juan Acevedo, and Moumen El-Sayed. "Curiosity-Driven Learning in Arabic: A Case Study on the 'Inquiring Minds Want to Know' Approach." *Alibbaa': Jurnal Pendidikan Bahasa Arab* 6, no. 1 (2025): 42–64. <https://doi.org/10.19105/ajpba.v6i1.17881>.
- Elaine B. Johnson. *Contextual Teaching and Learning: What It Is and Why It's Here to Stay*. Thousand Oaks, CA: Corwin Press, 2002.
- Elnagar, A., Al-Debsi, R., and Einea, O. "Arabic Text Classification Using Deep Learning Models." *Information Processing & Management* 57, no. 1 (2020): 102121. <https://doi.org/10.1016/j.ipm.2019.102121>.
- Erbil, D. G. "A Review of Flipped Classroom and Cooperative Learning Method Within the Context of Vygotsky Theory." *Frontiers in Psychology* 11 (2020). <https://doi.org/10.3389/fpsyg.2020.01157>.
- Hadi, N., Alvina, N., and Khaled Radhouani. "Ta'zizu Dâfi'iyati Thullâbi Riyâdh al-Athfâl li Tathwîri Mahârât al-Lughah al-'Arabiyyah al-Syafawiyyah min Khilâli Barâmiji al-Ta'lim al-Mukatstsaf." *Alibbaa': Jurnal Pendidikan Bahasa Arab* 5, no. 2 (2024): 189–214. <https://doi.org/10.19105/ajpba.v5i2.12195>.

- Jamil, H., and Agung, N. "Tantangan Pembelajaran Bahasa Arab Di Era Society 5.0: Analisis Pembelajaran Bahasa Arab Berbasis Aplikasi Interaktif." *Alibbaa': Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2022): 38–51. <https://doi.org/10.19105/ajpba.v3i1.5536>.
- Johnson, Elaine B. *Contextual Teaching and Learning: What It Is and Why It's Here to Stay*. Thousand Oaks, CA: Corwin Press, 2002.
- Maimunah, I., Sutaman, S., Taufiqurrochman, R., Siregar, H. H., and Alaoui, M. M. I. "Synchronous Arabic Learning Based on Sociocultural Theory: New Trends in Arabic Learning at University." *Arabi: Journal of Arabic Studies* 7, no. 2 (2022): 162–172. <https://doi.org/10.24865/ajas.v7i2.480>.
- Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña. *Qualitative Data Analysis: A Methods Sourcebook*. 3rd ed. Thousand Oaks, CA: SAGE Publications, 2014.
- Sodiq, S., and Alindah, L. "The Hidden Indonesian Language Literacy Curriculum in Arabic Language Textbooks for Islamic Junior High School." *Ijaz Arabi Journal of Arabic Learning* 7, no. 1 (2024). <https://doi.org/10.18860/ijazarabi.v7i1.25049>.
- Syahputri, D. "Improving Students' Achievement in Reading Comprehension by Applying Contextual Teaching and Learning (CTL)." *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* 2, no. 3 (2019): 58–69. <https://doi.org/10.33258/birle.v2i3.361>.
- Tamam Syaifuddin, Luthfiyah Nurlaela, and Sukma Perdana P. "Contextual Teaching and Learning (CTL) Model to Students Improve Learning Outcome at Senior High School of Model Terpadu Bojonegoro." *IJORER: International Journal of Recent Educational Research* 2, no. 5 (2021): 528–535. <https://doi.org/10.46245/ijorer.v2i5.143>.
- Tari, D. K., and Rosana, D. "Contextual Teaching and Learning to Develop Critical Thinking and Practical Skills." *Journal of Physics: Conference Series* 1233, no. 1 (2019): 012102. <https://doi.org/10.1088/1742-6596/1233/1/012102>.

- Usman, H., et al. "English Language Book Reading Based on Contextual Teaching and Learning (CTL) for Elementary School Students." *Opcion* 35, Special Issue 21 (2019): 2899–2917.
- Yasin, B., Mustafa, F., Safina, D., Yusuf, Y., Khairuddin, K., and Sarinauli, B. "Introducing Contextual Teaching and Learning as a Transition from Textbook-Based Curriculum to the National Curriculum." *European Journal of Educational Research* 12, no. 4 (2023): 1767–1779. <https://doi.org/10.12973/eu-jer.12.4.1767>.
- Yin, Robert K. *Case Study Research and Applications: Design and Methods*. 6th ed. Thousand Oaks, CA: SAGE Publications, 2018.
- Yulia, F., Ali Hasan, E. M. E., Bahri, A. N., Fiqiyah, M., and Taufiq, M. "Effectiveness of Instructional Communication of Mahārah Al-Kalām at Sultan Idris Education University." *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 8, no. 2 (2024): 216–233. <https://doi.org/10.15575/jpba.v8i2.39201>.
- Yeni Ghonivita, John Pahamzah, Syafrizal Syafrizal, and Murti Ayu Wijayanti. "Improving Students' Listening Skill and Vocabulary Mastery through Contextual Teaching and Learning (CTL) by Using Online Learning for Senior High School." *International Journal of English Language and Linguistics Research* 9, no. 4 (2021): 45–56.
- Yonca Özkan and Arda Arikan. "The Use of Contextual Teaching and Learning (CTL) to Improve Students' Communicative Competence in EFL Speaking Classes." *Journal of Language and Linguistic Studies* 16, no. 2 (2020): 1035–1049.