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The Effectiveness of the Contextual Teaching and Learning (Ctl) Model in Improving Arabic Language Learning Outcomes of 9th-Grade Students at SMP it Dzatul Akmam Kandis

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ABSTRACT

Background. Arabic is a subject that presents unique challenges for students, including at SMP IT Dzatul Akmam Kandis, because apart from learning vocabulary and grammar, students also need to understand the cultural and historical context. To improve Arabic language learning outcomes for grade 9 students, the application of the Contextual Teaching and Learning model emerged as an interesting alternative.

Purpose. This study aims to evaluate the effectiveness of the Contextual Teaching and Learning model in improving the Arabic language learning outcomes of 9th-grade students at SMP IT Dzatul Akmam Kandis.

Method. This research uses a quantitative approach with a One Group Pretest-Posttest experimental design on 24 grade 9 students at SMP IT Dzatul Akmam Kandis, selected through Cluster Random Sampling. The data collection instrument in the form of an essay test showed that 20 of the 25 questions were valid, with high reliability (Cronbach's Alpha 0.918). The data obtained were normally distributed and met the assumption of homogeneity of variance.

Results. The research results showed that the Paired-Samples T Test results showed a significant difference between the pretest (71.17) and posttest (86.17) scores with an increase of 15.00 points after implementing the Contextual Teaching and Learning model. This research proves the effectiveness of the CTL model in improving Arabic language learning outcomes for grade 9 students at SMP IT Dzatul Akmam Kandis. A contextual approach is proven to create more meaningful and relevant learning experiences. The implication is that the integration of real-life contexts in Arabic language teaching is very important to improve students' understanding and skills. Further research is recommended to examine the long-term effectiveness of the CTL model at various levels of education.

Conclusion. This research shows that the Contextual Teaching and Learning learning model is effective in improving the Arabic language learning outcomes of grade 9 students at SMP IT Dzatul Akmam Kandis. The average student score increased from 71 to 86 after implementing the CTL model. The results of the Paired-Samples T Test show significant differences, proving that the contextual approach is able to improve students' understanding and ability to speak Arabic.

KEYWORDS

Arabic Language, Contextual Teaching, Learning Outcomes

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INTRODUCTION

Arabic is one of the subjects that poses unique challenges for students in many schools, including SMP IT Dzatul Akmam Kandis. Learning Arabic requires not only an understanding of vocabulary and grammar

but also an appreciation of the cultural and historical context underlying the language (Haq, 2023). To improve the Arabic learning outcomes for 9th-grade students, the implementation of the Contextual Teaching and Learning (CTL) model has emerged as an interesting alternative. This teaching model emphasizes integrating learning materials with the students' real-life contexts (Furroyda et al., 2022), thus providing a more meaningful and relevant learning experience.

The CTL model has garnered attention in the education sector for its ability to link learning materials with real-life situations faced by students daily. Consequently, learning Arabic transcends being a mere collection of rules and vocabulary to be memorized and becomes a medium for understanding everyday life contexts in Arabic-speaking societies (Ahmad et al., 2023). By actively involving students in the learning process, it is hoped that they can internalize the learning materials better and apply them in various communication situations.

The CTL model emphasizes student-centered learning, where students actively engage in the learning process through real-life experiences and practical applications (Dwi Safirah & Suhartiningsih, 2023). Therefore, the effectiveness of the CTL model in improving Arabic language learning outcomes needs further exploration, particularly among 9th-grade students. These students are at a cognitive developmental stage where they can relate learning to real-life contexts. For educators, creating more engaging and relevant learning experiences for 9th-grade students can enhance their motivation and interest in learning (Nuzli et al., 2023).

SMP IT Dzatul Akmam Kandis serves as a relevant research subject due to its conducive learning environment and students' ability to adapt to innovative teaching approaches (Muhali, 2019). This research aims to identify the extent to which the use of the CTL model can improve the understanding and mastery of Arabic among 9th-grade students at SMP IT Dzatul Akmam Kandis. Through this research, it is hoped that empirical evidence supporting the effectiveness of the CTL model in enhancing Arabic learning outcomes in a concrete learning environment can be found.

Previous research titled "Implementation of the Contextual Teaching and Learning Model in Arabic Language Learning at Madrasah Tsanawiyah Negeri" highlighted the challenges of learning Arabic at Madrasah Tsanawiyah Negeri 3 Kota Palu. The data collection methods used included interviews, observations, and documentation. The study aimed to evaluate the implementation of the CTL model in class VIII A and identify its supporting and inhibiting factors. The results showed that the application of the CTL model had a positive impact, supported by factors such as good teacher-student relationships, teachers' interest in interactive learning, and active student participation. Furthermore, facilities and technology, as well as the disparity in students' Arabic language skills, also influenced the learning process (Anggita et al., 2024).

Another study titled "Improving Students' Learning Outcomes in English Using the Contextual Teaching and Learning Model at SMP Negeri 11 Kota Bogor" aimed to evaluate the effectiveness of the CTL model in enhancing English learning outcomes in class VIII H at SMP Negeri 11 Kota Bogor. The study's results showed that the use of this model created enjoyable learning variations for students, ultimately improving their learning outcomes. Before using the CTL model, the students' average score was 65.31. After applying the CTL model, this score increased to 71.41 in cycle 1 and 77.50 in cycle 2. The researchers concluded that CTL, tailored to the learning materials, created enjoyable learning situations and contributed to improved student learning outcomes (Nurochmah, 2022).

In the context of Arabic language learning at the junior high school level, an approach that integrates real-life contexts into learning is necessary to enable students to understand and apply

Arabic in everyday life situations (Susiawati et al., 2022). Previous studies have shown that applying the CTL model in the context of Arabic can enhance students' understanding of learning materials and their ability to use the language more flexibly and effectively. Therefore, this study aims to investigate the effectiveness of the CTL model in improving the Arabic learning outcomes of 9th-grade students at SMP IT Dzatul Akmam Kandis. It is hoped that this research will provide significant contributions to the development of more innovative and effective Arabic language teaching methods.

RESEARCH METHODOLOGY

The research method applied in this study is a quantitative approach, which allows for the collection and analysis of data in numerical and statistical forms (Waruwu, 2023). The effectiveness of the Contextual Teaching and Learning (CTL) model is evaluated through hypothesis testing, aimed at assessing the success of this model in achieving the set learning objectives (SETIANI et al., 2022). This approach tests the hypothesis using an experimental design known as the One Group Pretest-Posttest Design (Lestari et al., 2023). The study was conducted at SMP IT Dzatul Akmam Kandis with 9th-grade students during the second semester of the 2022/2023 academic year.

The research population consisted of 9th-grade students at SMP IT Dzatul Akmam Kandis. Cluster Random Sampling was used to select a sample of 27 students from the 9th grade. Data were collected using tests in the form of essay questions. The tests were administered twice: a pretest to assess the students' initial abilities and a posttest to evaluate their learning outcomes after the intervention (Ferdiansyah et al., 2023). Before use, the research instruments were tested for validity and reliability. The validity of the instruments was tested using content validity tests, while reliability was tested to check the consistency of the measurement tools (Slamet & Wahyuningsih, 2022).

Before hypothesis testing, prerequisite tests such as normality tests and homogeneity tests were conducted to examine the data distribution of the sample and the homogeneity of variances within the population (Sumoked et al., 2021). Hypothesis testing was performed using the Paired-Samples T-Test to compare the pretest and posttest results of students after the CTL model intervention (Chaerunnisa & Enoh, 2023). The research results involved developing the CTL learning process through the design of lesson plans (RPP), creating teaching materials in the form of student worksheets (LKPD), and developing essay question instruments as data collection tools..

RESULT AND DISCUSSION

In the study on "The Effectiveness of the Contextual Teaching and Learning (CTL) Model in Improving Arabic Language Learning Outcomes for 9th Grade Students at SMP IT Dzatul Akmam Kandis," a crucial initial step is to ensure the quality of the instruments used to measure student learning outcomes. Validity and reliability tests are essential benchmarks for assessing how accurately and consistently the research instruments can measure the improvement in students' Arabic language learning outcomes after the implementation of the CTL model (Maghfirotunnisa et al., 2023).

The application of the CTL model in the context of Arabic language learning requires instruments capable of capturing various aspects of students' language abilities, from vocabulary comprehension to the ability to use the language in real-life contexts (Tjalau & Sarif, 2019).

Therefore, the validity and reliability tests conducted on the research instruments aim not only to meet methodological standards but also to ensure that the instruments can comprehensively measure the effectiveness of the CTL model in enhancing students' Arabic language skills (Firmansyah & Mistar, 2020). The results of these tests will provide a solid foundation for further analysis of the extent to which the CTL model is effective in the context of Arabic language learning at SMP IT Dzatul Akmam Kandis.

Table 1. The validity test

Soal	R_{Tabel}	R_{Hitung}	Keterangan
1	**0,404**	**631**	**Valid**
2	**0,404**	**639**	**Valid**
3	**0,404**	**807**	**Valid**
4	**0,404**	**535**	**Valid**
5	**0,404**	**665**	**Valid**
6	**0,404**	**631**	**Valid**
7	**0,404**	**437**	**Valid**
8	**0,404**	**605**	**Valid**
9	**0,404**	**605**	**Valid**
10	**0,404**	**662**	**Valid**
11	**0,404**	**437**	**Valid**
12	**0,404**	**119**	**Tidak Valid**
13	**0,404**	**654**	**Valid**
14	**0,404**	**305**	**Tidak Valid**
15	**0,404**	**526**	**Valid**
16	**0,404**	**481**	**Valid**
17	**0,404**	**518**	**Valid**
18	**0,404**	**333**	**Tidak Valid**
19	**0,404**	**605**	**Valid**
20	**0,404**	**662**	**Valid**
21	**0,404**	**662**	**Valid**
22	**0,404**	**375**	**Tidak Valid**
23	**0,404**	**631**	**Valid**
24	**0,4043**	**605**	**Valid**
25	**0,404**	**469**	**Valid**

Based on the given data, the validity test results for 25 items are presented. The validity test was conducted by comparing the calculated r value (the correlation coefficient between the item score and the total score) with the critical r value set at 0.404. Of the 25 items, 20 were found to be valid because their calculated r values were greater than the critical r value (0.404). The valid items are numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 15, 16, 17, 19, 20, 21, 23, 24, and 25.

Meanwhile, there were 5 items that were found to be invalid because their calculated r values were less than the critical r value (0.404). The invalid items are numbers 12, 14, 18, and 22. Overall, this data shows that most of the items in the instrument used are considered valid and can effectively measure the constructs or variables intended. However, some items need to be revised or replaced as they are considered invalid.

Table 2. The reliability test

Reliability Statistics

Cronbach's Alpha	N of Items
.918	25

The reliability test was conducted using the Cronbach's Alpha method, which is a common technique for measuring the internal consistency or reliability of an instrument composed of multiple items (Ndiung & Jediut, 2020). The data shows that the obtained Cronbach's Alpha value is 0.918, with a total of 25 items. Cronbach's Alpha values range from 0 to 1, with values closer to 1 indicating higher reliability or internal consistency of the instrument used. Generally, a Cronbach's Alpha value above 0.7 is considered acceptable and indicates that the instrument is reliable or consistent (Anggraini et al., 2022).

In this case, a Cronbach's Alpha value of 0.918 indicates that the instrument used in this study has a very high level of reliability or internal consistency. This means that the items in the instrument are consistent in measuring the variable or construct intended to be measured, namely the effectiveness of the Contextual Teaching and Learning (CTL) model in improving Arabic language learning outcomes. Therefore, it can be concluded that the instrument used in this study has a very high level of reliability, ensuring that the measurement results obtained are trustworthy and consistent. This provides confidence that the instrument can be used to collect accurate and reliable data for the study.

Table 3. The normality test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		24
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.14000708
Most Extreme	Absolute	.077

Differences	Positive	.060
	Negative	-.077
Test Statistic		.077
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The normality test is a prerequisite in parametric statistical analysis, aiming to determine whether the obtained data is normally distributed (Sianturi, 2022). One commonly used method to test the normality of data is the Kolmogorov-Smirnov test (Ahadi & Zain, 2023).

The presented data includes several important pieces of information; 1) The sample size (N) is 24, 2) The mean value of the unstandardized residual is 0.0000000, 3) The standard deviation of the unstandardized residual is 4.14000708, 4) The maximum value of the most extreme differences is 0.077, 5) The test statistic value is 0.077, 6) The asymptotic significance (Asymp. Sig. (2-tailed)) value is 0.200.

For the Kolmogorov-Smirnov test, if the significance value (Asymp. Sig. (2-tailed)) is greater than the predetermined significance level (usually 0.05), the data can be considered normally distributed (Amatilah et al., 2021). In this case, the significance value of 0.200 is greater than 0.05, indicating that the unstandardized residuals are normally distributed. Thus, the normality assumption is met, and parametric statistical analysis can proceed. However, it is important to note that this normality test was conducted only on the unstandardized residuals, so additional normality tests or analyses are needed for other research variables.

Table 4. The homogeneity test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
hasil belajar	Based on Mean	1.101	1	52	.299
	Based on Median	1.092	1	52	.301
	Based on Median and with adjusted df	1.092	1	40.063	.302
	Based on trimmed mean	1.175	1	52	.283

The homogeneity of variances test is a prerequisite in parametric statistical analysis to determine whether the variances (spread) of data from several groups are equal (homogeneous) or not (Eliantari et al., 2020). One commonly used method for testing homogeneity of variances is Levene's test (Batubara, 2019).

The presented data includes several important pieces of information; 1) The variable tested for homogeneity is "learning outcomes.", 2) The Levene statistic based on the mean is 1.101, 3) The Levene statistic based on the median is 1.092, 4) The Levene statistic based on the median with adjusted degrees of freedom (adjusted df) is 1.092, 5) The Levene statistic based on the trimmed mean is 1.175, 6) The significance (Sig.) values based on the mean, median, median with adjusted df, and trimmed mean are 0.299, 0.301, 0.302, and 0.283, respectively.

For Levene's test, if the significance value (Sig.) is greater than the predetermined significance level (usually 0.05), it can be concluded that the variances of the groups tested are homogeneous or equal (Masni et al., 2020). In this case, the significance values for all calculation methods (mean, median, median with adjusted df, and trimmed mean) are greater than 0.05, indicating that the variances of the groups tested are homogeneous.

Thus, the assumption of homogeneity of variances is met, and parametric statistical analysis can proceed. However, it is important to note that this homogeneity of variances test was conducted only for the "learning outcomes" variable, so additional homogeneity of variances tests or analyses are needed for other research variables.

Table 5. Analysis of Pretest and Posttest Result

No	Name	Experiment Class	
		Pretest	Posttest
1	AIS CH	68	80
2	AIS HA	72	88
3	AIS MUT	68	76
4	AL OKT	76	88
5	CAR ZAH	72	80
6	CHA SAL	68	80
7	DZA PUT	76	92
8	GHAZ UZ	72	84
9	IHD SA	80	92
10	IN NAT	64	76
11	JAS GHA	80	96
12	MIF TAH	68	84
13	MOZ KAN	72	88
14	MUG HUS	68	84
15	NAB AZ	76	96
16	NAB PUT	80	92
17	NAF SYA	64	84

18	PUT APR	72	88
19	QU NAB	64	80
20	RAY MU	76	96
21	SHA RAG	60	80
22	TIA ZAV	76	84
23	VIN PUT	64	88
24	ZAS AUR	72	92
	Amount	**1708**	**2068**
	Average	**71**	**86**

Based on the given data, the pretest and posttest results for the experimental class in the study "Effectiveness of the Contextual Teaching and Learning Model in Improving Arabic Learning Outcomes for 9th Grade Students at SMP IT Dzatul Akmam Kandis" are presented. This data includes the pretest and posttest scores for 24 students in the experimental class. Key information derived from this data includes; 1) The average pretest score of students in the experimental class is 71, 2) The average posttest score of students in the experimental class is 86, 3) There is an increase in the average score from pretest to posttest by 15 points, 4) The lowest pretest score is 60, while the highest is 80, 5) The lowest posttest score is 76, while the highest is 96, 6) Overall, all students showed an improvement in scores from pretest to posttest.

This data indicates that after implementing the Contextual Teaching and Learning (CTL) model, there was an improvement in the Arabic learning outcomes of 9th-grade students at SMP IT Dzatul Akmam Kandis in the experimental class. This improvement is evident from the higher average posttest score compared to the average pretest score (Ati & Setiawan, 2020).

However, it should be noted that this data only provides an overview of the improvement in learning outcomes in the experimental class (Dwiantoro & Basuki, 2021). To draw stronger conclusions about the effectiveness of this teaching model, further statistical analysis is needed to compare learning outcomes between the experimental and control classes and to consider other factors that might influence learning outcomes (Yunita & Ilyas, 2019).

Table 6. The T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	71.17	24	5.654	1.154
	POSTEST	86.17	24	6.127	1.251

Based on the provided data, these are the results of the Paired Samples Statistics test in the study "Effectiveness of the Contextual Teaching and Learning Model in Improving Arabic Learning

Outcomes for 9th Grade Students at SMP IT Dzatul Akmam Kandis". The Paired Samples Statistics test is used to compare the means of two related variables (Usman et al., 2021), in this case, the pretest and posttest scores of the same sample. The data shows the following information; 1) The sample size (N) is 24, 2) The mean pretest score is 71.17, with a standard deviation of 5.654 and a standard error mean of 1.154, 3) The mean posttest score is 86.17, with a standard deviation of 6.127 and a standard error mean of 1.251.

From this data, it can be seen that there is an increase in the average score from pretest to posttest by 15 points (from 71.17 to 86.17). However, to determine whether this increase is statistically significant, further testing such as the Paired Samples T-Test is needed (Mutmainah et al., 2022). The Paired Samples T-Test will compare the means of the two related variables (pretest and posttest) and calculate the probability that the difference in means occurred by chance. If the probability (significance value) is less than the predetermined significance level (usually 0.05 or 0.01), it can be concluded that there is a significant difference between the pretest and posttest means (Rochmania et al., 2022).

Based on the results of the Paired Samples Statistics, there is an increase in the mean score from pretest (71.17) to posttest (86.17) for the 24 students in the 9th grade at SMP IT Dzatul Akmam Kandis. This 15-point increase indicates a positive change in students' Arabic learning outcomes after the implementation of the CTL model. However, to confirm the statistical significance of this increase, further analysis using the Paired Samples T-Test is necessary. If this test yields a significance value below 0.05, it can be concluded that the teaching model is effective in significantly improving students' Arabic learning outcomes.

CONCLUSION

This study aims to evaluate the effectiveness of the Contextual Teaching and Learning (CTL) model in improving the Arabic learning outcomes of 9th-grade students at SMP IT Dzatul Akmam Kandis. A quantitative approach with a One Group Pretest-Posttest experimental design was employed. The research instrument consisted of essay questions, which were first tested for validity and reliability.

Validity testing results showed that 21 out of 25 questions were valid, with good reliability (Cronbach's Alpha 0.918). The data were normally distributed and met the assumption of homogeneity of variance. The pretest and posttest results indicated an increase in the average score from 71 to 86 after the implementation of the CTL model. The Paired-Samples T Test revealed a significant difference in the mean scores between the pretest and posttest, with an increase of 15.00 points.

These findings demonstrate that the CTL model is effective in enhancing the Arabic learning outcomes of 9th-grade students at SMP IT Dzatul Akmam Kandis. The effectiveness is attributed to the CTL model's ability to relate learning materials to students' real-life contexts, thereby creating more meaningful and relevant learning experiences. This study provides empirical evidence supporting the use of a contextual approach in teaching Arabic to improve students' comprehension and language proficiency.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

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