

TAHLIL TATHBIQ NAMUDZAJ AT-TA'LIM AS-SIYAQI FI TA'LIM AL-LUGHAH AL-'ARABIYYAH LADA THULLAB FI AL- MADRASAH AL-MUTAWASSITHAH AL-ISLAMIYYAH AL- HUKUMIYYAH 2 PASAMAN

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ABSTRAK

Kemampuan membaca (*maharah qirā'ah*) siswa kelas VIII MTsN 2 Pasaman masih rendah, ditandai keterbatasan pemahaman kosakata dan ide pokok teks, rendahnya partisipasi aktif, serta 37,5% siswa belum mencapai KKM. Penelitian ini bertujuan mendeskripsikan penerapan model *Contextual Teaching and Learning* (CTL) dalam pembelajaran *maharah qirā'ah*, beserta faktor pendukung dan penghambatnya. Penelitian menggunakan pendekatan deskriptif kualitatif dengan sumber data guru bahasa Arab dan 32 siswa kelas VIII, melalui teknik observasi, wawancara, dan dokumentasi, serta dianalisis menggunakan model Miles yang meliputi reduksi data, penyajian data, dan penarikan simpulan, dengan keabsahan data diuji melalui triangulasi sumber, teknik, dan waktu. Hasil penelitian menunjukkan penerapan CTL terlaksana sistematis melalui tahap perencanaan, pelaksanaan, dan evaluasi; enam dari tujuh komponen CTL terlaksana konsisten, sementara komponen *questioning* menunjukkan kesenjangan keaktifan bertanya siswa. Faktor pendukung meliputi dukungan madrasah, media pembelajaran, dan pembelajaran kelompok, sedangkan hambatan utama adalah keterbatasan kosakata siswa. Penelitian ini menyimpulkan bahwa keberhasilan CTL lebih ditentukan oleh kesiapan linguistik dasar siswa dibandingkan ketersediaan sumber daya pembelajaran.

Kata Kunci: *Contextual Teaching and Learning*, *maharah qirā'ah*, pembelajaran bahasa Arab, penelitian deskriptif kualitatif

ABSTRACT

Reading skill (*maharah qirā'ah*) among eighth-grade students at MTsN 2 Pasaman remains low, marked by limited vocabulary comprehension and difficulty grasping main ideas, low active participation, and 37.5% of students not yet reaching the Minimum Completeness Criteria (KKM). This study aims to describe the implementation of the *Contextual Teaching and Learning* (CTL) model in *maharah qirā'ah* learning, along with its supporting and inhibiting factors. The study employs a descriptive qualitative approach with data sources consisting of the Arabic language teacher and 32 eighth-grade students, using observation, interviews, and documentation techniques, analyzed through the Miles model comprising data reduction, data display, and conclusion drawing, with data validity tested through source, technique, and time triangulation. The results show that CTL implementation was carried out systematically through the stages of planning, implementation, and evaluation; six of the seven CTL components were consistently implemented, while the questioning component showed a gap in students' active participation. Supporting factors include madrasah support, learning media, and group learning, while the main obstacle is students' limited vocabulary. This study concludes that the success of CTL is more determined by students' basic linguistic readiness than by the availability of learning resources.

Keywords: *Contextual Teaching and Learning*, *maharah qirā'ah*, Arabic language learning, descriptive qualitative research

PENDAHULUAN

Arabic is one of the languages that has managed to survive to the present day, while other Semitic languages remain only in the form of inscriptions carved into rocks in various places. Arabic possesses linguistic characteristics rarely found in other languages, such as a distinctive phonetic system, the phenomenon of i'rab grammatical case marking with its integrated system, and the abundance of broken plural forms, alongside other linguistic phenomena (أنيس, 2003). As Allah explains in Surah Yusuf verse 2, the Qur'an was revealed in Arabic so that it could be understood by humankind, serving as guidance for anyone who seeks knowledge.

Arabic language teaching, comprises four interrelated basic skills: listening, speaking, reading, and writing, which are designed progressively (Erwita & Hamzah, 2025). Reading skill (*maharah qirā'ah*) is the ability to read and correctly understand Arabic texts, enabling students to obtain information and grasp meaning; it requires comprehension of content, not merely correct pronunciation (Khoiriyah et al., 2023). Reading can be classified into silent reading, which involves assigning meaning to printed symbols without vocalization, and reading aloud, which combines accurate pronunciation with comprehension (Zaeni et al., 2025). In both forms, the goal extends beyond word pronunciation to accurately absorbing textual meaning.

Various models can be used, including contextual, communicative, text-based, and technology- and multimedia-based learning (Wahyuni et al., 2026). This study selects the CTL method because it places greater emphasis on connecting learning material with students' real-life experiences, making learning more meaningful. Unlike teacher-centered methods, CTL encourages students to actively discover concepts, discuss, ask questions, collaborate, and relate the content of the text to daily life (Hasibuan & Sa'diyah, 2023). These characteristics are considered suitable for addressing the problems found in teaching *maharah qirā'ah* at MTsN 2 Pasaman, namely students' low comprehension of reading content and their lack of active engagement.

MTsN 2 Pasaman is one of the educational institutions that implements Arabic language teaching as an important part of the Islamic Education curriculum. Through the researcher's observation during the period of February 11–14, 2026, in an eighth-grade class consisting of 32 students, it was found that some students still experienced difficulty understanding Arabic texts, particularly in grasping vocabulary meaning and the main ideas contained in the text being read. Some of them also showed a lack of enthusiasm and participation during the learning process, which affected their engagement with reading activities and comprehension of the material.

Observation results also showed that most students still read the text literally without being able to explain its content in their own words. When the teacher asked students to identify the main idea or answer questions based on the text they had read, only a few students were able to answer correctly. Some students still relied on the teacher's translation, had limited vocabulary mastery, were reluctant to ask questions, and tended to be passive during the learning process. This condition indicates that the problem lies not only in mechanical reading ability, but also in the ability to comprehend the content of the text.

Evaluation data showed that of the 32 students, 12 (37.5%) had not yet reached the Minimum Completeness Criteria (KKM), while 20 (62.5%) had. Although most students

met the KKM, more than a third had not achieved mastery learning, indicating that some students' reading ability still needs improvement.

A preliminary interview with the Arabic language teacher revealed that the reading process had so far been dominated by teacher explanations, translation, and text-based exercises. The teacher acknowledged that CTL had not yet been optimally implemented; key components such as constructivism, inquiry, questioning, learning community, reflection, and authentic assessment had not been carried out systematically, leaving learning teacher-centered and students less active in constructing their own understanding.

The implementation of the Contextual Teaching and Learning (CTL) model in teaching maharah qirā'ah is by no means a new topic and has been examined in various settings. Pratiwi, Bakri, and Anggreani found that implementing CTL through classroom action research significantly improved elementary students' reading mastery across learning cycles (Pratiwi et al., 2024). In line with this, Asyiq, Unsi, and Al-Wustha reported that implementing CTL across the planning, implementation, and evaluation stages made students more active when learning was connected to real-life contexts, although challenges remained in accommodating differences in student ability (Asyiq et al., 2023). Meanwhile, Iqbal, Syahputra, and Purba found that only five of the seven CTL components were fully implemented at their research site, with student reluctance to voice opinions as the main obstacle (Iqbal et al., 2025). These three studies confirm the effectiveness of CTL in Arabic language learning, yet they were generally conducted at the elementary or senior high school level and have not extensively examined the implementation of each individual CTL component at the Islamic junior secondary (madrasah tsanawiyah) level. This is the gap that the present study seeks to address, by examining in depth the implementation of all CTL components in teaching maharah qirā'ah in the eighth grade at MTsN 2 Pasaman.

The CTL method is considered appropriate for teaching reading skill because it emphasizes the connection between learning material and students' real-life experiences. By using this method, it is expected that students will find it easier to understand Arabic texts, become more active in the learning process, and have higher learning motivation. Furthermore, this method can help teachers create a more creative and innovative learning process. Based on the discussion above, this study seeks to answer the question: how can the implementation of the Contextual Teaching and Learning (CTL) method improve reading comprehension (maharah qirā'ah) among eighth-grade students at MTsN 2 Pasaman?

METODE PENELITIAN

This study employs a descriptive qualitative approach, namely research aimed at describing, portraying, and observing a phenomenon systematically and accurately as it exists at present (Sugiyono, 2018). This approach was chosen because the study aims to describe in depth the implementation of the Contextual Teaching and Learning (CTL) model in teaching maharah qirā'ah at MTsN 2 Pasaman, covering the CTL implementation process, student responses, and the supporting and inhibiting factors, without intending to test hypotheses or measure relationships between variables.

The research was conducted at MTsN 2 Pasaman, chosen on the consideration that the school offers Arabic language instruction and provides a suitable setting for examining the implementation of the contextual method in improving students' reading skill. The research was carried out over two months, from July to August 2026, covering the stages

of data collection, data organization and analysis, and the writing of the final research report.

The data sources in this study consist of a key informant, namely the Arabic language teacher at MTsN 2 Pasaman, and supporting informants, namely 32 eighth-grade students at the school. The selection of informants prioritized the emic perspective, that is, giving precedence to the informants' own point of view in interpreting the reality of the learning process they experienced, without imposing the researcher's own preferences in obtaining data.

Data were collected through three techniques: observation, interviews, and documentation. First, observation was conducted to examine the situations, conditions, activities, and behavior of the research subjects, in order to gather information related to the implementation of the contextual teaching model in Arabic language instruction at MTsN 2 Pasaman. Second, interviews were conducted in a structured manner using an interview guide that had been systematically prepared, consisting of an outline of the issues to be asked of informants, in order to obtain in-depth information from those involved in the study. Third, documentation was used to obtain written and supporting data, including a general overview of the school, lesson plans, teaching materials, student lists, research permit letters, and photographic documentation of learning activities.

The collected data were analyzed using the Miles model of analysis which consists of three stages (Miles, 1994). First, data reduction, namely the process of simplifying, summarizing, and focusing the data on key points related to CTL implementation, student responses, and supporting and inhibiting factors, while data unrelated to the research focus were excluded. Second, data display, namely organizing the data obtained from observation, interviews, and documentation into narrative form, matrices, or simple tables to facilitate the researcher in identifying patterns in CTL implementation. Third, verification and conclusion drawing, namely the final stage of data analysis involving the testing of the truth of the data obtained so that the findings can be scientifically accounted for.

The validity of the data was tested using triangulation, namely a technique for examining data validity by drawing on sources other than the data itself, so that the data obtained become more consistent and accountable (Moleong & Surjaman, 2014). Triangulation was carried out in three ways. First, source triangulation, namely verifying information by comparing the results of teacher and student interviews. Second, technique triangulation, namely verifying data from the same source using different techniques, by comparing the results of observation, interviews, and documentation. Third, time triangulation, namely re-checking data with the same source and technique at different times or situations.

HASIL DAN PEMBAHASAN

This research was conducted at MTs Negeri 2 Pasaman, a state madrasah in Rao District, Pasaman Regency, West Sumatra Province, which was accredited A in 2023 and oversees 1,064 students across 33 study groups in the 2024/2025 academic year. The research subjects were 32 eighth-grade students along with the Arabic language teacher for that class. Because the research was conducted in the eighth grade, all observed learning processes still referred to the 2013 Curriculum, while supporting facilities for language learning, such as projection media and regular classrooms, were adequately available, although the madrasah does not yet have a dedicated language laboratory. This

institutional profile matters for interpreting the findings below: with an A-accredited status and adequate general facilities but no dedicated language lab, the conditions at MTsN 2 Pasaman represent a fairly typical mid-tier madrasah setting in West Sumatra neither under-resourced nor exceptionally well-equipped which strengthens the relevance of findings on CTL implementation for similar madrasah contexts elsewhere in the region.

The implementation of the *Contextual Teaching and Learning* (CTL) model in *maharah qirā'ah* learning in the eighth grade was carried out through three interconnected stages, namely planning, implementation, and evaluation, based on observation on Thursday, July 23, 2026, as well as interviews with the Arabic language teacher and students of class VIII.1. In the planning stage, the teacher explicitly established the CTL model in the learning module and adjusted the content of *qirā'ah* texts to the students' daily context. As stated by the teacher, "This contextual model (*contextual teaching and learning*) is very important in *maharah qirā'ah* learning" (T1), and its implementation "is adapted to today's language style... there needs to be more mastery of updated vocabulary related to daily life" (T1). In the implementation stage, all indicators of introductory activities (opening, attendance, apperception, delivery of objectives) and closing activities (summarizing, reflection, assignment) were carried out in sequence. In the core activities, the teacher applied all CTL components in order. Most students reported feeling more motivated because the material was linked to daily life "I'm more motivated because the lesson is connected to daily life" (S1) while others experienced difficulty due to limited vocabulary, as one student expressed, "It's hard, there's a lot of translating and summarizing" (S9). In the evaluation stage, the teacher applied authentic assessment by directly observing students' reading fluency and comprehension, not merely the results of written translation, which the teacher considered "quite effective because students are more active, easily understand the reading content, and express their opinions" (T1).

The implementation of the seven CTL components showed varied results. The components of *constructivism*, *inquiry*, *learning community*, *modeling*, *reflection*, and *authentic assessment* were carried out consistently from both the teacher's and students' activities. In the *constructivism* component, the teacher linked the material to students' real experiences before reading the text; in *inquiry*, the teacher guided students to independently find vocabulary and main ideas, although the level of student independence varied some looked up word meanings themselves, while others chose to ask the teacher directly. In the *learning community* component, most students liked group discussions because "we can help each other" (S3), although a small number did not enjoy it. In *modeling*, all interviewed students confirmed that the teacher always gave examples of correct reading. In *reflection*, students were given space to express their opinions after reading. In *authentic assessment*, assessment focused on the reading process rather than only the final result. One component, *questioning*, showed a gap: observation noted that the teacher actively asked questions, but student activeness in asking questions back or taking initiative was not apparent in the observed session, although in interviews students confirmed the teacher routinely asked them questions.

Supporting factors for CTL implementation include four complementary aspects: institutional support from the madrasah, the availability and variety of learning media (such as *infocus* projectors and videos, which students confirmed increased their learning motivation), the implementation of group learning, and the suitability of material to the

context of students' lives. Inhibiting factors, on the other hand, were centered on one dominant aspect, namely students' limited vocabulary mastery, which was consistently reported by both the teacher and most interviewed students. The teacher has attempted to address this obstacle through gradual individual assistance, in the form of additional explanations and guidance on difficult vocabulary.

The research findings show that the implementation of the CTL model in *maharah qirā'ah* learning in the eighth grade at MTsN 2 Pasaman was carried out systematically through three interconnected stages, in line with the essence of CTL as an approach that connects academic material with the real-life context of students so that the knowledge gained becomes more meaningful and easier to remember (Johnson, 2002). The suitability of text content with students' daily themes, along with the completeness of all learning activity indicators from opening to closing, confirms that the implementation of CTL at this site is not merely conceptual in the lesson plan, but truly realized in daily practice.

The finding that linking material to daily life increases students' learning motivation is consistent with the research of Pratiwi, Bakri, and Anggreani, which found that the implementation of a contextual learning model was able to significantly improve students' reading ability, marked by an increase in the percentage of learning completion between cycles (Pratiwi et al., 2024). Similar consistency is also seen in the research of Asyiq, Unsi, and Wutsqo, which showed that the planning, implementation, and assessment stages of CTL made students more active when learning was linked to real life (Asyiq et al., 2023). However, this research found an important difference in the aspect of result equity: Pratiwi et al.'s research reported a fairly even improvement in reading ability across all subjects, whereas this research found variation in results among students due to vocabulary limitations in some students. This difference likely stems from differences in research design classroom action research with staged interventions over two cycles versus descriptive qualitative research capturing CTL conditions as they naturally occurred during a single observation period without improvement cycles.

At the component level, the findings of this research reveal an important novelty: of the seven CTL components, only the *questioning* component showed a gap between the teacher's active role and students' active participation, while the other six components were carried out consistently on both sides. A similar pattern was found in the research of Iqbal, Syahputra, and Purba, which reported that only five of seven CTL components were fully implemented, with the main obstacle being students' hesitance to express opinions or actively ask questions (Iqbal et al., 2025). However, Iqbal et al.'s research reported two components that were not implemented at all, whereas this research found only one problematic component, and even then, not because it was unimplemented, but because it was one-directional. This finding shows that the level of CTL component implementation is gradational and highly dependent on class characteristics, teacher teaching experience, and students' learning habits at each location a nuance not widely raised in previous CTL research, which tends to report component implementation in binary terms (implemented/not implemented).

Regarding supporting and inhibiting factors, this research also reveals a pattern different from similar studies. Supporting factors such as madrasah support, media availability, and group learning are consistent with the findings of Asyiq, Unsi, and Wutsqo 2023 as well as Iqbal, Syahputra, and Purba 2025, who also reported a conducive learning environment and student motivation as main supporting factors. However, regarding

obstacles, Asyiq et al.'s research reported challenges of differing student abilities and time constraints, while Iqbal et al.'s research reported students' hesitance to express opinions, differences in educational background, and lack of learning media. In this research, the obstacles of insufficient media and limited time were not found both aspects were reported as adequately available so the single identified obstacle, namely vocabulary limitations, confirms that the success of CTL implementation at MTsN 2 Pasaman is more determined by students' basic linguistic readiness than by the availability of learning resources. This finding adds new nuance to CTL theory: that the completeness of institutional resources does not automatically guarantee equity in learning outcomes if students' basic language competence (in this case, vocabulary) is not adequate, so that implementing CTL in foreign language learning requires a vocabulary enrichment program as a supporting pillar, not merely relying on the contextual approach alone.

Theoretically, these findings reinforce while also adding nuance to CTL theory: this model is effective in increasing students' motivation and comprehension of reading texts by linking material to real context, but its success is not automatically even across all components the *questioning* component requires additional supporting strategies so that active student participation truly forms, not merely relying on the application of the contextual approach. Practically, these findings indicate the need to strengthen open-question techniques and more structured question-and-answer spaces for Arabic language teachers, as well as a vocabulary enrichment program running alongside the implementation of CTL.

This research has limitations that need to be acknowledged: observation was only conducted in one session (July 23, 2026), so the findings depict a snapshot of a single learning moment, not a generalization across a full semester; the scope of material was limited to the themes of *al-hiwāyāt* and *qirā'ah shāmitah* (silent reading), so it is not intended to be generalized to *qirā'ah jahriyyah* (reading aloud); and the research was only conducted in one class at one madrasah, so the results are contextual and *in-depth*, not a statistical generalization across madrasahs.

SIMPULAN

Findings show that CTL implementation in *maharah qirā'ah* learning in the eighth grade at MTsN 2 Pasaman was carried out systematically through planning, implementation, and evaluation, and was realized in daily practice rather than remaining merely conceptual. Six of the seven CTL components constructivism, inquiry, learning community, modeling, reflection, and authentic assessment were consistently implemented by both teacher and students, while the *questioning* component showed a gap: question-asking remained one-directional, coming only from the teacher. Supporting factors included madrasah support, learning media, group learning, and material suited to students' daily context, while the main obstacle was students' limited vocabulary mastery. These findings confirm that CTL success is determined more by students' basic linguistic readiness than by resource availability, since obstacles commonly reported elsewhere insufficient media or limited time were not found at this site.

Based on these findings, madrasah and Arabic teachers are recommended to develop a thematic vocabulary enrichment program integrated into the CTL pre-reading stage, such as distributing key vocabulary lists a week before each session. Teachers should also apply structured *questioning* techniques scaffolded or paired question-and-answer sessions to encourage students to initiate questions rather than only respond.

Further research should extend observation across a full semester to test whether this gradational pattern of CTL implementation holds over time, and should compare madrasahs with differing vocabulary levels to test the generalizability of the finding that vocabulary readiness, not resource availability, is the main determinant of CTL success.

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