

Implementation of the Contextual Teaching and Learning Model in the *Al-Liqo Al-Usbuiyyah* Program: Case Study in Higher Education in Indonesia

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ABSTRACT

University students generally study Arabic with the aim of understanding Islamic study sources such as the Al-Qur'an and hadith, specifically as a means of verbal and written communication. However, from the results of initial observations, researchers found that the interest and motivation of students at one of the State Islamic Religious Universities (PTKIN) in Indonesia in mastering Arabic still needed to be higher. In an effort to overcome this problem, the PTKIN management created a program called al-liqo al-usbuiyyah using the Contextual Teaching and Learning (CTL) learning model. Therefore, this research aims to explore the efforts made by PTKIN management to foster student interest and motivation in mastering Arabic. A qualitative descriptive research method with a case study approach was used in this research. The results of this research show that the *al-liqo al-usbuiyyah* program using the Contextual Teaching and Learning (CTL) learning model runs well and is proven to be able to increase student interest and motivation in mastering Arabic. This research also describes several obstacles experienced in implementing this program, such as limited time, busy and varied lecture schedules, students' psychological conditions, and heterogeneous initial understanding of members.

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Introduction

Arabic is the language with the sixth most speakers in the world, namely around 274 million people in various parts of the world, especially in Muslim-majority countries (ElHawari, 2020; The Ethnologue 200, 2023). Based on the significant number of Arabic speakers, its integral part of Middle Eastern culture, and the strong Islamic religion, it is one of the most

influential languages in the world (Calafato & Tang, 2019). This is the background to the urgency of mastering Arabic, both from religious, cultural, diplomatic and educational aspects.

Teaching Arabic in Indonesia is mandatory at the madrasah to Islamic Religious College (PTKI) education levels. For PTKI students, in general, studying Arabic aims as a tool to explore sources of Islamic studies in Arabic, such as the holy book Al-Qur'an and hadith, and specifically as a means of verbal and written communication (Anggraini et al., 2021; Mubarak et al., 2021). As written in the Decree of the Minister of Religion (KMA) Number 183 of 2019, learning Arabic has both receptive and productive aims to encourage, guide, develop and foster Arabic language skills (Hamidah et al., 2022). Therefore, it is necessary to develop an effective and efficient approach to learning Arabic and have a significant impact in producing a generation that is proficient in Arabic.

Based on initial observations, the interest and motivation of students at one of the State Islamic Religious Universities (PTKIN) to master Arabic is relatively low. Even though Arabic in all study programs is a compulsory subject. The main factor in this problem is that students do not feel the need to master Arabic because it is not oriented towards practical goals, so students do not experience direct benefits from learning this language. To overcome this, PTKIN management, through the Halaqah Al-Arabiyyah Student Activity Unit (*UKM Hayya*), organized a program called *al-liqo al-usbuiyyah* by adopting the Contextual Teaching and Learning (CTL) learning model. In this context, students are invited to interact with Arabic in everyday life, such as talking about currently trending topics, exploring vocabulary related to situations, participating in role-playing games, and completing tasks that present challenges similar to world situations.

Several research results have revealed that the CTL model has advantages because it can increase student motivation by providing context that is relevant to their lives (Franscy et al., 2019; Indrilla, 2018; Satriani et al., 2012). This can also help them see the connection between course material and its real-world application, strengthening their understanding of concepts. Other research also reveals that the CTL model has been proven to be able to provide positive results on students' foreign language skills (Haerazi et al., 2019; Hakim & Kamal, 2018). However, some of the research results above still focus on the context of language learning in formal educational institutions such as universities and schools. There needs to be research specifically examining the implementation of CTL in the context of organizational programs in higher education. Therefore, this research aims to explore the

implementation of the Contextual Teaching and Learning (CTL) Model in the *Al-Liqo Al-Usbuiyyah* Program, which is organized by the management of one of the PTKINs in Indonesia.

Method

Research Design

This research uses a descriptive qualitative method with a case study type because the researcher wants to explore more deeply the implementation of the CTL model in the *Al-Liqo Al-Usbuiyyah* Program, which is organized by the management of one of the PTKINs in Indonesia (Creswell et al., 2007). Case studies are considered suitable for use because they attempt to present research results naturally and realistically according to conditions in the field.

Data Collection Tehnique

This research uses several data collection techniques such as observation, interviews and documentation (Huberman & Miles, 2002). Observation is used to directly observe the process of implementing the CTL model in the *Al-Liqo Al-Usbuiyyah* Program. Interviews were used to interview *al-liqo al-usbuiyyah* program managers such as designers, tutors and learners who participated in the program using purposive sampling techniques. Documentation is used to confirm processes and data that have been obtained through observation and interviews.

Data Analysis Techniques

This research uses thematic analysis, namely looking at similarities, relationships and differences in all research data sets (Gibson & Brown, 2009). After thematic analysis, the data that has been collected is also analyzed using data reduction, presentation and concluding (verification) (Huberman & Miles, 2002).

Result and Discussion

Contextual Teaching and Learning (CTL) Learning Model in the *al-liqor al-usbuiyyah* Program

The Contextual Teaching Learning (CTL) learning model is learning that refers to the overall situation, background or environment related to the student (Pranowo, 2015). Contextual Teaching and Learning (CTL) is learning that emphasizes the processing of involvement among students as a whole in discovering the material they are studying and being a link through real-life situations that encourage students so that it can be applied to their lives.

This model brings students closer to real life so that students are encouraged to apply it to daily activities. This model uses a contextual-based approach. In general, the steps or syntax of the CTL learning model used in the *al-liqor al-usbuiyyah* program are presented in the following table:

Table 1.
Contextual Teaching and Learning (CTL) Learning Model in the *Al-Liqo Al-Usbuiyyah* Program

Steps	Tutor Activities	Student Activities	Competency Development
Constructivism	Convey learning objectives, topics, information or problems that will construct knowledge.	Listening, observing, and constructing knowledge related to learning topics.	Train the ability to construct knowledge, reason critically, and be confident.
Inquiry	Guiding in finding information about <i>microdata</i> rules in the material.	Observe and analyze the information provided	Critical reasoning, observing, and gathering information.
Learning Community	Divide students into several groups and lead them to discussions.	Forming and discussing groups.	Collaboration, critical reasoning, accuracy, communication
Modelling	Presenting exercises/games that are related to actual activities or giving examples from real situations	Understand, observe, and present the results of discussions regarding the findings or answers studied.	Critical reasoning, observing.
Questioning	Ask questions and guide each group	Ask and respond to the Tutor	Confidence, communication.
Reflection	Guiding students in their re-learning	Summarize learning outcomes	Confident, critical reasoning communication.
Authentic Movement	Providing reinforcement, concept development, and evaluation of the learning process	Understand the learning process	Responsibility, problem-solving.

Based on the data table above, the activities developed in the *al-liqo al-usbuiyyah* program follow the CTL model. This is proven by the description of the activities of tutors, students and competency development used in the *al-liqo al-usbuiyyah* program adapted to the context of students' lives. In line with the evidence above, Suryawati and Osman, in their research, revealed that the CTL approach emphasizes the use of real or situational context in

the learning process, which aims to link the subject matter to students' daily lives so that they can see the relevance and direct application of what is learned (Suryawati & Osman, 2017).

Design of the Contextual Teaching and Learning (CTL) Model in the *Al-Liqo Al-Usbuiyyah* Program

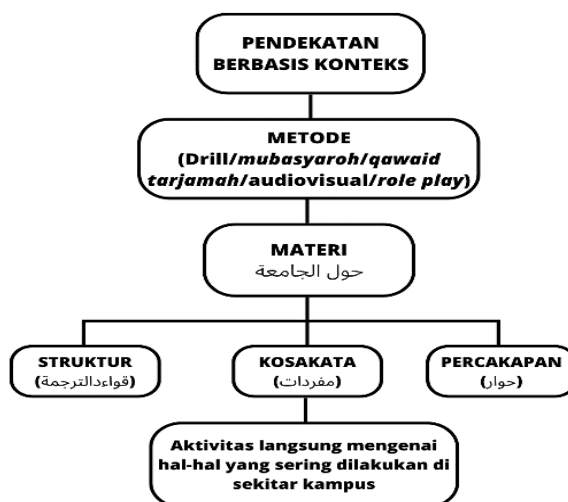
A context-based approach involves concrete steps to integrate the learning process with real situations. The *al-liqo al-usbuiyyah* program hones four Arabic language skills, namely *istima'* (listening), *qira'ah* (reading), *kalam* (speaking), and *kitabah* (writing). The materials used are learning materials that are relevant to everyday life.

Based on the results of interviews with tutors, the material in the *al-liqo al-usbuiyyah* program is divided based on themes designed by the management of the organization's teaching division. The teaching materials used come from the main source of learning Arabic for non-Arabs, such as the book *Al-Arabiyyah Bayna Yadaik*.

From the results of interviews with the teaching division coordinator in the *al-liqo al-usbuiyyah* program, the book *Al-Arabiyyah Bayna Yadaik* was chosen as the main source because this book is based on a context-based approach. This book focuses on developing four basic Arabic language skills and contains three elements of Arabic, namely, *aswat* (sounds), *mufrodat* (vocabulary), and *tarkib* (word arrangement). Arabic language students, even beginners, can study intensively or non-intensively using this book so that they can communicate well verbally and in writing. This book is prepared using standard Arabic (*fusha*) in construction and native speaker language culture, making it easier for Arabic language students from non-Arab countries to use it globally. In line with the opinion above, Ritonga et al., in their research, also recommend the use of the book *al-'Arabiyyah Bayna Yadayk* in aspects of learning Arabic for non-Arabs (Ritonga et al., 2021).

By referring to the book, the *al-liqo al-usbuiyyah* program manager designed the essence of the material based on the book and adapted it to the context of students' needs. In general, the teaching design of the *al-liqo al-usbuiyyah* program is as follows:

Picture 1.
Design of the Contextual Teaching and Learning (CTL) Learning Model in the *Al-Liqo Al-Usbuiyyah* Program



Implementation of the Contextual Teaching and Learning (CTL) Model in the *Al-Liqo Al-Usbuiyyah* Program

Based on the design of the CTL learning model in the *al-liqo al-usbuiyyah* program, the following is an example of implementing this model:

- Material : حول الجامعة (Around Campus)
- Approach : Contextual
- Model : Contextual Teaching and Learning (CTL)
- Time Allocation : 60 Minutes
- Learning Stages :
 - The Tutor starts by greeting, saying hello, and conveying things related to the surrounding material حول الجامعة
 - Then, the Tutor gives an example of a conversation about Campus that comes from *al-arabiyyah bayna yadaik*
 - The Tutor teaches the rules for using *dhomir* between *mudzakkar* and *muannats* in the conversation
 - The Tutor directs students to pair up and models the conversation that has been taught
 - Students are guided by a tutor to translate and elaborate on the vocabulary in the conversation
 - The Tutor gives examples of conversations that are related to life around Campus
 - Tutors form groups of 4-5 people in each group to discuss the exercises that the Tutor will give
 - Next, the Tutor presents a language game, do you know? (*hal ta'rif?*) in writing and answered by the group in writing that is appropriate to the context and linked to the actual situation on Campus and includes questions about the rules for using *dhomir* between *mudzakkar* and *muannats*.
 - Then, the Tutor discusses with the members the answers that have been discussed by each group, involving full member participation.

- The Tutor directs students to get used to associating words or situations on Campus with Arabic.
- The Tutor conveys the theme at the next meeting, provides motivation to learn Arabic, and reflects with the members, then ends the lesson.

حمزة : السَّلامُ عَلَيْكُمْ يا أُخي

عثمان : وَ عَلَيْكُمْ السَّلامُ وَ رَحْمَةُ اللهِ وَ بَرَكَاتُهُ

حمزة : اشيء حمزة، ما السَّك ؟

عثمان : اشيء عُثْمَان

حمزة : في أي جامعة تدرّس يا أُخي ؟

عثمان : أدرّس في الجامعة الحُكُومِيَّة سلطان أجي محمد إدريس حماريدا، و في أي جامعة تدرّس يا أُخي ؟

حمزة : أدرّس في الجامعة الحُكُومِيَّة سلطان أجي محمد إدريس حماريدا أيضًا

عثمان : في أي كَلِيَّة تدرّس ؟

حمزة : أدرّس في كَلِيَّة التَّيْبِيَّة، و في أي كَلِيَّة تدرّس ؟

عثمان : أدرّس في كَلِيَّة الشَّرِيعَةِ، لِمَذا تدرّس في كَلِيَّة التَّيْبِيَّة ؟ أتريد أن تكونَ مَدْرَسًا في المُسْتَقْبَال ؟

حمزة : نَعَمْ، أريد أن أَكونَ مَدْرَسَ اللُّغَةِ الإِنجِيلِيَّةِ. و لِمَذا تدرّس في كَلِيَّة الشَّرِيعَةِ ؟ أتريد أن تكونَ قاضِيًا في المُسْتَقْبَال ؟

عثمان : نَعَمْ، أريد أن أَكونَ قاضِي العَرَبِيّ في المُسْتَقْبَال. أَرجو أن تكونَ مَدْرَسًا جَيِّدًا و ذا عِلْمٍ و أخلاقٍ

حمزة : شُكْرًا جزيلا يا أُخي. و أَرجو لَكُمْ أن تكونَ قاضِي العَرَبِيّ. وَ جَزَاكَ اللهُ خَيْرًا كثيرًا.

عثمان : وَ إِيَّاكَ يا أُخي. وَ السَّلامُ عَلَيْكُمْ

حمزة : وَ عَلَيْكُمْ السَّلامُ وَ رَحْمَةُ اللهِ وَ بَرَكَاتُهُ

الغرض

الحوار الأول : أَنْظُرْ وَ اسْتَمِعْ وَ اَعِدْ.

غالب : أَنْظُرْ إلى اللُّوحَةِ - اقْرَأْ الجدولَ الدَّرَاسِيَّ -

غالب : الدَّرَاسَةُ خَمْسَةُ أَيَّامٍ هِيَ الْأُسْبُوعُ .

غالب : نَعَمْ . يَوْمَ السَّبْتِ ، وَيَوْمَ الْأَحَدِ ، وَيَوْمَ الْإِثْنَيْنِ ، وَيَوْمَ الثَّلَاثَةِ ، وَيَوْمَ الْأَرْبَعَاءِ .

غالب : الْعُطْلَةُ يَوْمَ الْخَمِيسِ ، وَيَوْمَ الْجُمُعَةِ .

غالب : أَكْتُبِ السَّوَادَ الدَّرَاسِيَّةَ .

غالب : الثَّقَافَةُ الْإِسْلَامِيَّةُ ، وَ اللُّغَةُ الْعَرَبِيَّةُ ، وَ الرِّيَاضِيَّاتُ ، وَ الْعُلُومُ ، وَ الْحَاسُوبُ . مَتَى تَبْدَأُ الْإِخْتِبَارَاتُ ؟

غالب : هِيَ شَهْرُ شَعْبَانَ .

غالب : وَمَتَى يَنْتَهِي الْعَامُ الدَّرَاسِيّ ؟

غالب : هِيَ شَهْرُ رَجَبٍ .

غالب : الْعُطْلَةُ ثَلَاثَةُ أَشْهُرٍ .

غالب : الْحَمْدُ لِلَّهِ ، الْعُطْلَةُ طَوِيلَةٌ .

غالب : يَدَاتُ الْحِصَّةِ ، وَجَاءَ الْمُعَلِّمُ ، هَيَّا بِنَا إِلَى السَّحَرِ .

غالب : هَيَّا بِنَا .

Overall, the implementation of the CTL learning model for the *Al-Liqo Al-Usbuiyyah* program based on interviews with ten respondents (*UKM Hayya* members) from various study programs and educational backgrounds stated that this program was running well from various aspects (material, tutors, learning concepts). The learning model used meets members' expectations because it is fun, practical and applicable and can be adapted to students' daily context. In line with the research above, Linur and Mubarak in their research have proven that learning Arabic, which is presented in a fun, practical and applicable way, can increase their motivation and mastery (Linur & Mubarak, 2022).

Barriers to Implementing the Contextual Teaching and Learning (CTL) Model of the *Al-Liqo Al-Usbuiyyah* Program

Based on the results of observations and interviews in implementing the CTL learning model in the *al-liqor al-usbuiyyah* program, researchers found several obstacles in implementing the learning model as follows:

1. Limited time

Implementing this learning model requires extra time for the preparation stage on how to plan and carry out activities that really support context-based learning every week. Moreover, this activity is organized by a higher education organization outside of the lecture

schedule. Of course, students will need help to divide their time when they want to take part in the *al-liqo al-usbuiyyah* program.

2. The lecture schedule is busy and varied.

Based on the participants' lecture schedules, this implementation needs to be improved when dealing with students' different academic lecture schedules. This requires effective time management for the students themselves.

3. The psychological condition of students

Apart from managing students' study time, students' internal factors, namely dealing with academic pressure ranging from assignment deadlines and exams, cause stress for students. This causes less stable absorption and motivation at each meeting.

4. Heterogeneous initial understanding

In practice, there are many gaps in initial understanding, such as understanding nahwu, shorof, uslub or language styles, as well as different vocabulary for each student. This, of course, requires adjustments to the material that will be taught to suit each student.

The problems above are in line with research that researchers have previously carried out. Time limitations are always the main factor in problems learning Arabic. This is due to the density of general material when compared to material specifically for Arabic language mastery. Although the role of organizations has a positive impact in the aspect of increasing Arabic language mastery (Wahdah et al., 2022), more time in participating in language development programs organized by organizations still needs to be solved. Therefore, researchers also recommend active language development programs, especially during semester holidays.

The heterogeneity of student abilities is also problematic for the success of the objectives of implementing the *al-liqo al-usbuiyyah* program. In fact, not all students have a good background in Arabic language skills. Some of them have never studied Arabic because they never received education at an Islamiyyah school or Islamic boarding school. To handle this, it is necessary to utilize learning technology so that students not only participate in classroom learning but also seek additional learning through technology (Audina & Mubarak, 2021b, 2021a; Ilmiani et al., 2020).

Conclusion

The results of this research show that the *al-liqo al-usbuiyyah* program using the Contextual Teaching and Learning (CTL) learning model runs well and is proven to be able to

increase student interest and motivation in mastering the Arabic language. This research also describes several obstacles experienced in implementing this program, such as limited time, busy and varied lecture schedules, students' psychological conditions, and heterogeneous initial understanding of members. This research recommends implementing the Contextual Teaching and Learning (CTL) learning model more widely in universities and formal institutions at the elementary school (SD), middle school (SMP) and high school (SMA) levels.

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