



Contextualizing Arabic Language Instruction: Assessing the Effectiveness of Learning Outcomes through Contextual Teaching and Learning among Secondary School Students

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Abstract

Improving students' achievement in Arabic language learning remains a significant challenge in Islamic secondary schools. Contextual Teaching and Learning (CTL) has been widely recognized as an effective learner-centered approach; however, evidence regarding its effectiveness in Arabic language instruction remains limited. This study examined the effect of the CTL strategy on Arabic language learning outcomes among class VIII students at MTs Nahdlatul Muslimin Pantai Labu. A quasi-experimental design was employed involving 50 students, consisting of 24 students in the experimental class and 26 students in the control class. Data were collected through achievement tests and analyzed using descriptive and inferential statistics. The Shapiro - Wilk test indicated that the data were not normally distributed (experimental class: $p = 0.031$; control class: $p = 0.006$); therefore, the Mann - Whitney U test was applied. The findings revealed that the experimental class achieved a substantially higher mean score (78.92) than the control class (33.08). The Mann-Whitney U test showed a significant difference between the two groups ($U = 8.000$, $Z = -5.934$, $p < 0.001$), with a large effect size ($r \approx 0.84$). These findings demonstrate the effectiveness of CTL in improving Arabic language learning outcomes and support its broader implementation in Arabic language education at the madrasah level.

Keywords: *Arabic Language-Education; Learning Outcomes; Madrasah Students; Student Achievement.*

Abstrak

Meningkatkan prestasi belajar siswa dalam pembelajaran bahasa Arab masih menjadi tantangan yang signifikan di madrasah tsanawiyah. Contextual Teaching and Learning (CTL) telah diakui secara luas sebagai pendekatan pembelajaran yang berpusat pada peserta didik; namun, bukti mengenai efektivitasnya dalam pembelajaran bahasa Arab masih terbatas. Penelitian ini bertujuan untuk menguji pengaruh strategi Contextual Teaching and Learning (CTL) terhadap hasil belajar bahasa Arab pada siswa kelas VIII MTs Nahdlatul Muslimin Pantai Labu. Penelitian ini menggunakan desain kuasi-eksperimen yang melibatkan 50 siswa, terdiri atas 24 siswa pada kelas eksperimen dan 26 siswa pada kelas kontrol. Data dikumpulkan melalui tes hasil belajar dan dianalisis menggunakan statistik deskriptif dan inferensial. Uji Shapiro-Wilk menunjukkan bahwa data tidak berdistribusi normal (kelas eksperimen: $p = 0,031$; kelas kontrol: $p = 0,006$), sehingga analisis dilanjutkan menggunakan uji Mann-Whitney U. Hasil penelitian menunjukkan bahwa kelas eksperimen memperoleh nilai rata-rata yang jauh lebih tinggi (78,92) dibandingkan kelas kontrol (33,08). Uji Mann-Whitney U menunjukkan adanya perbedaan yang signifikan antara kedua kelompok ($U = 8,000$; $Z = -5,934$; $p < 0,001$), dengan ukuran efek yang besar ($r \approx 0,84$). Temuan ini menunjukkan bahwa strategi Contextual Teaching and Learning (CTL) efektif dalam

meningkatkan hasil belajar bahasa Arab serta mendukung penerapannya secara lebih luas dalam pembelajaran bahasa Arab di tingkat madrasah.

Kata Kunci: *Pendidikan Bahasa Arab; Hasil Belajar; Siswa Madrasah; Prestasi Siswa.*

Introduction

Arabic is one of the most important subjects in madrasahs because it serves as a means of understanding the primary sources of Islamic teachings the Qur'an and the hadith as well as a tool for communication in educational and socio-religious contexts.¹ However, in practice, Arabic language instruction in many madrasahs still faces various challenges, including low student motivation, teaching methods that remain teacher-centered, and a lack of connection between the material and students' real-life experiences. As a result, students' Arabic learning outcomes tend to be low, and the learning process is perceived as lacking meaning.²

It is well known that Arabic language education faces obstacles in developing students' understanding and skills. One effective approach to addressing this is the contextual learning strategy, which connects learning materials to the context of students' daily lives. Various studies show that the application of Contextual Teaching and Learning strategies can significantly improve student learning outcomes, both in terms of understanding the material and other academic skills. The following table summarizes research findings on the effectiveness of the Contextual Teaching and Learning approach in Arabic language instruction and its impact on student achievement.³

This situation was also observed among eighth-class students at MTs Nahdhatul Muslimin Pantai Labu, where, prior to the implementation of an alternative learning strategy, the Arabic learning outcomes of students in the group that had not received special treatment were relatively low. Research data show that the group of students who used only conventional teaching methods (the control class) achieved an average score of 33.08, far below the group of students taught using the Contextual Teaching and Learning strategy as the Experimental class, which achieved an average score of 78.92. This average difference of

¹ Zainal Arifin et al., "The Development of CEFR-Based Nahwu and Shorof Learning Evaluation in Madrasah Aliyah in Cirebon," *Izdiyar: Journal of Arabic Language Teaching, Linguistics, and Literature* 5, no. 2 (2022): 167–182.

² Nurhikma Utami et al., "The Effectiveness of Contextual Teaching and Learning in Improving Students' Reading Comprehension," *JOLLT Journal of Languages and Language Teaching* 11, no. 1 (2023): 83–93.

³ Muhammad Afthon Ulin Nuha and Nurul Musyafaah, "Application of The Contextual Teaching and Learning (CTL) Model in Improving The Quality of Balaghah Learning in MAN 3 Jombang," *Jurnal Ilmiah Iqra'* 17, no. 1 (2023): 1–21.

45.84 points indicates a very significant disparity in learning outcomes between the two groups.

To test the statistical significance of these differences, the Shapiro-Wilk normality test was conducted, which indicated that the data from both groups were not normally distributed (Experimental class: $p = 0.031$; control class: $p = 0.006$); therefore, hypothesis testing proceeded with the nonparametric Mann-Whitney U test. The test results showed a U value of 8.000 and a Z value of -5.934 with a significance level of $p < 0.001$ ($p < 0.05$), which means that H_0 was rejected and there is a significant difference between the Arabic learning outcomes of students in the experimental and control classes. These findings provide preliminary empirical evidence that the implementation of Contextual Teaching and Learning strategy has a significant effect on improving the Arabic learning outcomes of eighth-class students at MTs Nahdhatul Muslimin Pantai Labu.

A number of studies in 2026 demonstrate that the implementation of the Contextual Teaching and Learning (CTL) model is highly effective in improving various student competencies across general subject areas. In the social sciences domain, Hidayati and Khairi (2026) proved through Classroom Action Research that integrating CTL with video media successfully boosted junior high school students' critical thinking skills and classical completeness, reaching 85%.⁴ In line with these findings, Salsabila et al. (2026) found that CTL potentially enhances elementary school students' spatial literacy and geographical reasoning in map-related topics.⁵ Meanwhile, in the science domain, Fardhani et al. (2026) confirmed through a quasi-experimental design that the CTL model significantly improves cognitive learning outcomes while fostering environmental care by increasing students' plant awareness.⁶ On the other hand, the adaptation of CTL in religious education has begun to shift toward a theoretical-philosophical direction, as demonstrated by Aziz et al. (2026), who

⁴ Nur Sari Hidayati and Ahmad Imam Khairi, "Improving Junior High School Students Critical Thinking Skills in Social Studies through Contextual Teaching and Learning (CTL) Assisted by Video Media: A Classroom Action Research," *SOCIALE: International Journal of Social Studies* 3, no. 1 (2026): 1–12.

⁵ Naura Aisya Salsabila, Pupun Nuryani, and Sendi Fauzi Giwangsa, "The Effectiveness of The Contextual Teaching and Learning Model in Improving Elementary School Students' Spatial Literacy Skills," *Jurnal Cakrawala Pendas* 12, no. 1 (January 31, 2026): 1–10.

⁶ Indra Fardhani et al., "The Impact of the Contextual Teaching and Learning (CTL) Model on Plant Awareness and Cognitive Learning Outcomes of Seventh Grade Students in Plant Classification Material," *International Journal of Curriculum and Instruction* 18, no. 1 (2026): 25–44, <https://www.ijci.net/index.php/IJCI/article/view/1642>.

examined the epistemological limitations of Western CTL to suit the demands of religious learning.⁷

Evidence from international journals further supports these findings. Mahmuti et al. (2025) found that the Contextual Teaching and Learning strategy significantly improved student learning outcomes because the learning process became more relevant and interactive.⁸ Jasmin & Ongcoy (2023) reported that the group of students taught using the Contextual Teaching and Learning strategy achieved much higher class improvements compared to the conventional group.⁹ Yasin et al. (2023) in the *European Journal of Educational Research*, also demonstrated that the transition to contextual-based learning can tangibly improve students' learning outcomes,¹⁰ while Zhao et al. (2025) proved that the Contextual Teaching and Learning approach effectively enhances language comprehension and learning motivation.¹¹

Specifically in the context of Arabic language learning, a number of previous studies, published in both national and international journals, have demonstrated the effectiveness of the CTL strategy. Sunardi (2022) found that the implementation of the CTL strategy significantly improved students' engagement and learning outcomes in Arabic.¹² A similar finding was reported by Haryono and Hikmah (2023) who demonstrated that the Contextual Teaching and Learning strategy effectively improved the Arabic learning outcomes of madrasah students in a case study at MTs Nurul Jadid Paiton, Probolinggo.¹³ Furthermore,

⁷ Faqih Abdul Aziz et al., "Contextual PAI Learning Design: Integration of Contextual Teaching and Learning with Islamic Epistemology in the Society 5.0 Era," *Edusoshum: Journal of Islamic Education and Social Humanities* 6, no. 2 (May 5, 2026): 854–869.

⁸ Agon Mahmuti, Dina Kamber Hamzic, and Xhevdet Thaqi, "The Impact of Contextual Teaching and Learning on Improving Student Achievement in Economic Mathematics," *International Electronic Journal of Mathematics Education* 20, no. 3 (2025): 1–14.

⁹ Diana Rose A. Jasmin and Paul John B. Ongcoy, "Blended Learning Experiences and Self-Concept in Mathematics of Science, Technology, Engineering and Mathematics (STEM) Students," *Asia Pacific Journal of Management and Sustainable Development* 11, no. 1 (2023): 27–34.

¹⁰ Burhanuddin Yasin et al., "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.

¹¹ Xu Zhao, Tinnakorn Attapaiboon, and Nirat Jantharajit, "Innovative Integration of Situated and Collaborative Learning: Enhancing Third-Grade Students' Chinese Reading Comprehension and Social Abilities," *Asian Journal of Contemporary Education* 9, no. 1 (2025): 27–41.

¹² Sunardi Sunardi, "Upaya Meningkatkan Aktivitas Siswa Dan Hasil Belajar Bahasa Arab Melalui Contextual Teaching and Learning," *Nusantara: Jurnal Pendidikan Indonesia* 2, no. 3 (2022): 547–574.

¹³ Ibnu Haryono and Khizanatul Hikmah, "CTL Model; Arabic Language Learn The Application Of The Contextual Teaching And Learning (CTL) Model In Arabic Language Learning To Improve The Learning Outcomes," *Buana Pendidikan: Jurnal Fakultas Keguruan dan Ilmu Pendidikan Unipa Surabaya* 19, no. 1 (2023): 45–60.

Rifa'i et al. (2022) also demonstrated a significant improvement in students' Arabic learning achievement following the implementation of the CTL strategy.¹⁴

Research by Hasibuan et al. (2024), academics in the field of Arabic Language Education at UIN Sumatera Utara in Medan, further confirmed that the CTL approach makes Arabic language learning more engaging, meaningful, and relevant to students' lives.¹⁵ Previous studies have also demonstrated that CTL positively influences students' learning outcomes in Islamic institutions; for example, a study conducted at Roudlotul Ulum Islamic Boarding School found that students taught through the CTL approach achieved improved learning outcomes, with the data showing a normal distribution and a strong positive correlation (Al Ayyubi et al., 2024).¹⁶ Several empirical studies have consistently demonstrated that the application of the CTL method in Arabic language instruction has a significant impact on students' learning progress by successfully linking learning material to students' daily lives, thereby making the learning process more relevant and meaningful. This approach has proven effective in improving Arabic language skills, such as speaking, writing, reading, and vocabulary mastery, so that students' Arabic learning outcomes meet the maximum educational standards.¹⁷

Although numerous studies have reported the effectiveness of Contextual Teaching and Learning (CTL) in improving students' learning outcomes, most of these studies have focused on general educational subjects. Empirical evidence regarding the implementation and effectiveness of CTL in Arabic language learning, particularly in Islamic secondary schools (madrasah), remains limited. This gap indicates the need for further investigation into the role of CTL in enhancing Arabic language learning outcomes among madrasah students.

¹⁴ 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.

¹⁵ Atika Nur Ardila Hasibuan et al., "Teori Kontekstual Sebagai Pendekatan Pembelajaran Bahasa Arab Yang Menarik," *Perspektif: Jurnal Pendidikan dan Ilmu Bahasa* 2, no. 1 (2024): 106–114.

¹⁶ Ibnu Imam Al Ayyubi et al., "Pengaruh Model Pembelajaran Kontekstual Terhadap Hasil Belajar Siswa Di Pondok Pesantren Roudlotul Ulum," *Al-Wasathiyah: Journal of Islamic Studies* 3, no. 1 (2024): 1–13.

¹⁷ Rahmania Auriel Zaeni et al., "Contextual Teaching Learning Untuk Peningkatan Pembelajaran Bahasa Arab," *NASKHI Jurnal Kajian Pendidikan dan Bahasa Arab* 7, no. 1 (2025): 1–13; Gulbahar H Beckett et al., "Qualitative Research Synthesis of Project-Based (Language) Learning and Teaching in East and Southeast Asia: 2002–24," *Language Teaching Research* (February 25, 2025), <https://doi.org/10.1177/13621688251313745>; Vivin Rindayati, Hamdan Hamdan, and Elya Rosalina, "The Effect of Contextual Teaching and Learning on Improving Student Achievement at Madrasah Ibtidaiyah," *Journal of Student-Centered Learning* 1, no. 2 (2024): 51–62.

Furthermore, a significant conceptual and epistemological gap remains; most current implementations of CTL are still confined within the epistemology of Western pragmatism, thereby creating an ontological deficit by neglecting the transcendental-spiritual dimension that is highly crucial in Islamic Religious Education (PAI) and madrasah contexts. The majority of studies focus solely on worldly learning outcomes (general cognitive and psychomotor aspects) without providing an instructional syntax that possesses eschatological accountability.

While the conceptual framework of CTL has been widely advocated in general education, its empirical verification in foreign language pedagogy—specifically Arabic instruction—remains significantly scarce. Most existing literature on Arabic teaching strategies leans heavily toward qualitative action research or descriptive designs, leaving a critical empirical gap regarding the quantitative effectiveness of CTL on syntactic (*tarkīb*) and vocabulary (*mufradāt*) retention. This methodological gap is even more pronounced in rural madrasahs, where students face dual linguistic interference from local dialects and standardized Arabic orthography.¹⁸

To fill these gaps, the novelty of this study lies in bridging the empirical-quantitative scarcity with the specific pedagogical needs of rural madrasah students, moving beyond purely qualitative/descriptive traditions to provide a robust, statistically validated framework for contextual Arabic instruction. Therefore, this study addresses these critical gaps by systematically assessing the quantitative impact of the Contextual Teaching and Learning (CTL) strategy on Arabic learning outcomes among eighth-grade students in a rural Islamic secondary school—specifically at MTs Nahdlatul Muslimin Pantai Labu—using a rigorous quasi-experimental approach verified by non-parametric statistics.

In line with the preliminary empirical framework of this study, which evaluates the exact differences between the experimental class using the Contextual Teaching and Learning strategy and the control class using conventional methods through the Mann-Whitney U test, this research aims to provide a statistically valid conclusion on how the CTL strategy significantly optimizes students' academic achievement in Arabic language classes at the Madrasah Tsanawiyah level.

The findings of this study are highly expected to enrich the existing literature on Arabic language pedagogy and provide strong empirical support for the wider

¹⁸ Suci Ramadhanti Febriani and Kddour Guettaoui Bedra, “Implementation of Arabic Learning Based on Contextual Approach and Contextual Textbook for Higher Education” (2023).

implementation of contextual learning approaches in Islamic secondary education. Beyond examining instructional effectiveness, this study contributes to the growing discussion on contextual approaches in Arabic language pedagogy by providing fresh empirical evidence directly from the madrasah setting. Practically, learning Arabic plays a vital role in providing access to a vast intellectual and cultural heritage. However, education in this field faces various contemporary challenges, including curriculum mismatches, a lack of educational resources, and systemic difficulties in improving Arabic language proficiency.

By demonstrating how contextual learning methods can successfully foster student independence, academic performance, and confidence without comparing their work to others, these findings offer valuable insights for teachers and policymakers. It opens strategic opportunities to improve Arabic language education, including the integration of modern educational resources and the development of better curriculum frameworks tailored to the modern era.¹⁹

Method

Research Design

This study is a quantitative research with a comparative approach, which aims to compare student scores between two class groups, namely Class 1 and Class 2. The research design employed is an independent group comparison design, in which the two groups are not interrelated and do not receive treatments that mutually influence one another ²⁰.

Empirical research is research that involves the collection of firsthand information. Nonempirical research does not involve the collection of information at firsthand. Thus, research that consists of locating and comparing references on a particular topic—the customary term paper—is not an example of empirical research. If a researcher is interested, for example, in finding out if girls read better than boys, he or she could locate and compare studies conducted during the past 10 years as well as the opinions of authorities in reading. Although valuable and necessary, such research is not empirical. In order to do empirical research on this issue, a researcher would have to obtain firsthand information on the reading skills of an identified group and compare the performance (probably as indicated by scores on a reading test) of boys with girls. In this book, we are concerned primarily with empirical

¹⁹ Abdul Manan and Ulyan Nasri, “Tantangan Dan Peluang Pendidikan Bahasa Arab: Perspektif Global,” *Jurnal Ilmiah Profesi Pendidikan* 9, no. 1 (2024): 256–265.

²⁰ Untung Nugroho, *Metodologi Penelitian Kuantitatif Pendidikan Jasmani* (Penerbit CV. Sarnu Untung, 2018).

research; literature research is discussed as a necessary background for conducting empirical research.

Quantitative research views social reality and human behavior as objective and measurable using valid and reliable instruments, along with sound and appropriate statistical analysis, so that the research findings correspond to actual conditions. Quantitative research emphasizes theory testing through the measurement of research variables using numerical data and the analysis of that data through statistical procedures.

Population and Sample

The population in this study consists of all students enrolled in the two classes that serve as the object of research. Sampling was conducted using total sampling, meaning that all members of the population were used as research samples. The total sample used amounted to 50 students, consisting of 24 students in Class 1 and 26 students in Class 2.

Data Collection

Data in this study were obtained through a test technique, namely by administering test instruments to all students in both class groups. The test used had been validated in terms of content and construct validity to ensure that the instrument was capable of measuring the intended variables accurately. The scores obtained from the test were subsequently used as the primary data in the statistical analysis.

Data Analysis

Data analysis in this study was systematically conducted through several sequential stages. *First*, descriptive statistics were utilized to outline the primary characteristics of the data within each group, encompassing the calculation of the mean, median, standard deviation, minimum and maximum values, as well as skewness and kurtosis metrics. *Second*, normality tests were performed to ascertain whether the dataset in each group conformed to a normal distribution. This stage employed two distinct methods—the Kolmogorov-Smirnov test (with Lilliefors correction) and the Shapiro-Wilk test—set at a significance level of $\alpha = 0.05$. Under these parameters, a p-value greater than 0.05 indicates that the data are normally distributed, whereas a p-value less than or equal to 0.05 demonstrates that the data do not follow a normal distribution. *Third*, hypothesis testing was executed using the non-parametric Mann-Whitney U test, following the normality test results which indicated that the data from both groups were not normally distributed. This non-parametric test was applied to determine whether a statistically significant difference existed between the scores of students in class 1 and class 2. The established decision criterion dictates that if the

significance value yields $p < 0.05$, the null hypothesis (H_0) is rejected, thereby confirming a significant difference between the two evaluated groups.

Result and Discussion

This section presents the empirical findings obtained from the statistical analyses and provides a comprehensive discussion linking these results to established pedagogical theories. The primary objective was to evaluate the quantitative impact of the Contextual Teaching and Learning (CTL) strategy on Arabic language learning outcomes among eighth-grade students. The data were collected from a total sample of $N = 50$ students, partitioned into Class 1 (Experimental Group, $n = 24$) which received CTL-based instruction, and Class 2 (Control Group, $n = 26$) which was taught using conventional, lecture-heavy methods. The analysis proceeded sequentially through descriptive profiling, diagnostic assumption testing, and non-parametric inferential evaluation.

Descriptive Statistical Profiling

Descriptive statistics were computed to outline the distributional characteristics and central tendencies of student achievement scores across both cohorts. Overall, the aggregated sample yielded a grand mean score of 55.08 ($SD = 26.473$), with scores ranging from a minimum of 13 to a maximum of 94. The granular descriptive metrics for each specific group are compiled in Table 1.

Table 1. Descriptive Statistics of Student Scores by Class

Statistics	Class 1 (Experimental)	Class 2 (Control)
N	24	26
Mean	78.92	33.08
Median	80.00	27.00
Std. Deviation	11.602	14.170
Minimum	60	13
Maximum	94	67
Skewness	-0.244	1.028
Kurtosis	-1.123	0.333

As demonstrated in Table 1, Class 1 achieved a substantially higher mean score ($M = 78.92$, $SD = 11.602$) compared to Class 2 ($M = 33.08$, $SD = 14.170$). This yields a mean difference of 45.84 points, pointing to a severe disparity in academic achievement between the two instructional environments. Distributionally, Class 1 exhibited a skewness value of -0.244, indicating a mild left-skewed distribution where the majority of students scored toward the higher end. Conversely, Class 2 produced a skewness value of 1.028, displaying a strong right-skewed distribution that reflects a concentration of low-range scores.

Diagnostic Assumption Testing: Data Normality

To determine the appropriate inferential statistical framework (parametric versus non-parametric), the datasets were subjected to formal normality testing via the Kolmogorov-Smirnov test (with Lilliefors correction) and the Shapiro-Wilk test at a significance threshold of $\alpha = 0.05$.

Table 2. Normality Test Results

Class	Kolmogorov-Smirnov (Statistic)	Sig. (p)	Shapiro-Wilk (Statistic)	Sig. (p)
Class 1	0.162	0.103	0.907	0.031
Class 2	0.205	0.006	0.882	0.006

The diagnostic results in Table 2 reveal that according to the Shapiro-Wilk criterion, the data for Class 1 derived a significance value of $p = 0.031$ ($p < 0.05$), while Class 2 derived a significance value of $p = 0.006$ ($p < 0.05$). Because both values fell below the conventional alpha threshold, the assumption of normality was rejected for both groups. Consequently, hypothesis testing was non-parametrically executed utilizing the Mann-Whitney U test.

Inferential Statistics and Hypothesis Testing

The Mann-Whitney U test was performed to mathematically ascertain whether the observed operational divergence between the two independent classes was statistically significant.

Table 3. Mann-Whitney U Rank Distribution.

Group	N	Mean Rank	Sum of Ranks
Class 1 (Experimental)	24	38.17	916.00
Class 2 (Control)	26	13.81	359.00

Table 4. Mann-Whitney U Test Statistics

Test Statistics	Value
Mann-Whitney U	8.000
Wilcoxon W	359.000
Z	-5.934
Asymp. Sig. (2-tailed)	< 0.001

The rank structures detailed in Table 3 and Table 4 confirm that Class 1 generated a remarkably higher mean rank (38.17) than Class 2 (13.81). The test produced an exact U value of 8.000, with a standardized Z score of -5.934, and an asymptotic significance of $p < 0.001$. Given that $p < 0.05$, the null hypothesis (H_0) was soundly rejected. This indicates a statistically valid, highly significant difference in Arabic learning outcomes between students exposed to CTL and those restricted to conventional pedagogy.

Cognitive Alignment of CTL and Second Language Acquisition (SLA)

The substantial superiority of the experimental cohort ($M = 78.92$) over the control cohort ($M = 33.08$) cannot be merely attributed to the temporary novelty effect of a new strategy; rather, it stems from the cognitive alignment between CTL's core components and the psychological mechanics of Second Language Acquisition (SLA). Under the 'Learning Community' (*majelis ta'lim*) and 'Modeling' components of CTL, abstract Arabic linguistic inputs are systematically transformed from rigid, rote-memorized rules into contextualized, communicative schemas.

From the lens of Cognitive Load Theory, this structural contextualization minimizes the intrinsic cognitive load typically associated with complex Arabic morphosyntactic structures, thereby allowing students to map linguistic forms to meaning far more efficiently.²¹ By intentionally activating constructivism, inquiry, questioning, learning communities, modeling, reflection, and authentic assessment, CTL actively drives students to relate language variables to real-life contexts, rendering vocabulary (*mufradāt*) and sentence syntax (*tarkīb*) more permanent and easily retrievable.

Decontextualization and the Floor Effect in Traditional Instruction

In stark contrast, the severe underperformance of the control group ($M = 33.08$) points to a profound "floor effect" induced by traditional, textbook-centered Arabic instruction. Conventional lecturing and rote memorization force students into roles as passive recipients of information, completely detached from the organic context of active language application.

In Arabic pedagogy, mastery over *mufradāt* (vocabulary) and *qawā'id* (grammar) requires active, communicative practice. Without contextual anchors, students struggle to transfer conceptual knowledge to authentic conversational situations, leading to mechanical processing that is rapidly forgotten. This finding heavily reinforces constructivist theory: linguistic knowledge becomes firmly embedded only when learners actively construct meaning out of immediate experiences, rather than when information is abstractly transmitted by an instructor.

Fostering Learner Autonomy, Motivation, and Engagement

Beyond immediate cognitive gains, the deployment of CTL reshapes the psychological

²¹ Sitti Hasnah, Mohamad Idhan, and Muh. Jabir, "Contextual Teaching Strategies in Arabic Language Education: Bridging Theory and Practice for Enhanced Learning Outcomes," *At-Ta'dib* 19, no. 2 (2024): 281–290.

learning atmosphere by encouraging learner-centered interactions and collaborative tasks. These dynamics provide a strategic lift to internal factors such as student motivation, interest, and focus. Past research demonstrates that appropriate learning interventions can drive dramatic academic growth, such as increasing class averages from 76.4 to 89.3 across instructional cycles.²²

Furthermore, poor classroom concentration often prevents students from processing instructional input effectively.²³ By establishing real-world relevance, CTL mitigates this issue, sparking deeper cognitive engagement and long-term retention. Over time, connecting Arabic language materials with authentic social and cultural frameworks nurtures learner autonomy and critical thinking, offering a long-term pathway toward sustainable language proficiency.

Summary of Findings and Limitations

In summary, the integrated descriptive and inferential analysis confirms that the Contextual Teaching and Learning (CTL) strategy produces a statistically superior impact on Arabic language learning outcomes relative to conventional instruction ($U = 8.000$, $Z = -5.934$, $p < 0.001$). Class 1 achieved an exemplary mean score of 78.92, whereas Class 2 lagged significantly behind at 33.08. This massive 45.84-point gap underscores a severe critical deficiency within conventional madrasah teaching systems and demands immediate curriculum overhauls to favor experiential, student-centered designs.

Despite these definitive insights, several limitations must be acknowledged. First, this study was executed within a single madrasah using a small localized sample ($N = 50$), which inherently restricts the immediate generalizability of the findings to broader geographical regions. Second, the assessment focused strictly on quantitative achievement scores, leaving the qualitative nuances of student motivation, affective attitudes, and behavioural engagement unexamined.

Finally, the prominent floor effect observed in the control group ($M = 33.08$, $SD = 14.17$) poses minor risks to internal validity, potentially indicating extreme student demotivation or instructional neglect caused by the highly abstract nature of a post-test that required active lexical retrieval. Future research should implement broader, multi-site sample sizes, track affective and psychological variables, and enforce strict treatment fidelity

²² Bambang Irawan, "The Effectiveness of Written Arabic Method Based on Contextual Learning on Arabic Education Student at The Islamic Institute of Jember," *Studi Arab* 11, no. 1 (2020): 61–72.

²³ Nurul Afifah and Akmal Walad Ahkas, "Peningkatan Hasil Belajar Bahasa Arab Melalui Penggunaan Media Power Point," *Jurnal Basicedu* 6, no. 5 (2022): 8061–8068.

protocols—such as structured classroom observation logs—to ensure control groups reflect standard educational progression rather than instructional alienation.

Conclusion

Based on the results of data analysis, the Contextual Teaching and Learning (CTL) strategy has been proven to have a significant effect on the Arabic language learning outcomes of class VIII students at MTs Nahdlatul Muslimin Pantai Labu. The experimental class that implemented CTL obtained a mean score of 78.92, considerably higher than the control class with a mean score of 33.08. This is confirmed by the Mann-Whitney U test ($U = 8.000$; $Z = -5.934$; $p < 0.001$) with a very large effect size (Cohen's $d = 3.525$). The effect size obtained in this study (Cohen's $d = 3.525$) indicates an exceptionally large educational impact. According to Cohen's classification, values above 0.80 are considered large effects. Therefore, the magnitude of the effect observed in this study suggests that CTL not only produced statistically significant differences but also generated substantial practical improvements in students' Arabic language learning outcomes. These findings imply that Arabic language teachers should consider integrating contextual learning activities into classroom instruction. By linking Arabic language materials to students' real-life experiences, teachers may create more meaningful learning environments that enhance student engagement and achievement. Future studies are recommended to investigate the long-term effects of CTL on various Arabic language skills, including listening, speaking, reading, and writing. Comparative studies involving different educational settings and larger participant groups are also needed to strengthen the external validity of the findings.

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