



LISAANUNA

**Ta`lim Al-Lughah Al-Arabiyyah:
JURNAL PENDIDIKAN BAHASA ARAB**

P-ISSN: 2621-3117, E-ISSN: 2807-8977

Volume 8 Nomor 1 Tahun 2025

COOPERATIVE LEARNING STRATEGY AND CONTEXTUAL TEACHING LEARNING (CTL) IN ARABIC LEARNING IN MI PEMBANGUNAN JAKARTA

**Inggit Putri Mawaddah¹, Athaya Fithri Safira²,
Muhammad Rizky Darmawan³**

Email: inggit011@gmail.com¹, athayasafira9@gmail.com²,
ahmadrizkydarmawann@gmail.com³

^{1,2,3} Universitas Islam Negeri Syarif Hidayatullah Jakarta

Abstract

This study aims to explore the effectiveness of the Cooperative Learning and Contextual Teaching and Learning (CTL) strategies in Arabic language instruction at MI Pembangunan UIN Jakarta. As Arabic plays a vital role not only as a communication tool but also as a medium to understand religious and cultural values, employing engaging teaching strategies is essential to boost students' motivation and learning outcomes. The research uses a qualitative approach involving observation, interviews, and documentation. Findings reveal that the application of these strategies enhances student collaboration, problem-solving, and language acquisition by integrating real-world contexts with cooperative group work. This approach helps students connect classroom material with their daily experiences, fostering a more meaningful and enjoyable learning process. Ultimately, the study concludes that the combined use of Cooperative Learning and CTL significantly improves the quality of Arabic language education at the elementary school level.

Keywords: Cooperative Learning, Arabic Language, Contextual Learning

Introduction

Learning Arabic is very important because it has the privilege of being language used in the Qur'an. In the word of Allah, it has been stated:

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ

Translation: "Indeed, We have sent it down in the form of a Quran in Arabic, so that you may understand it." (Yusuf: 2).¹

Arabic has an important role as a language of religion, culture, and international communication, especially for countries where the majority of the population is Muslim. Therefore, learning Arabic not only serves as a means of communication, but also as a means of understanding religious and cultural values.

Previously, Arabic was often considered relevant only for Islamic religious learning and was better known in Islamic boarding schools and Islamic-based educational institutions. However, now Arabic has developed and is used in various fields such as health, economy, tourism, and others. Therefore, it is important to apply learning methods or strategies that are interesting and in accordance with the times so that the learning process becomes more effective and efficient, and can increase students' interest and enthusiasm in learning Arabic.²

One effective approach is through the implementation of strategies. A strategy (استراتيجية) is a series of steps or actions that are carried out in an organized manner in order to achieve.³ Learning strategies and methods have an important role in the Arabic language learning process in the classroom. In addition to being an innovation for educators, the strategy is also an indicator of the success of delivering material to students.⁴

Of the various learning strategies, this research will focus cooperative and contextual learning strategies. Cooperative learning allows students to work together in groups, help each other, and share knowledge, which in turn can improve their understanding and language skills. Meanwhile, contextual learning emphasizes the importance of linking the subject matter with students' real experiences, so that learning becomes more meaningful and relevant.

Researchers chose Madrasah Ibtidaiyah Pembangunan UIN Jakarta as a place to conduct research. MI Pembangunan UIN Jakarta as one of the leading Islamic educational institutions, has a commitment to form students who are able to master Arabic well. In MI Pembangunan UIN Jakarta, these two strategies have been applied in teaching Arabic.⁵ By combining cooperative and

¹ R. I. Kemenag, "Alquran dan terjemah" (Semarang: Toha Putra, 2021).

² S. T. Tamaji, "Pembelajaran Bahasa Arab Dengan Pendekatan Kontekstual Teaching And Learning (CTL)," *Prosiding Konferensi Nasional Bahasa Arab*, 2019, <http://prosiding.arab-um.com/index.php/konasbara/article/view/468>.

³ D. Indriana, "Strategi Pembelajaran Bahasa Arab" (Serang-Banten: Media Madani, 2020), hlm. 1.

⁴ F. I. H. Rukmana, "Efektifitas Metode Kooperatif Dalam Pembelajaran Bahasa Arab," *Prosiding Konferensi Nasional Bahasa Arab*, 2017, 180, <http://prosiding.arab-um.com/index.php/konasbara/article/view/127>.

⁵ Wawancara dengan Hj. Nia Marlina, Guru Bahasa Arab Kelas 5 MI Pembangunan UIN Jakarta, Jumat, 27 September 2024, Halaman MI Pembangunan UIN Jakarta., t.t.

contextual strategies, it is expected that the process of teaching Arabic will be more effective learning becomes more effective and fun, and can improve overall student learning outcomes.

This study aims to examine the effectiveness of contextual and cooperative learning strategies in Arabic language learning and to see how far this approach can improve students' motivation and learning outcomes.

Methods

This research uses qualitative methods with observation, interview and documentation techniques in the form of taking learning videos. The purpose of this qualitative research is to analyze and interpret the findings of facts, phenomena, problems, and events that take place naturally in the field in the context of a certain.⁶

In line with the above objectives, the researcher used this research method to describe how the Arabic language learning process in class V MI Pembangunan UIN Jakarta which was the place where the research was conducted. The subjects of this research are Arabic language teachers of class V (B) and students of class V (B) MI Pembangunan UIN Jakarta. To get valid and reliable data, researchers went directly to the research location. Researchers came directly to the research location which began on September 13 - October 11, 2024.

Primary data is collected by means of field observation, while secondary data is collected through report documents and photographs. Thus, researchers can see or observe directly how the Arabic language learning process in class V (B) MI Pembangunan UIN Jakarta.

Results and Discussion

1. Cooperative Learning Strategy

a. Definition of Cooperative Learning Strategy

There is a wise saying in Arabic that states that a human being will be weak and limited if he only relies on himself. However, man will become stronger and able to achieve many things when helped by those around him "المرء قليل بنفسه كثير بإخوانه".⁷ According to Rusdy Ahmad Thu'aimah and Mahmud Kamil al-Nâqah, the work of A group effort is

⁶ F. R. Fiantika, "1.6 Tujuan Penelitian Kualitatif," *Metodologi Penelitian Kualitatif* (researchgate.net, 2022).

⁷ F.A Aziz, A Dardiri, dan Raswan, *STRATEGI PEMBELAJARAN BAHASA ARAB*, استراتيجيات تدريس العربية, 2 ed. (Banten: UIN Jakarta Press, 2015).hlm.181
95 | Lisanuna Ta'lim Al-Lughah Al-Arabiyyah : Jurnal Pendidikan Bahasa Arab, Vol (8): No-1 (2025)

better than an individual effort. This is an ideology that Islamic culture has always embraced.⁸

In Arabic, Cooperative Learning Strategy is known as *التعلم التعاوني*. From the term, it is clear that Cooperative Learning Strategy emphasizes the importance of cooperation between.⁹

According to Sinaga, cooperative learning or group learning in English cooperative means working together, learning means knowledge. So, cooperative learning can be interpreted as learning to work together to achieve success in science. Therefore, every student must have or have the ability or good thinking skills.¹⁰

As stated by Dina Indriana in her book, cooperative learning is a learning model in which students learn in small groups that have different ability levels. In completing group tasks, each member works together and helps to understand a learning material. Learning is not complete if one of the friends in the group has not understood the learning material.¹¹

In cooperative learning strategies, the teacher's role is no longer limited to being the only source of information in the teaching and learning process. Teachers now act as mediators, stabilizers, and learning managers in cooperative learning strategies.¹² An open and democratic learning climate will help students acquire more information about the subject they are studying. It will also help them build their social attitudes and skills for use in community life, improving their learning outcomes.

b. Basic Concepts of Cooperative Learning Strategy

Co-operative Learning Strategies have a strong basis in various psychological approaches, especially holistic cognitive psychology which views learning as a thinking process involving understanding and reasoning. This view emphasizes the importance of the interaction between individuals' cognition and the social environment in which they learn. It is also heavily influenced by humanistic psychology, which emphasizes the development of the whole person. In humanistic psychology, learning is not just about

⁸ R. A. Tu'aimah, "Al-marja'fy T'alīmil Lughah al-'Arabyyah Linnatīqīna Bi Luqatin Uhrā," *Kairo: Darul Al-Fikri*, 2010. Hlm.179

⁹ F.A Aziz, A Dardiri, dan Raswan, *STRATEGI PEMBELAJARAN BAHASA ARAB*, استراتيجيات تدريس العربية, ed. (Banten: UIN Jakarta Press, 2015).hlm180

¹⁰ N. N. Lathifa dkk., "Strategi Pembelajaran Kooperatif dalam Meningkatkan Motivasi Belajar Siswa," *CENDEKIA: Jurnal Ilmu ...* 4 (2024), <https://prin.or.id/index.php/cendikia/article/view/2869>.hlm. 71

¹¹ Indriana, "Strategi Pembelajaran Bahasa Arab."hlm.74

¹² Lathifa dkk., "Strategi Pembelajaran Kooperatif dalam Meningkatkan Motivasi Belajar Siswa."hlm.72

cognitive achievement, but also includes personal growth that occurs through social interaction and positive interpersonal relationships.¹³

The basic concept of this strategy is that learning is more effective when learners work together in groups to support and learn from each other. Some of the concepts and theories that underlie cooperative learning strategies include:

- 1) Constructivism theory is a learning strategy that states that learners build their knowledge through interaction with their environment, including interaction with fellow learners.
- 2) Social Cognitive Theory is a strategy of learning through observation and social interaction, as described in social cognitive theory, supporting the use of cooperative learning strategies where learners learn from example and shared experience.
- 3) Social Interaction Strategy is a learning strategy that recognizes the importance of social interaction in learning, where learners can support each other, give feedback, and ask questions to deepen their understanding.
- 4) Problem-Based Learning is a cooperative strategy often using a problem-based learning approach where learners work together to solve problems relevant to the learning context.

بأنه أسلوب يتعلم فيه الطلاب بمجموعات صغيرة، وتراوح عددهم في كل مجموعة م بين تلميذين (٢) و ستة (٦) تلاميذ مختلفي القدرات والاستعدادات، ويسعون نحو تحقيق اهداف مشتركة متعمدين على بعضهم بعضاً¹⁴.

Tu'aimah stated in the sentence above that, Cooperative Learning Strategy is a student learning strategy by creating small groups, the number ranges from two to six students per group with different abilities and backgrounds of each member, and all group members try to realize their common goals, one with the other interdependent or mutually needy. Cooperative Learning Strategy has several important elements that must be met to ensure its success in the learning process. Four important elements of Cooperative Learning Strategy¹⁵:

- 1) The presence of participants in the group.
- 2) Rules within the group
- 3) The learning effort of each group member
- 4) There is a goal that must be achieved

¹³ Aziz, Dardiri, dan Raswan, *STRATEGI PEMBELAJARAN BAHASA ARAB* استراتيجيات تدريس العربية. hlm.181

¹⁴ Tu'aimah, "Al-marja'fy T'alīmil Lughah al-'Arabyyah Linnatiqīna Bi Luqatin Uhrā." hlm.179

¹⁵ Aziz, Dardiri, dan Raswan, *STRATEGI PEMBELAJARAN BAHASA ARAB* استراتيجيات تدريس العربية. Hlm.182
97 | Lisaanuna Ta'lim Al-Lughah Al-Arabiyyah : Jurnal Pendidikan Bahasa Arab, Vol (8): No-1 (2025)

Participants in each study group undertake the learning process. Students can be grouped based on their interests and talents, their ability background, and the mix of interests and abilities reviewed. The main goal remains to achieve the target objectives that.¹⁶ The second element is group rules which are rules agreed upon by everyone involved, both students as student learners and group members.

The third element of learning effort is all activities carried out by students to improve their existing abilities and acquire new skills, such as knowledge attitudes and skills. While the goal component is also intended to provide direction for planning, implementation and evaluation, so that each group member has a clear understanding of the purpose of each learning activity.

In this cooperative learning strategy, the grouping system / small teams, between four and six people who have different backgrounds of academic ability, gender, ethnicity (heterogeneous). The assessment system is carried out to the group not individually, this each member will have a positive dependence on other members. Individual responsibility for the group is born.¹⁷ Cooperative Learning Strategy can be used when:

- 1) The teacher emphasizes the importance of collective effort and individual effort.
- 2) Teachers want both smart and the dumb to succeed in learning.
- 3) Teachers want students to be able to gain knowledge from their peers.
- 4) Teachers target the development of students' communication skills as part of the curriculum.
- 5) Teachers want to increase student motivation and participation levels.
- 6) Teachers want students to develop their abilities, especially in solving problems and finding various solutions to each problem.

c. Principles and Characteristics of Cooperative Learning Strategy

1) Principles of Cooperative Learning

Every learning strategy has principles that must be followed in its implementation. Here are four basic principles in cooperative learning¹⁸:

- a) Principle of Positive Interdependence

¹⁶ W. Sanjaya, "Model Pembelajaran," *Bandung: Penerbit Alfabeta*, 2010. Hlm.241

¹⁷ Sanjaya. Hlm.242

¹⁸ Aziz, Dardiri, dan Raswan, *STRATEGI PEMBELAJARAN BAHASA ARAB استراتيجيات تدريس العربية*. Hlm 186

Group tasks cannot be completed if one member is unable to fulfill his or her role. The success of the group, as well as each of its members, depends largely on the cohesiveness and cooperation among the members.

b) Individual Accountability

The success of the group is determined by the contribution of each member, so each member must be responsible for the task at hand. Assessment of group members needs to be done by the teacher, and this assessment must be different, different for each individual, while group assessment should be consistent among all members. The aspects that each member is assessed on include their participation and contribution to the group.

c) Face-to-Face Promotion Interaction

Cooperative learning allows for direct interaction between members, providing opportunities for them to work together, appreciate differences, and capitalize on their strengths and overcome their weaknesses. This is important because groups are formed based on the diversity that exists in heterogeneous groups.

d) Participation and Communication

Cooperative learning also trains students to participate actively and develop their communication skills.

d. Characteristics of Cooperative Learning Strategy

While Thu'aimah and al-Naqah suggested that there are eight characteristics of Cooperative Learning Strategy as follows¹⁹ :

- 1) Students learn in small groups of 2 to 6 students
- 2) Each student member consists different backgrounds and abilities
- 3) Each member strives toward a common goal or goals
- 4) Each individual is positively interdependent on the other
- 5) Each individual cooperates and helps each other in terms of difficulties faced

e. Learning Procedure of Cooperative Learning Strategy

In general, cooperative learning has a four-stage procedure as follows²⁰:

1) Explanation of Material

The teacher conveys the concept of the material before it is discussed in groups. The explanation can be done with various methods, such as lecture, question and answer, open discussion, or demonstration, which of course is supported by interesting media.

¹⁹ Tu'aimah, "Al-marja'fy T'alīmil Lughah al-'Arabyyah Linnatiqīna Bi Luqatin Uhrā."Hlm180

²⁰ Aziz, Dardiri, dan Raswan, *STRATEGI PEMBELAJARAN BAHASA ARAB* استراتيجيات تدريس العربية

2) Learning in Groups

After the material is explained, students are asked to learn in groups. The groups formed should be heterogeneous, as diverse groups allow students to teach and support each other. This also increases interaction between students from different racial, religious, ethnic and gender backgrounds, and makes it easier for students to learn from each other in classroom management, especially in terms of assistance from smarter students to those who are slower learners.

3) Assessment

Assessment of members and groups can be done through tests, quizzes or observation. Individual and group scores can be taken as a whole by the teacher, including assessments from other groups against the group being assessed.

4) Team Recognition

Awards are given to teams that stand out and excel. The purpose of this award is to motivate teams that have achieved to continue to improve their achievements, as well as to encourage teams that have not yet achieved to try to achieve the same success.

f. Pros and Cons of Learning

The advantages of cooperative learning according to Sanjaya as a learning strategy are as follows:²¹

- 1) Through cooperative learning, students do not rely too much on the teacher, but can gain confidence in their own thinking ability, find information from various sources, and learn from other students.
- 2) Cooperative learning can develop the ability to express ideas or ideas with words verbally and compare them with the ideas of others.
- 3) Cooperative learning can help children to respect others and realize their limitations and accept all differences.
- 4) Interaction during cooperative learning can increase motivation and stimulate thinking, which is useful for long-term education.
- 5) Cooperative learning can help empower each student to take more responsibility for learning.

²¹ Sanjaya, "Model Pembelajaran." Hlm.249

- 6) Cooperative learning is a powerful strategy for improving academic achievement as well as social skills, including developing positive interpersonal relationships with others, developing time management skills.
- 7) Through cooperative learning, students can develop the ability to test ideas and receive feedback. Students can practice solving problems without fear of making mistakes, because the decisions they make are the responsibility of the group.
- 8) Cooperative learning can improve students' ability to use information and abstract learning ability to become real.

Meanwhile, according to Dess, the weaknesses in Cooperative Learning are in the process²², learning takes a long time for students, so that sometimes it does not reach the specified curriculum targets, besides for students, this method also takes a long time for teachers, so many do not use this method. The next weakness is that it requires special abilities such as strong socialization for the teacher to continue to make the discussion atmosphere relaxed but on target, and requires the dominant nature of students, namely the nature or attitude to enjoy discussing and working together in solving problems. Nurlaila also showed that Cooperative Learning has improved students' ability to master writing skills²³

2. Contextual Learning Strategy (CTL)

a. Basic Concepts of CTL

The Basic Concept of CTL is a learning concept that helps teachers link the material taught with the real world situation of learners and encourage them to make connections between the knowledge they have and its application in their daily lives.

Blanchard (Komalasari, 2010:6) suggests that contextual learning is a learning and teaching concept that helps teachers relate the material taught to the real world situation of students and encourage students to make connections between their knowledge and their application in their daily lives. Knowledge its application in their lives as family members, , and workers. Contextual learning is a conception that helps teachers relate subject content to real-world situations and motivate students to make connections between knowledge and its application in their lives (Trianto, 2008:17).

²² M. N. Rofiq, "Solusi Peningkatan Kualitas Pendidikan Melalui Konsep School Based Management (MBS)," dalam *Jurnal Falasifa* (jurnalfalasifa.wordpress.com, 2012), <https://jurnalfalasifa.wordpress.com/wp-content/uploads/2012/11/3-m-nafiur-rofiq-solusi-peningkatan-kualitas-pendidikan-melalui-konsep-school-based-management-mbs.pdf>.

²³ N. Nurlaila dan M. Muassomah, "The collaboration of Herbart method with cooperative learning: optimizing writing skills at IAIN Madura," *Alsinatuna: Journal of ...*, 2020, <http://repository.uin-malang.ac.id/7253/>.
101 | Lisanuna Ta'lim Al-Lughah Al-Arabiyah : Jurnal Pendidikan Bahasa Arab, Vol (8): No-1 (2025)

Based on several definitions of contextual learning, it can be concluded that contextual learning is a learning approach that connects the material learned with the real life of everyday students. So it is clear that the utilization of contextual learning will create a classroom in which students will be active participants not just passive observers, and take responsibility for their learning.²⁴

Contextual Learning or CTL emphasizes the process of student involvement to find material, meaning that the learning process is oriented to the direct experience process. The application of CTL in learning is able to develop the idea that children will learn more meaningfully by working alone, finding themselves and constructing new knowledge and skills themselves. The learning process in the context of contextual learning or CTL does not expect students to only receive lessons, but the process of finding and discovering the subject matter themselves. mind map technique According to Martin (1994) is an important new innovation to help students produce meaningful learning in the classroom. Thinking maps provide a concrete visual aid for organizing information before it is learned, as well as for deciding what main ideas to include or delete.²⁵

b. CTL Background

Contextual Teaching and Learning (CTL) is a learning concept that helps teachers link the material taught with facts in students' lives. CTL emphasizes on a teacher-designed classroom activity plan. The activity plan contains a step-by-step scenario of what will be done with students in relation to the topic to be studied. Contextual learning is more concerned with learning strategies rather than learning outcomes. Contextual learning expects students to acquire subject matter even though it is little but deep not much but shallow. Contextual learning encourages students to make connections between their knowledge and the application in their daily lives. The components in contextual learning are constructivism, questioning, learning community, modeling, reflection, and real assessment. If a class applies the seven components above in the learning process, then the class has used a contextual learning model. The use of CTL in learning Indonesian language and literature in the classroom can attract students' attention because CTL has various components so that learning is not boring.

²⁴ W. Susiloningsih, "Model Pembelajaran CTL (Contextual Teaching and Learning) Dalam Meningkatkan Hasil Belajar Mahasiswa PGSD Pada Matakuliah Konsep IPS Dasar," *PEDAGOGIA: Jurnal Pendidikan*, 2016, <https://pedagogia.umsida.ac.id/index.php/pedagogia/article/view/1360>.

²⁵ S. Nuraini, "... Teaching And Learning (CTL) Dan Teknik Pencatatan Mind Mapping Terhadap Hasil Belajar Siswa Melalui Penguasaan Konsep Mata Pelajaran Pendidikan Agama ...," *JURNAL PEDAGOGY*, 2019, 1, <https://jurnal.staimuhblora.ac.id/index.php/pedagogy/article/view/8>.

According to Suyanto (2003:1) CTL can get students involved in meaningful activities that are expected to help them to be able to connect the knowledge they have with their peers acquired in the classroom with the context of real-life situations. Learning with the participation of the environment will naturally solidify the knowledge that students have. Learning will be more useful and meaningful if a student experiences what he learns not just knowing. Learning is not just memorizing but students must be able to construct their knowledge by applying their knowledge to the reality of everyday life.

Thus, the development of CTL in learning Indonesian language and literature in the aspects of listening, speaking, reading, and writing both in terms of language and literature will make learning more varied. In the learning process in the classroom, students are accustomed to helping each other and sharing experiences in learning community groups.

In the learning process, teachers need to familiarize children to experience the learning process by making discoveries by observing, asking questions, proposing hypotheses, collecting data, analyzing data, and drawing conclusions (inquiry). All learning processes and outcomes are measured in various ways and observed with clear indicators (authentic assessment). After each lesson, teachers are required to reflect on the learning process and results (reflektion).²⁶

1) Philosophical Background

CTL is heavily influenced by the philosophy of constructivism which was initiated by Mark Baldwin and further developed by Jean Piaget. The constructivism school of philosophy departs from Giambattista Vico's epistemology (Suparno, 1997). Vico revealed: "God is the creator of the universe and man is the master of his creation." Knowing according to Vico means knowing how to make something. means that someone is said to know when he can explain what elements make something up. Therefore, according to Vico, knowledge cannot be separated from the person (subject) who knows. Knowledge is the concept structure of the observing subject.

Furthermore, the theory of constructivism philosophy about the nature of knowledge affects the concept of the learning process that learning is not just memorizing, but the process of constructing knowledge through experience. Knowledge is not the result of "giving" from others such as teachers, but the result of the construction process carried out by each individual. Knowledge resulting from notification will not be meaningful knowledge for students to truly understand and be able to apply knowledge, they must work

²⁶ <http://repository.unj.ac.id/5707/2/2.%20BAB%201.pdf>

to solve problems, find everything for themselves, try hard struggle with ideas. This theory develops from the work of Piaget, Vygotsky, information processing theories, and other cognitive psychology theories, such as Bruner's theory (Slavin in Nur, 2002: 8).

Piaget argues that since childhood every child already has a cognitive structure which is then called schemata. Schemata are formed due to experience. Learning for children is the process of refining existing schemes (assimilation) or the process of forming new schemes (accommodation). Piaget's view of how knowledge is actually formed in a child's cognitive structure is very influential on several contextual learning models. According to contextual learning, knowledge will be meaningful when it is discovered and built by students themselves. Knowledge obtained from the notification of others will not be meaningful knowledge. Such knowledge will easily forgotten and not functional.

2) Psychological Background

In accordance with the underlying philosophy that knowledge is formed due to the active role of the subject, from a psychological point of view, CTL is based on the cognitive psychological flow. According to this school, the learning process occurs because of the individual's understanding of the environment. Learning is not a mechanical event such as the relationship between stimulus and response. Learning is not that simple. Learning involves invisible mental processes such as emotions, interests, motivations and abilities or experiences. What is seen is basically a form of encouragement that develops within a person.

As a mental event, human behavior is not merely a physical movement, but what is more important is the driving factor behind the physical movement. Why is that? Because humans always have needs that are inherent in themselves. That need is what drives humans to behave. From the underlying assumptions and background, there are several things that must be understood about learning in the context of CTL according to Sanjaya (2005: 114), among others:

- a) Learning is not memorization, but the process of constructing knowledge according to the experience they have. Therefore, the more experience they have, the more knowledge they will gain.
- b) Learning is not just collecting loose facts. Knowledge is basically an organization of all that is experienced, so that the knowledge possessed will affect patterns of human behavior, such as patterns of thinking, patterns of action, ability to solve problems

including one's appearance or performance. The broader and deeper one's knowledge, the more effective one will be in thinking

- c) Learning is a problem-solving process, because by solving problems children will develop as a whole, not only intellectually but also mentally and emotionally. Contextual learning is learning how children deal with problems.
- d) Learning is a process of self-experience that develops gradually from simple to complex. Therefore, learning cannot be done all at once, but according to the rhythm of students' abilities.
- e) Learning is essentially capturing knowledge from reality. Therefore, the knowledge gained is knowledge that has meaning for the child's life (Real World Learning).²⁷

c. How Ctl Differs From Conventional

There are several differences between learning using CTL models and conventional learning models, namely: 1) CTL prioritizes student understanding while conventional prioritizes student memory, 2) CTL learning students more actively interact through group work, mutual discussion, and correction while conventional learning students are more individualized, 3) CTL learning students are more actively involved in learning, while conventional learning students are more passive because they are only recipients of information, 4) CTL is more student-centered, while conventional learning is more teacher-centered (Satriani, Emilia, & Gunawan, 2012) (Yamin, 2013).

No.	Contextual Approach	Traditional Approach
1.	Students are actively involved in the process learning	Students are passive recipients of information
2.	Students learn from friends through work group, discussion correcting each other	Students learn individually
3.	Learning is linked to real life or problems simulated	Learning very abstract and theoretical
4.	Behavior built on self-awareness	Behavior is built on habits
5.	Skills developed on the basis of understanding	Skills are developed on the basis of practice
6.	Rewards for good behavior are self-satisfaction	Rewards for good behavior are compliments
7.	One does not do bad things	A person does not do bad things

²⁷ [Model Pembelajaran Contextual Teaching and Learning | EduChannel Indonesia](#)

	because one realizes they are wrong. and detrimental	because he is afraid of being punished
8.	A person does not do bad things because he is afraid of being punished	Language is taught with a structural approach, formulas are explained until understood then practiced (drill)
9.	The understanding of formulas is developed on the basis of schemata that already exist in student self	The formula is external to the student. What must be explained, is accepted, memorized and practiced
10.	The understanding of the formula is relatively different from one to another. In accordance with students' schemata (on going process of development)	Formulas are absolute truths (the same for everyone) there are only two possibilities, namely incorrect understanding of the formula or understanding of the correct formula
11.	Students use critical thinking skills, are fully engaged in the effective learning process, take responsibility for the effective learning process and bring their own schemata to the process. in the learning process.	Students passively receive formulas or rules (reading, listening, recording, memorizing) without contributing ideas in the learning process
12.	The knowledge that humans have is developed by humans themselves. Humans create or build knowledge by giving meaning and understanding the experience.	Knowledge is the grasping of a set of facts, concepts, or laws that are external to the human being.
13.	Because science is developed (constructed) by humans themselves, while humans always experience new events, knowledge is never stable, always evolving.	Truth is absolute and knowledge is final.
14.	Students are asked to take responsibility for monitoring and developing their own learning	Teachers are the determinants of the learning process.
15.	Appreciation of experience students are highly prioritized.	Learning does not pay attention to student experience.
16.	Learning outcomes are measured by various method: work process, result, recorded	Learning outcomes are measured only by tests

	performances, tests, etc.	
17.	Learning is linked to real life or problems simulated	Learning very abstract and theoretical
18.	Behavior built on self-awareness	Behavior is built on habits
19.	Skills developed on the basis of understanding	Skills are developed on the basis of practice
20.	Rewards for good behavior are self-satisfaction	Rewards for good behavior are compliments
21.	A person does not do bad things because he realizes it is wrong and detrimental	A person does not do bad things because he is afraid of being punished
22.	Language is taught with a communicative approach, where students are invited to use language in context real	Language is taught with a structural approach, formulas are explained until understood then practiced (drill)
23.	The understanding of the formula is developed on the basis of the schemata that already exist in student self.	The formula is external to the student. What must be explained, is accepted, memorized and practiced
24.	The understanding of the formula is relatively different from one to another. In accordance with students' schemata (on going process of development)	Formulas are absolute truths (the same for everyone) there are only two possibilities, namely incorrect understanding of the formula or understanding of the correct formula
25.	Students use critical thinking skills, are fully engaged in the effective learning process, take responsibility for the effective learning process and bring their own schemata to the process in the learning process.	Students passively receive formulas or rules (reading, listening, recording, memorizing) without contributing ideas in the learning process
26.	The knowledge that humans have is developed by humans themselves. Humans create or build knowledge by giving meaning and understanding, his experience.	Knowledge is the grasping of a set of facts, concepts, or laws that are external to the human being.
27.	Students are asked to take responsibility for monitoring and developing their own learning.	Teachers are the determinants of the learning process

28.	Appreciation of experience students are highly prioritized	Learning does not pay attention to student experience
29.	Learning outcomes are measured in a variety of ways: work processes, work products, recorded performances, tests, and more other	Learning outcomes are measured only by tests
30.	Learning happens in a variety of place, context and setting	Learning only happens in class

d. Teacher's Role in CTL

The roles and responsibilities of teachers in learning are increasingly complex, because the role of teachers in the learning process occupies a very strategic position. Teachers must be more dynamic and creative in developing the learning process for students. In learning, teachers must always make various learning improvements and develop appropriate learning models according to their subjects.²⁸

In the CTL learning process, every teacher needs to understand the type of learning in the students' world, meaning that the teacher needs to adjust the teaching style to the students' learning style. In connection with that, there are several things that must be considered for every teacher when using the CTL approach, including:

- 1) Students in contextual learning are seen as developing individuals. This means that the teacher is a guide for students so that they can learn according to their stage of development.
- 2) Every child has a tendency to learn new and challenging things. Children's favorite is to try things that are considered strange and new. Thus, teachers play a role in selecting learning materials that are considered important for students to learn
- 3) Learning for students is a process of finding connections between new things and things that are already known. This the role of the teacher is to help each student find the connection between new experiences and previous experiences.
- 4) Learning for children is the process of perfecting existing schemes (assimilation) or the process of forming new schemes (accommodation), thus the teacher's job is to facilitate

²⁸ Nora Rahayu, Yakobus Ndons, dan Denny Setiawan, "PERAN GURU DALAM MENINGKATKAN KEAKTIFAN SISWA DENGAN MODEL CONTEXTUAL TEACHING AND LEARNING (CTL) MUATAN PELAJARAN PKN DISEKOLAH DASAR," *Jurnal Sintaksis: Pendidikan Guru Sekolah Dasar, IPA, IPS dan Bahasa Inggris* 4, no. 1 (2022), <http://jurnal.stkipalmaksum.ac.id/>.

(make it easier) so that children are able to carry out the assimilation process and the accommodation process.²⁹

e. CTL Learning Principles

Contextual curriculum and learning should be based on principles and strategies that encourage the creation of five forms of learning "relating, experiencing, applying, cooperating, and transferring". explanation of each principle or strategy is as follows:

1) Relating Relevance

The learning process should be relevant to the students' existing prerequisite knowledge, (relevance between internal factors such as knowledge, skills, talents, interests, with external factors such as media exposure and learning by teachers and the external environment), and with the context of experience in real world life such as the benefits for future work in society. The lesson "tiling" in Mathematics, for example, is very useful if a student wants to become a tile entrepreneur or become an interior designer. Lessons in sociology, sociatrics, customary law, and cultural anthropology are also useful for students who will work as police officers, judges, prosecutors, and managers of non-governmental organizations.

2) Experiencing

In the learning process students need to gain direct experience through exploration, discovery, inventory, investigation, research, and so on. Experiencing is seen as the heart of contextual learning. The learning process will take place quickly if students are given the opportunity to manipulate equipment, utilize learning resources, and conduct forms of research activities others actively. To encourage interest and motivation, it is beneficial to use learning strategies and media such as audio, video, reading and reviewing textbooks, etc.

3) Applying

Applying learned facts, concepts, principles and procedures in other situations and contexts is higher-level learning, more than just memorization. The ability of students to apply the material that has been learned to be applied to other different situations is the use of facts concepts, principles or procedures or "the achievement of learning objectives in the form of using (use)".

²⁹ Ahmad Hulaimi, "STRATEGI MODEL PEMBELAJARAN CONTEXTUAL TEACHING AND LEARNING (CTL) (Pembelajaran Melalui Tindakan)," *Tarbawi* 4, no. 1 (2019).

The ability of students to apply concepts and information in useful contexts can also encourage students to think about future careers and occupations that they are interested in. In contextual learning, this application is mostly directed to the world of work. In classroom learning activities, this introduction to the world of work is carried out using textbooks, videos, laboratories, and if possible followed up by providing direct experience through field trips, field work practices, internships, and so on.

4) Cooperating

Cooperation in the context of exchanging ideas, asking and answering questions, interactive communication between fellow students, between students and teachers, between students and resource persons, solving problems and working on joint tasks are the main learning strategies in contextual learning. The experience of working together not only helps students learn to master learning materials but also at the same time provides insight into the real world that to complete a task will be more successful if done together or cooperation in the form of a work team. Laboratory work as the main strategy of CTL is basically also a form of cooperation. In general, students work in pairs or small groups of 3-4 people to complete laboratory tasks. Completion of laboratory tasks requires representatives who are in charge of observing, writing, compiling reports, discussions, and so on. The quality of teamwork depends on the quality of cooperation among team members.

5) Knowledge Transferring

Contextual learning emphasizes students' ability to transfer their knowledge, skills, and attitudes to other situations. In other words, knowledge and skills that have been owned are not just to be memorized but can be used, applied, or transferred to other situations and conditions. The ability of students to apply the material they have learned to solve new problems is the mastery of cognitive strategies or "the achievement of learning objectives in the form of finding". By knowing the properties of river water flow, by knowing the working principles of dynamos, and propellers (turbines), for example, students can make river hydroelectric power plants to solve the problem of scarcity of lighting.³⁰

f. CTL Learning Steps

³⁰ Abdul Gafur, "PENERAPAN KONSEP DAN PRINSIP PEMBELAJARAN KONTEKSTUAL (CONTEXTUAL TEACHING AND LEARNING) DAN DESAIN PESAN DALAM PENGEMBANGAN PEMBELAJARAN DAN BAHAN AJAR," *Cakrawala Pendidikan* 22, no. 3 (2003).

Contextual Teaching and Learning (CTL) is a learning approach that empowers students. Contextual learning is defined as an educational process that is able to motivate students to better understand the meaning of learning a competency and relate it to the context, both personal, social and cultural. Teachers are very instrumental in building connections in the classroom using the CTL approach. There are various ways that teachers can connect academic subjects with the students' own context. A class is said to use the CTL approach if it applies all seven components in its learning.³¹

The steps of CTL learning include:

- 1) Developing the idea that children will learn more meaningfully by working alone, discovering for themselves, and constructing their own new knowledge and skills.
- 2) Implement inquiry activities for all topics as far as possible.
- 3) Develop students' curiosity by asking questions.
- 4) Creating a learning community..
- 5) Present a model as an example of learning.
- 6) Reflect at the end of the meeting.
- 7) Conduct true assessment in a variety of ways.³²

In the observation of Arabic language learning in class 5B of Madrasah Ibtidaiyah (MI) Pembangunan UIN Jakarta, there is an application of several cooperative and contextual strategies that reflect the approach of constructivism, inquiry, questioning, learning community, and modeling. The lesson begins with the teacher opening the class by greeting and asking how the students are doing, which is an example of the application of questioning strategies, where the teacher asks the students how they are doing build relationships with students to create a conducive atmosphere. Then cooperative strategies using creative and interactive approaches to improve student understanding. The activity begins with the teacher opening the class, giving greetings, and asking how the students are, creating a friendly and comfortable classroom atmosphere.

Furthermore, the teacher reviews the previous material using songs, which is a form of knowledge construction through constructivism. Based on the researcher's findings, it can be seen that in contextual learning, the teacher only becomes a facilitator and only encourages students to build or compile new knowledge based on their experiences. So that learners find what was not previously known to know. Through songs, students are expected to organize and connect new

³¹ Dedy Juliandri Panjaitan, "PENERAPAN PENDEKATAN CONTEXTUAL TEACHING AND LEARNING (CTL) UNTUK MENINGKATKAN HASIL BELAJAR STATISTIKA," *Jurnal UMNAW (Universitas Muslim Nusantara Al-Washliya* 1, no. 1 (2016).h.7

³² Muhammad Idrus Hasibuan, "MODEL PEMBELAJARAN CTL (CONTEXTUAL TEACHING AND LEARNING)," *Logaritma* 2, no. 01 (2014).h.10

knowledge with the knowledge they already have. In addition, the teacher also asks contextual questions related to previous material, which encourages students to think critically and relate learning to their daily experiences, reflecting the inquiry and questioning approach.

In this section, the teacher also does ice breaking to maintain students' concentration, which aims to create a fun and interactive learning atmosphere, in accordance with the principle of learning community. The teacher then plays the material using videos and songs, which provide concrete examples of the use of Arabic in a more real context, as a form of modeling. Arabic teachers use these auxiliary media through demonstrations, pictures, observing the surrounding environment, and the internet can make it easier for students to know, understand, remember, and memorize the vocabulary and meaning of the material they are learning.

The teacher actively involves students in various activities that facilitate cooperation and group discussions. Learning begins with the opening of class, greetings, and a review of the previous material through songs. This song not only reviews the material in a fun way, but also encourages students to discuss with each other in understanding the content of the material. Next, the teacher engages students with contextual questions that encourage them to think critically and relate the material to everyday life. The teacher plays the learning material through videos and songs, which support students' skills. Maharah Istima'.

The application of cooperative strategies is evident when the teacher gives imla' problems and holds group games between male and female students. In this activity, students are encouraged to work together, discuss and help each other complete the task. Group discussion becomes an effective medium to train their Arabic language skills, both in understanding new vocabulary and in solving problems together..

Finally, the teacher closes the lesson with a collective prayer, which shows a reflective attitude and appreciation of the learning that has been done. All these steps are interrelated as they support the development of students' knowledge through active interaction, collaboration, and linkages to everyday life, and provide space for students to construct their own knowledge.

Conclusion

This study concludes that the application of Cooperative Learning and Contextual Teaching and Learning strategies in Arabic language learning at MI Pembangunan UIN Jakarta is very effective. These strategies not only improve students' language skills but also their social interaction and problem-solving abilities. Cooperative Learning encourages teamwork and individual responsibility, while CTL relates learning materials to students' real-life experiences, making learning more interesting and relevant. By combining these approaches, teachers can create a

dynamic and supportive learning environment that motivates students and improves overall learning outcomes.

References

- Aziz, F.A, A Dardiri, dan Raswan. *STRATEGI PEMBELAJARAN BAHASA ARAB* استراتيجيات تدريس العربية. 2. ed. Banten: UIN Jakarta Press, 2015.
- Abdul Gafur, "PENERAPAN KONSEP DAN PRINSIP PEMBELAJARAN KONTEKSTUAL (CONTEXTUAL TEACHING AND LEARNING) DAN DESAIN PESAN DALAM PENGEMBANGAN PEMBELAJARAN DAN BAHAN AJAR," *Cakrawala Pendidikan* 22, no. 3 (2003).
- Ahmad Hulaimi, "STRATEGI MODEL PEMBELAJARAN CONTEXTUAL TEACHING AND LEARNING (CTL) (Pembelajaran Melalui Tindakan)," *Tarbawi* 4, no. 1 (2019).
- Dedy Juliandri Panjaitan, "PENERAPAN PENDEKATAN CONTEXTUAL TEACHING AND LEARNING (CTL) UNTUK MENINGKATKAN HASIL BELAJAR STATISTIKA," *Jurnal UMNAW (Universitas Muslim Nusantara Al-Washliya* 1, no. 1 (2016).h.7
- Fiantika, F. R. "1.6 Tujuan Penelitian Kualitatif." *Metodologi Penelitian Kualitatif*. researchgate.net, 2022.
- Indriana, D. "Strategi Pembelajaran Bahasa Arab." Serang-Banten: Media Madani, 2020.
- Isjoni, I. "The implementation of cooperative learning model for critical thinking skills in the history subject at SMA Pekanbaru." *International Journal of Educational Best Practices*, 2017. <https://www.neliti.com/publications/271035/the-implementation-of-cooperative-learning-model-for-critical-thinking-skills-in>.
- Kemenag, R. I. "Alquran dan terjemah." Semarang: Toha Putra, 2021.
- Lathifa, N. N., K. Anisa, S. Handayani, dan ... "Strategi Pembelajaran Kooperatif dalam Meningkatkan Motivasi Belajar Siswa." *CENDEKIA: Jurnal Ilmu* ... 4 (2024). <https://prin.or.id/index.php/cendekia/article/view/2869>.
- [Model Pembelajaran Contextual Teaching and Learning | EduChannel Indonesia](#)
- Muhammad Idrus Hasibuan, "MODEL PEMBELAJARAN CTL (CONTEXTUAL TEACHING AND LEARNING)," *Logaritma* 2, no. 01 (2014).h.10
- Nora Rahayu, Yakobus Ndons, dan Denny Setiawan, "PERAN GURU DALAM MENINGKATKAN KEAKTIFAN SISWA DENGAN MODEL CONTEXTUAL TEACHING AND LEARNING (CTL) MUATAN PELAJARAN PKN DI SEKOLAH DASAR," *Jurnal Sintaksis: Pendidikan Guru Sekolah Dasar, IPA, IPS dan Bahasa Inggris* 4, no. 1 (2022), <http://jurnal.stkipalmaksum.ac.id/>.
- Nurlaila, N., dan M. Muassomah. "The collaboration of Herbart method with cooperative learning: optimizing writing skills at IAIN Madura." *Alsinatuna: Journal of ...*, 2020. <http://repository.uin-malang.ac.id/7253/>.
- Rofiq, M. N. "Solusi Peningkatan Kualitas Pendidikan Melalui Konsep School Based Management (MBS)." *dalam Jurnal Falasifa*. jurnalfalasifa.wordpress.com, 2012. <https://jurnalfalasifa.wordpress.com/wp-content/uploads/2012/11/3-m-nafiur-rofiq-solusi-peningkatan-kualitas-pendidikan-melalui-konsep-school-based-management-mbs.pdf>.
- Rukmana, F. I. H. "Efektifitas Metode Kooperatif Dalam Pembelajaran Bahasa Arab." *Prosiding Konferensi Nasional Bahasa Arab*, 2017. <http://prosiding.arab-um.com/index.php/konasbara/article/view/127>.
- Sanjaya, W. "Model Pembelajaran." *Bandung: Penerbit Alfabeta*, 2010.
- Tamaji, S. T. "Pembelajaran Bahasa Arab Dengan Pendekatan Kontekstual Teaching And Learning (CTL)." *Prosiding Konferensi Nasional Bahasa Arab*, 2019. <http://prosiding.arab-um.com/index.php/konasbara/article/view/468>.

Tu'aimah, R. A. "Al-marja'fy T'alīmil Lughah al-'Arabyyah Linnatiqīna Bi Luqatin Uhrā." *Kairo: Darul Al-Fikri*, 2010.

Wawancara dengan Hj. Nia Marlina, Guru Bahasa Arab Kelas 5 MI Pembangunan UIN Jakarta, Jumat, 27 September 2024, Halaman MI Pembangunan UIN Jakarta., t.t.

