

Application of the Contextual Teaching and Learning Model in Improving the Maharah Kitabah of PBA 3 Students at the Attanwir Institute, Bojonegoro

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Abstract

This study aims to describe the implementation of the Contextual Teaching and Learning (CTL) method and to measure its effectiveness in improving the Arabic writing skills (maharah kitabah) of third-semester students of the Arabic Language Education Department at Institut Attanwir Bojonegoro. The background of this study is based on the low level of students' writing skills, which is influenced by conventional teaching methods that do not sufficiently relate learning materials to real-life contexts. Therefore, an appropriate learning method that actively engages students and connects learning materials to real-life experiences is needed, one of which is the CTL method. This research employed a quantitative approach using an experimental design. The data collection instruments included observation to examine the learning process, interviews to obtain supporting information, tests to measure students' Arabic writing skills, and documentation as supplementary data. The research sample consisted of 16 students who were selected as the research subjects. The data were analyzed using a t-test to determine the differences in students' writing skills before and after the implementation of the CTL method. The results of the study indicate that there is a significant difference between the pretest and posttest scores, which demonstrates that the implementation of the Contextual Teaching and Learning (CTL) method is effective in improving students' Arabic writing skills. Therefore, the CTL method can be considered an effective and relevant learning model for teaching maharah kitabah to students of Arabic Language Education.

Keywords: Arabic Language, Maharah Kitabah, Mahasiswa, CTL Method

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INTRODUCTION

Writing skills (maharah kitabah) are one of the productive language skills and are an important competency for students of the Arabic Language Education Study Program (Khoiruddin, M.Pd, 2023). Mastery of maharah kitabah requires the ability to organize ideas systematically, coherently, and in accordance with Arabic linguistic rules (Z. M. Nasution, 2023). Learning maharah kitabah requires appropriate strategies so that students can develop writing skills gradually and meaningfully (Ningtiyas, M.P, 2021). Therefore, this skill is a crucial aspect in learning Arabic in higher education.

However, based on initial observations, third-semester PBA students at the Attanwir Institute in Bojonegoro still experience various obstacles in maharah kitabah. These obstacles include difficulty composing coherent paragraphs, limited vocabulary, and a high rate of grammatical errors. This condition is inseparable from the use of learning methods that do not fully connect the material to the students' real-life context, so that writing learning tends to be theoretical and less meaningful.

One approach that One method that can be used to address these issues is the Contextual Teaching and Learning (CTL) model. The CTL model emphasizes the connection between learning materials and students' real-life experiences, thus making the learning process more active and contextual. Through the implementation of CTL, students are expected to understand the material on the Maharah Kitabah in greater depth and apply it in writing activities relevant to everyday life. This principle aligns with the active learning approach, which positions students as the primary subjects in the learning process (Descriptive and Inferential Statistics, 2023).

Research related to the application of CTL in Arabic language learning has been conducted previously, including by Moh. Rifa'i, who examined the implementation of CTL in improving student learning achievement in Arabic. However, that study used students as subjects and used books as learning media. Unlike previous research, this study used students in the Arabic Language Education Study Program as subjects and utilized interactive computer media in the Maharah Kitabah learning. Therefore, this study has an element of novelty because the application of CTL to students with digital media support is still limited.

Based on this description, this study aims to describe the implementation of the Contextual Teaching and Learning (CTL) model and measure its effectiveness in improving Maharah Kitabah. The results of this study are expected to contribute to the development of Arabic language learning strategies in higher education, particularly in improving students' writing skills.

METODE

This study employed a quantitative approach with a simple pre-experimental research design. This approach was chosen to determine the effect of implementing the Contextual Teaching and Learning (CTL) model on improving students' reading comprehension. A quantitative research design was used because it allows researchers to objectively measure changes in students' writing skills through numerical data. The population in this study was all 16 third-semester students of the Arabic Language Education (PBA) Study Program at the Attanwir Institute in Bojonegoro. Given the relatively small population, the sampling technique used was saturated sampling, where all members of the population were used as samples. Therefore, the sample size for this study was 16 students. Data collection techniques used in this study included observation, interviews, and tests. Observations were conducted to directly observe the activities of students and lecturers during the learning process using the CTL model.

Data collection in this study utilized three main instruments: observation, interviews, and tests. Direct observations were conducted to observe interactions between lecturers and students during the teaching and learning process, focusing on student engagement in discussions, writing skills, and involvement in reflection activities. Interviews were

conducted with several students to further explore their perceptions regarding the implementation of the CTL method, the challenges encountered during learning, and their motivation and attitudes toward learning Arabic writing. Tests were administered before and after the CTL model implementation to measure improvements in students' writing skills, including linguistic aspects, sentence structure, and creativity.

Aspects observed included students' active questioning, involvement in group work (learning communities), modeling, and responses to contextual learning activities. Interviews were conducted with several student representatives to obtain supporting data related to students' perceptions, learning motivation, and the challenges faced during the implementation of the CTL model in teaching the *Maharah Kitabah*. The interview data were used to strengthen and complement the quantitative findings. In addition, tests were used as the primary instrument to measure improvements in students' *Maharah Kitabah*. The tests were administered before and after the CTL model implementation to determine significant changes in students' writing skills. The test results were analyzed using a t-test to determine the difference in scores before and after implementation. The hypothesis testing criteria were: if the calculated T value > T table, then H_A is accepted, indicating an increase in students' *maharah kitabah* through the application of the CTL model. Conversely, if the calculated T value < T table, then H_0 is accepted.

Quantitative data analysis was conducted using descriptive and inferential statistics. Descriptive statistics were used to determine the average score and percentage of students' learning completion, while inferential statistics were used to test the research hypothesis through a t-test. Meanwhile, qualitative data obtained from observations and interviews were analyzed using data reduction, data presentation, and conclusion drawing techniques. This analysis aims to provide a more comprehensive picture of the process and results of implementing the CTL model in *maharah kitabah* learning.

RESULT AND DISCUSSION

The results of this study indicate that the implementation of the CTL method in the *Maharah Kitabah* (recitation of the Arabic language) for third-semester Arabic Language Education students at the Attanwir Institute went according to plan and had a significant impact on student learning outcomes. The application of the Contextual Teaching and Learning (CTL) method in the *Maharah Kitabah* learning for third-semester Arabic Language Education students at the Attanwir Institute in Bojonegoro was carried out in two meetings per semester. The learning process was designed by linking Arabic writing material to the students' real-life contexts, including academic, social, and religious contexts (Efron Manik, 2023).

This study used students from the Arabic Language Education Study Program as subjects and utilized interactive computer media in the *Maharah Kitabah* learning. The use of innovative media and teaching materials has been proven to increase the effectiveness of the Arabic language learning process (Sri Mulya Radhiani, 2023).

At the beginning of the lesson, the lecturer conveyed the learning objectives and provided a contextual apperception by presenting phenomena from the students' daily lives, such as lectures, campus organizational activities, and personal experiences close to the students' hearts. Next, students were asked to express their ideas in written Arabic based on a predetermined theme. Throughout the learning process, the lecturer acted as a facilitator, while students were active participants, observing sample texts, discussing them in small groups, developing outlines, writing independently, and reflecting on their writing.

Based on observations and student questionnaire responses, it was found that students demonstrated greater enthusiasm compared to conventional learning. They found it easier to find ideas because the material was linked to real-life experiences, and they found learning about the *Maharah Kitabah* (the Book of Recitation) more meaningful and less boring. Most students stated that the CTL method helped them develop vocabulary,

construct sentences with more appropriate structures, and write with greater confidence. Learning was carried out through three main stages: opening, main activities, and closing. In the opening stage, the lecturer began the lecture with a greeting and prayer, followed by checking attendance and conveying learning objectives in accordance with the lecture theme.

In the main activities stage, the lecturer distributed assignments to students to work on individually. Throughout the process, the lecturer supervised and asked provocative questions to encourage student engagement. After completing the assignment, students were asked to exchange their work with a peer for correction, which was then discussed jointly by the lecturer and students. The closing session concluded with a reflection session, where the lecturer asked about any difficulties encountered during the learning process and any unfamiliar vocabulary. The lecture then concluded with a communal prayer of expiation.

Based on observations, several important findings were uncovered throughout the learning process. Students demonstrated increased active participation in asking questions and discussing topics with both the lecturer and fellow students. Furthermore, students' writing skills improved, as evidenced by longer, more structured, and more systematic writing. Grammatical errors in students' writing also gradually decreased, indicating an increased understanding of linguistic rules.

The novelty of this research lies in its specific use of the real-life context of students in the Arabic Language Education (PBA) Study Program at the Attanwir Institute in Bojonegoro as a source of ideas for writing activities. This research also integrated written reflections after the writing activities as a form of learning evaluation. In addition, the emphasis on students' personal experiences as the main material for writing makes learning more contextual and meaningful, thus contributing to the continuous/sustainable increase in students' writing skills. Differences in the Application of CTL in This Study and Previous Research. Numerous studies have been conducted on the application of the Contextual Teaching and Learning (CTL) method in Arabic language learning. However, this study presents several differences that demonstrate its novelty compared to previous studies, including the learning focus, research subjects, context, implementation steps, and assessment system.

In terms of language skills, previous studies generally focused CTL on Arabic language learning in general or on the teachings of qira'ah and kalam. Meanwhile, this study specifically applies the CTL method to the teachings of kitabah, emphasizing students' ability to express their ideas in writing using simple, structured, and meaningful Arabic. This focus differentiates them because writing skills require more complex thought processes and mastery of language structures.

Differences are also evident in the research subjects. Previous studies primarily involved madrasah or high school students, while this study involved third-semester students of the Arabic Language Education Study Program at the Attanwir Institute in Bojonegoro. These subjects are at the stage of developing their academic skills, making the application of CTL more relevant to the needs of higher education.

In terms of learning context, previous research tended to use general contexts. This study, however, utilized students' real-life contexts, such as lecture activities, campus organizational activities, religious experiences, and social life. This context brings learning closer to students' experiences and facilitates their development of writing ideas.

Another difference lies in the implementation steps of the CTL method. In previous research, CTL steps were applied generally without a specific emphasis on reflection. In this study, learning is complemented by written reflection after the writing activity. This

reflection helps students understand the strengths and weaknesses of their writing, thus supporting the gradual improvement of their writing skills.

In terms of assessment, previous research emphasized the final written product. In contrast, this study uses authentic assessment that encompasses the writing process, student engagement in discussions, and the written product. This assessment aligns with the CTL principle, which emphasizes the relationship between learning experiences and learning outcomes. Based on the research findings, it is recommended that the Contextual Teaching and Learning method be continued in the teaching of Maharah Kitabah. Furthermore, the CTL method can be developed by utilizing simple digital media, such as online reflective journals or learning blogs. Further research is also recommended to apply the CTL method to other Arabic language skills to enhance comprehensive learning. The effectiveness of the CTL method can be seen from the results of an Excel analysis, which shows the following results:

Table 1. Table Format

t-Test: Two-Sample Assuming Unequal Variances	Variable 1	Variable 2
Mean	77.4375	63.75
Variance	80.39583	275
Observations	16	16
Hypothesized Mean Difference	0	
Degrees of Freedom (df)	23	
t Statistic	2.90421	
P(T ≤ t) One-Tail	0.003997	
t Critical One-Tail	1.713872	
P(T ≤ t) Two-Tail	0.007993	
t Critical Two-Tail	2.068658	

Based on the data analysis, the calculated t-value was 2.90421 and the table t-value was 2.068658. Therefore, the calculated t-value > t-value (2.90421 > 2.068658), thus H_a was accepted. It can be concluded that the Contextual Teaching and Learning (CTL) method proved more effective in improving the writing comprehension of third-semester PBA students at the Attanwir Institute in Bojonegoro compared to learning without the CTL method.

This finding aligns with the theoretical basis proposed by Johnson (2002), who asserted that CTL is a learning approach that encourages students to find meaning in subject matter by connecting it to their real lives. In the context of learning to write, this principle is realized through writing activities based on experiences and contexts relevant to students, significantly increasing their motivation and engagement in the writing process. This was also confirmed by observations, where students showed greater enthusiasm, found writing ideas more easily, and felt the learning was more meaningful than conventional learning.

Furthermore, the results of this study reinforce the constructivist theory, the primary foundation of CTL, as proposed by Vygotsky, that knowledge is actively constructed by students through social interaction and direct experience. Students' active participation in group discussions, peer correction activities, and written reflections after learning reflect how students actively construct their understanding of Arabic writing rules through interactions with each other and with the lecturer.

This dialogue with previous research further strengthens these findings. Research conducted by Moh. Rifa'i on the implementation of CTL to improve student achievement in

Arabic language learning showed similar results, namely a significant increase in students' Arabic language skills after the CTL method was implemented. However, there are fundamental differences between that study and this one. Rifa'i's study used students with textbooks as learning media, while this study used students in the Arabic Language Education Study Program with interactive computer media. This difference indicates that the effectiveness of CTL applies not only to elementary or secondary education but is also relevant and proven effective at the tertiary level, particularly in developing the writing style.

This research also aligns with the findings of Ningtyas (2021), who stated that learning the writing style requires strategies that link the writing process to meaningful contexts for students. In this study, students' real-life contexts—such as lecture activities, campus organizational activities, religious experiences, and social life—were utilized as sources of writing ideas. This approach proved to facilitate students in developing ideas, constructing sentences with more appropriate structures, and writing with greater confidence.

However, this study also identified several obstacles that require attention. Based on interviews, some students admitted to still having difficulty adapting to the CTL learning pattern, which demands greater independence and active participation than conventional learning. This finding aligns with the observation that CTL implementation requires adequate mental readiness and adaptability from students for this approach to run optimally. Therefore, more intensive mentoring from lecturers is needed, especially in the initial stages of implementation, to ensure students adapt well.

Overall, the results of this study not only confirm the effectiveness of CTL as a method for learning the maharah kitabah (literary text) but also enrich the body of research on Arabic language education in Indonesia, particularly in the context of Islamic higher education. These findings provide a tangible contribution to the development of more innovative, contextual, and student-centered Arabic language learning strategies at the Attanwir Institute in Bojonegoro.

CONCLUSION

Overall, the research results indicate that the implementation of the CTL method worked well and received a positive response from students. The Contextual Teaching and Learning (CTL) method was able to increase student engagement, motivation, and learning outcomes. Students' maharah kitabah scores after the CTL implementation were higher than before. Furthermore, the CTL method can be developed by utilizing simple digital media, such as online reflective journals or learning blogs. The development of Arabic language learning also needs to be tailored to the characteristics of the students and the teaching materials used (A. Safitri, 2022).

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