

Mastering Arabic Through the Contextual Teaching and Learning Model at Thamavitya Mulniti School Thailand

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Abstract: Arabic language learning in minority Muslim communities, such as in Thailand, faces significant challenges, including the limited use of Arabic in daily life and less innovative teaching methods. One approach considered effective in increasing students' interest and understanding is Contextual Teaching and Learning (CTL), which connects learning with students' real-life experiences. This study aims to explore the implementation of the CTL model in Arabic language learning at Thamavitya Mulniti School, Thailand, and identify the challenges faced in its application. This research employs a qualitative approach using a case study method. Data were collected through interviews, observations, and document analysis involving teachers, students, and the school's curriculum. Data analysis was conducted using Miles and Huberman's model, which includes data reduction, data presentation, and conclusion drawing. The results indicate that the implementation of CTL in this school has covered almost all key components of the model, such as constructivism, inquiry, questioning, modelling, reflection, and authentic assessment. However, there are still obstacles in the application of the learning community component, which hinders Arabic language interaction among students. This study recommends optimizing the learning community aspect, utilizing technology-based learning media, and improving facilities to support the successful implementation of CTL.

INTRODUCTION

The Arabic language is being abandoned. Ironically, this phenomenon is not only occurring in non-Muslim countries but also in Islamic schools, where Arabic should be a top priority. Arabic plays a central role in Islamic teachings and communication.¹ As the primary language of the Qur'an and Hadith, Arabic

¹ Cahya Edi Setyawan and Khairul Anwar, "Peran Bahasa Arab dalam Pendidikan Islam sebagai Urgensitas Menghadapi Revolusi Industri 4.0," *Lahjah Arabiyah: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 1, no. 1 (5 Januari 2020): 11-19, <https://doi.org/10.35316/lahjah.v1i1.571>.

serves as the main instrument for understanding Islamic teachings.² Additionally, Arabic holds the status of an official language of the United Nations (UN),³ making it a global language⁴ used in various fields, including diplomacy, trade, and academia. However, despite its great significance, Arabic language learning still faces various challenges, especially in minority Muslim environments such as Thailand.

Thailand is one of the ASEAN countries with a minority Muslim population but has shown remarkable attention to the presence of Islamic education for its Muslim minority. This is evident through Thailand's national education law, which also legalizes Islamic education in Thai Islamic schools. Furthermore, the Thai government demonstrates high tolerance for Muslims to practice their faith and conduct religious propagation, as well as provides space for educational observers to establish Islamic cultural centers and pesantren-based educational institutions.⁵

Muslims in Thailand constitute the largest religious minority, with approximately four million adherents, or 5.8% of the country's total population of sixty-nine million, the majority of whom practice Theravada Buddhism.⁶ While most of the population speaks Thai, Muslim communities scattered across different regions use Malay or other local dialects in their daily lives.⁷ As a result, Arabic language learning faces not only linguistic challenges but also social and psychological ones. Many students perceive Arabic as a difficult and tedious subject.⁸ The complexity of Arabic grammar, its structural differences from students' native languages,⁹ and conventional, less innovative teaching methods often lead to a lack of motivation among students to learn the language.¹⁰

² Azizah Sabrina Gajah, Umairah Muthia Inayah, and Nadya Dwi Haryuni, "Peranan Bahasa Arab Dalam Pengembangan Studi Islam," *Jurnal Ekshis* 1, no. 2 (29 Oktober 2023): 61–69, <https://doi.org/10.59548/je.v1i2.78>.

³ Asni Furoidah, "Peran Bahasa Arab dalam Pengembangan Ilmu dan Peradaban Islam di Masa Daulah Abbasiyah (Studi Literatur)," *Al-Fusha: Arabic Language Education Journal* 2, no. 1 (4 September 2020): 43–59, <https://doi.org/10.36835/alfusha.v2i1.352>.

⁴ Ainun Salida dan Zulpina Zulpina, "Keistimewaan Bahasa Arab sebagai Bahasa Al-Quran dan Ijtihadiyyah," *Jurnal Sathar* 1, no. 1 (19 Juni 2023): 23–33, <https://doi.org/10.59548/je.v1i1.40>.

⁵ Radif Khotamir Rusli dkk., "Arabic Language Implementation Viewed from A Social and Cultural Perspective at Maitreechit Withayattan School Bangkok," *International Journal of Language Education* 8, no. 1 (2 April 2024), <https://doi.org/10.26858/ijole.v8i1.60907>.

⁶ Raymond Scupin dan Christopher M. Joll, *Buddhist-Muslim Dynamics in Siam/Thailand*, 1909.

⁷ Raymond Scupin, "Muslim Intellectuals in Thailand: Exercises in Reform and Moderation," *Journal of Social Issues in Southeast Asia* 36, no. 3 (2021): 503–30, <https://doi.org/10.1355/sj36-3e>.

⁸ Sitti Hasnah, Mohamad Idhan, and Muh. Jabir, "Contextual Teaching Strategies in Arabic Language Education: Bridging Theory and Practice for Enhanced Learning Outcomes," *At-Ta'dib: Journal of Pesantren Education* 19, no. 2 (2024): 281–90, <http://dx.doi.org/10.21111/attadib.v19i2.1309>.

⁹ Boby Bagas Purnama et al., "Analysis of Difficulties in Translating Arabic Texts for 9th Grade Students," *Arabi: Journal of Arabic Studies* 9, no. 1 (2024), <https://doi.org/10.24865/ajas.v9i1.721>.

¹⁰ Nor Afifah et al., "The Implementation of Mimicry Memorization Method for Novice Students in Learning Arabic Mufradat," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 12, no. 2 (2 September 2020): 263–80, <https://doi.org/10.24042/albayan.v12i2.5953>.

Thamavitya Mulniti School in Thailand is an Islamic school that mandates Arabic as a core subject. However, observations indicate that the teaching model applied has not yet fully succeeded in increasing students' interest and understanding of Arabic. If teaching methods are not updated and adapted to students' needs, Arabic may increasingly be avoided by those who should be embracing it as part of their Islamic identity.¹¹ Therefore, a more innovative and effective approach is needed to make Arabic language learning more engaging and meaningful for students.

One potential approach is Contextual Teaching and Learning (CTL). This teaching model emphasizes the connection between academic material and students' real-life experiences.¹² In the context of Arabic language learning, CTL aims to make Arabic a functional communication tool in various life situations rather than just a set of grammar rules to memorize.¹³ By linking learning materials to students' everyday experiences, CTL enables them to more easily understand and apply Arabic in their communication.

CTL consists of seven key components in its implementation. Constructivism emphasizes that students build their own understanding through experiences and interactions with their environment. Inquiry encourages students to actively discover new concepts rather than passively receiving information.¹⁴ Questioning engages teachers and students in a dialogue to deepen understanding.¹⁵ Learning Community highlights the importance of student interaction and collaboration in learning.¹⁶ Modeling allows teachers to provide examples or models for students to follow.¹⁷ Reflection helps students review what they have learned to enhance their

¹¹ Jauhar Ali, "Outbound as The Alternative Method to Have Fun Arabic Learning," *Alsinatuna* 3, no. 2 (17 Juli 2018): 244, <https://doi.org/10.28918/alsinatuna.v3i2.1276>.

¹² Anggita, Ubadah, and Atna Akhiryani, "Implementasi Model Pembelajaran Contextual Teaching and Learning dalam Pembelajaran Bahasa Arab di Madrasah Tsanawiyah Negeri," *Albariq: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (9 Maret 2024): 43–59, <https://doi.org/10.24239/albariq.v4i2.57>.

¹³ Kaifa Rufi'ah and Najih Anwar, "Implementasi Kontekstual Teaching Learning (CTL) dalam Pembelajaran Maharah al-Kalam Siswa Kelas X Azhari MA IT," *JiIP - Jurnal Ilmiah Ilmu Pendidikan* 7, no. 4 (1 April 2024): 3515–22, <https://doi.org/10.54371/jiip.v7i4.3876>.

¹⁴ Halimatus Diah and Melvi Azizatun Ni'mah, "Metode Contextual Teaching And Learning Dalam Pembelajaran Maharah Qira'ah: Metode Pembelajaran, Metode Contextual Teaching And Learning, Maharah Qira,ah.," *Revorma: Jurnal Pendidikan dan Pemikiran* 3, no. 1 (5 Mei 2023): 26–41, <https://doi.org/10.62825/revorma.v3i1.35>.

¹⁵ Atika Nur Ardila Hasibuan dkk., "Teori Kontekstual Sebagai Pendekatan Pembelajaran Bahasa Arab yang Menarik," *Perspektif: Jurnal Pendidikan dan Ilmu Bahasa* 2, no. 1 (29 Desember 2023): 106–14, <https://doi.org/10.59059/perspektif.v2i1.956>.

¹⁶ Siti Aisyah and Regina Wartin, "The Influence of implementing Contextual Teaching and Learning Method on The Arabic Speaking Ability of 11th Grade Students at State Islamic Senior High School 1 Tembilahan," *Borneo Journal of Language and Education* 2, no. 2 (30 Desember 2022): 153–69, <https://doi.org/10.21093/benjole.v2i2.5982>.

¹⁷ Muhammad Afthon Ulin Nuha and Nurul Musyafa'ah, "Application of The Contextual Teaching and Learning (CTL) Model in Improving The Quality of Balaghah Learning in MAN 3 Jombang," *Jurnal Ilmiah Iqra'* 17, no. 1 (26 Juni 2023): 1, <https://doi.org/10.30984/jii.v17i1.2445>.

understanding.¹⁸ Finally, Authentic Assessment evaluates students based on their ability to apply Arabic in real-life situations.¹⁹

Several studies have highlighted the implementation of different Arabic teaching models in minority Muslim environments. Research by Rusli et al. found that low student interest in Arabic is often caused by uninspiring teaching methods and a lack of learning variety. Additionally, political factors and career prospects influence students' motivation to learn Arabic. Therefore, more engaging and adaptive teaching strategies are necessary to increase student participation in Arabic language learning.²⁰

Wekke's research shows that in Mayamuk pesantren and several other areas, Arabic language learning is more effective when using a communicative approach based on students' skill sets. The boarding school environment plays a crucial role, as it allows students to engage with Arabic in their daily lives. This approach proves that contextual, socially interactive language learning is more effective than methods that focus solely on grammar and memorization.²¹

Meanwhile, research by Due at Muslim Suksa School in Thailand shows that implementing the CTL model in Arabic language learning can enhance students' comprehension and engagement. This model is applied using a media-based approach, vocabulary strategies, cooperative learning methods, and instructional designs tailored to the characteristics and needs of students accustomed to speaking Thai. By integrating Arabic learning into students' daily lives, this approach has proven to be more effective in improving their Arabic language proficiency.²²

Although several studies have explored Arabic language teaching models in minority Muslim settings, no research has specifically examined the application of the CTL model at Thamavitya Mulniti School in Thailand. Therefore, this study presents a novel exploration of Arabic teaching strategies, evaluates the compatibility of the CTL model, and uncovers the challenges faced in its implementation at this school.

¹⁸ Triani Triani dan Sudarmadi Putra, "Analisis Penerapan Pembelajaran Berbasis Kontekstual (Contextual Teaching and Learning) pada Mata Pelajaran Bahasa Arab," *Nusantara: Jurnal Pendidikan Indonesia* 3, no. 3 (30 September 2023): 733-54, <https://doi.org/10.14421/njpi.2023.v3i3-19>.

¹⁹ Hamidah Hamidah et al., "Developing Arabic Grammar Materials Based on Contextual Learning at Islamic Boarding School in Indonesia," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 12, no. 1 (2 Juni 2024): 133-46, <https://doi.org/10.23971/altarib.v12i1.8292>.

²⁰ Radif Khotamir Rusli et al., "Arabic Language Implementation Viewed from A Social and Cultural Perspective at Maitreechit Withayattan School Bangkok," *International Journal of Language Education* 8, no. 1 (2 April 2024), <https://doi.org/10.26858/ijole.v8i1.60907>.

²¹ Ismail Suardi Wekke, "Arabic Education and Modern Learning Construction in Muslim Minority Islamic Boarding School in Indonesia," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 10, no. 2 (20 Desember 2018): 66, <https://doi.org/10.24042/albayan.v10i2.3111>.

²² Fazriawati Due et al., "Pembelajaran Bahasa Arab dengan Model Kontekstual di Muslim Suksa School Thailand," *Al-Kaff: Jurnal Sosial Humaniora* 1, no. 5 (2023): 479-84.

Moreover, this research focuses on how CTL can be effectively applied in a minority Muslim setting where Arabic is not the primary language of communication. Thus, the findings of this study are expected to serve as a valuable reference for educators and educational institutions in developing teaching methods that are more relevant to students' needs. This study aims to explore the CTL model implemented at Thamavitya Mulniti School in Thailand and to identify the challenges encountered in its application. The research is limited to a single case study to provide an in-depth analysis of CTL implementation in Arabic language learning.

METHOD

This study was conducted at Thamavitya Mulniti School, Thailand, which was selected due to its characteristics as an educational institution that teaches Arabic in a minority Muslim community. The case examined is the implementation of the Contextual Teaching and Learning (CTL) model in Arabic language learning. The research focuses on the teaching methods and strategies used in the curriculum, particularly in meeting the needs of students in a minority Muslim environment. The unit of analysis includes Arabic language teachers, students, school administrators, as well as curriculum documents and teaching materials.

This research is a qualitative study with a case study approach, utilizing primary data from interviews, observations, and document analysis, as well as secondary data from books, journals, and relevant educational policies. The sources of information include informants (teachers, students, and school administrators), respondents (students learning Arabic), and documents (textbooks, curriculum, and educational policies). Data collection was carried out through interviews to understand teaching strategies and challenges, classroom observations of learning activities, and document analysis of teaching materials and the curriculum.

Data analysis follows the Miles and Huberman model, which includes data reduction (selecting and simplifying data), data presentation (in narrative or tabular form), and conclusion drawing (interpreting findings).²³ Triangulation was used to ensure data validity by comparing interview results, observations, and document analysis.²⁴

²³ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, Third Edition (California: Sage Publication, 2014).

²⁴ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, Eighth Edition (New York: Routledge, 2018).

RESULT AND DISCUSSION

Implementation of CTL at Thamavitya Mulniti School, Thailand

Thamavitya Mulniti Muang Yala School, also known as Ma'had Al Bithat Ad Diniyyah Yala, is a private school that initially operated under a *pesantren* system before evolving into a formal school (*madrasah*) with a dual curriculum, combining religious and academic education. In its implementation, all government regulations related to education are integrated within the institution. This development is closely linked to the intervention of the Thai government through its educational policies. Regulations concerning the curriculum have significantly impacted the development of Islamic education, which remains limited compared to academic education, especially when considering the historical and geopolitical conditions of the Muslim Patani community.²⁵

Thamavitya Mulniti School in Thailand applies the Contextual Teaching and Learning (CTL) model in Arabic language instruction to create a more relevant, practical, and meaningful learning experience for students. This model is implemented through various strategies that connect lesson materials with students' real-life experiences, enabling them to understand and use Arabic in everyday contexts.²⁶

One of the key aspects of CTL implementation at Thamavitya Mulniti School is establishing meaningful connections between learning materials and students' experiences. Teachers do not merely deliver Arabic language theory conventionally; they also encourage students to relate their learning to real-life situations. For instance, before introducing a new topic, teachers ask students to reflect on previous lessons and discuss how the concepts can be applied in their daily lives. In practice, teachers engage students in conversations about their daily routines in Arabic, describe personal experiences, or share their opinions on topics closely related to their lives.

Furthermore, the CTL approach at Thamavitya Mulniti School is also implemented through experiential learning. Teachers assign tasks that allow students to learn actively and contextually. For example, in speaking skill development, students are required to conduct interviews with their peers or teachers in Arabic, deliver presentations about Thai culture in Arabic, or create short video projects featuring dialogues in Arabic. Through these activities,

²⁵ Moh Roqib, Iis Sugiarti, and Abdulghani Chehae, "Model and Construction of Islamic Education Curriculum: In Thamavitya Mulniti School Muang Yala Thailand," *Jurnal Educative: Journal of Educational Studies* 6, no. 2 (2021): 164, <https://doi.org/10.30983/educative.v6i2.4909>.

²⁶ Mira Zulistia, "Efektifitas Strategy Contextual Teaching and Learning (CTL) Bahasa Arab," *Jurnal Al-Maqayis* 8, no. 2 (7 November 2021): 86, <https://doi.org/10.18592/jams.v8i2.4901>.

students not only enhance their linguistic skills but also understand how Arabic is used in real-life communication.²⁷

This approach also fosters student independence in learning. Teachers at Thamavitya Mulniti School do not merely act as knowledge transmitters but serve as facilitators who guide and support students in exploring Arabic independently. In reading and writing lessons, for instance, students are given the freedom to find articles or news in Arabic, summarize them, and provide their opinions. Additionally, students are assigned to keep a daily journal in Arabic, which helps them develop critical thinking skills and boost their confidence in writing.

Collaboration is also a key principle in the implementation of CTL at this school. Students frequently work in groups to complete tasks assigned by the teacher. In practice, teachers organize study groups where students discuss and share their understanding of Arabic texts, translate articles, or create dialogues to be performed in class. This collaboration not only improves their Arabic communication skills but also fosters teamwork and mutual support in the learning process.²⁸

Moreover, the CTL model at Thamavitya Mulniti School emphasizes the development of critical and creative thinking skills. Teachers encourage students to analyse Arabic texts, derive meanings from context, and construct arguments in discussions. In speaking activities, for instance, students engage in debates in Arabic on topics relevant to their lives. This approach not only enhances their ability to formulate logical arguments but also trains them to think critically in understanding information in Arabic.

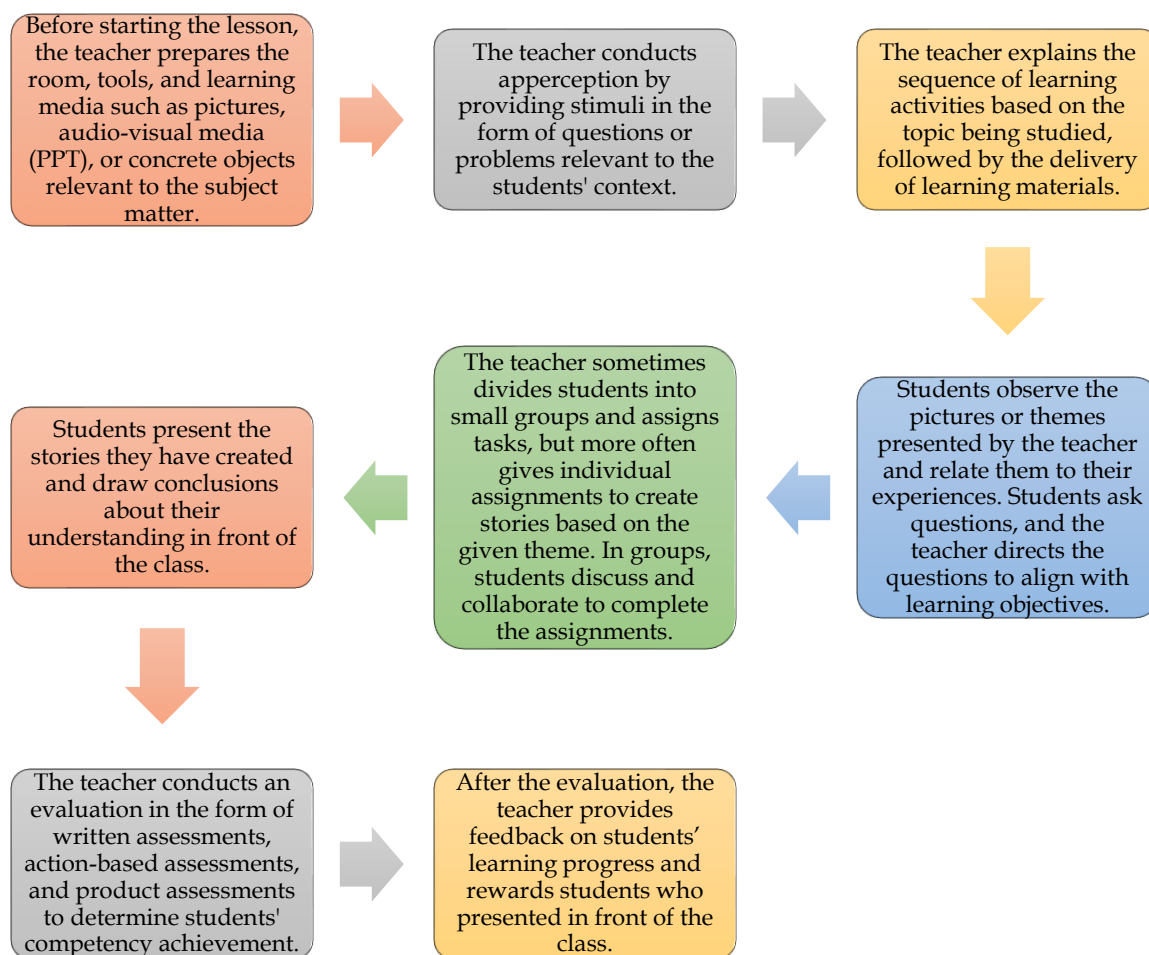
Teachers play a crucial role in implementing CTL at Thamavitya Mulniti School. They not only deliver lessons but also guide, motivate, and provide constructive feedback to students. One of the strategies applied is the trial-and-error approach, where teachers give students opportunities to try and correct their Arabic without fear of making mistakes. Teachers also use reflective methods, asking students to evaluate their own progress and identify areas for improvement.

Based on the implementation of this model, CTL has proven to be more effective for students who already have a strong foundation in Arabic. They can actively connect their learning with their own experiences and are more

²⁷ Sitti Hasnah, Mohamad Idhan, and Muh. Jabir, "Contextual Teaching Strategies in Arabic Language Education: Bridging Theory and Practice for Enhanced Learning Outcomes," *At-Ta'dib: Journal of Pesantren Education* 19, no. 2 (2024): 281-90, <http://dx.doi.org/10.21111/attadib.v19i2.1309>.

²⁸ Kaifa Rufi'ah and Najih Anwar, "Implementasi Kontekstual Teaching Learning (CTL) dalam Pembelajaran Maharah al-Kalam Siswa Kelas X Azhari MA IT," *JiIP - Jurnal Ilmiah Ilmu Pendidikan* 7, no. 4 (1 April 2024): 3515-22, <https://doi.org/10.54371/jiip.v7i4.3876>.

prepared to use Arabic in various communication contexts.²⁹ However, for students with limited Arabic proficiency, teachers at Thamavitya Mulniti School continue to provide support by using more visual and interactive learning media, such as pictures, videos, and conversation simulations. The steps taken by the teacher are exemplified in the following chart:



The implementation of the Contextual Teaching and Learning (CTL) model at Thamavitya Mulniti School has incorporated almost all key CTL components, including constructivism, inquiry, questioning, modeling, reflection, and authentic assessment.³⁰ Each of these components has been applied in the Arabic learning process, allowing students to experience a more interactive, relevant, and meaningful learning environment. However, based on interviews with teachers, it was found that the learning community component

²⁹ Triani Triani and Sudarmadi Putra, "Analisis Penerapan Pembelajaran Berbasis Kontekstual (Contextual Teaching and Learning) pada Mata Pelajaran Bahasa Arab," *Nusantara: Jurnal Pendidikan Indonesia* 3, no. 3 (30 September 2023): 733–54, <https://doi.org/10.14421/njpi.2023.v3i3-19>.

³⁰ Mira Zulistia, "Efektifitas Strategi Contextual Teaching and Learning (CTL) Bahasa Arab," *Jurnal Al-Maqayis* 8, no. 2 (2021): 288, <https://doi.org/10.18592/jams.v8i2.4901>.

remains significantly underutilized in Arabic language instruction. In CTL theory, a learning community is a crucial aspect aimed at fostering student collaboration, enhancing social interactions, and strengthening understanding through discussions and teamwork. Unfortunately, this group-based approach has not yet been optimally implemented.

Obstacles in The Implementation of Contextual Teaching and Learning

There are four obstacles in implementing the Contextual Teaching and Learning (CTL) model at Thamavitya Mulniti School, including the limited availability of learning resources and teaching media. This is due to the scarcity of reference books used by both teachers and students, whether in the school library or at home. As a result, learning is often focused solely on textbooks.

The second obstacle is the limited time available for student assistance. The distance between the first and subsequent classes is considerable, requiring a long travel time before lessons begin, which reduces the actual time available for learning.

The next challenge is the inadequacy of learning facilities, such as the absence of a language laboratory and malfunctioning audio-visual media. The availability of proper facilities significantly affects the choice of teaching methods.

Another obstacle is the students' linguistic environment, where Thai is the primary language of daily communication, alongside its official status in education and the government's recommendation for students to learn Thai. Despite this, students remain enthusiastic about learning Arabic when engaging with easy and enjoyable teaching methods. Thus, learning should incorporate engaging media and methods that align with students' needs and characteristics.

This finding aligns with previous research by Jumakyah, as cited in Fazriawati Due, which identified several factors hindering Arabic language learning. These include government policies promoting Thai as the national language, an education system with a strong Buddhist orientation, teachers' incomplete understanding of the curriculum, which prevents the achievement of optimal educational goals, and teachers' lack of exploration of evolving teaching methods and media.³¹

Given these four obstacles, implementing the Contextual Teaching and Learning model in Arabic language classrooms can sometimes be challenging. Therefore, applying the CTL model requires careful adjustments to the teaching materials. Not all subjects are equally suited for CTL, as this approach emphasizes real-world applications, problem-solving, and student-centered activities.

In the case of Arabic language learning, necessary adjustments may involve curriculum modifications to make the content more relevant and interactive for students, helping them connect lessons with real-life experiences. For example, certain Arabic topics such as grammar or vocabulary may not have direct applications in students' daily lives, making them less compatible with the CTL model. In such cases, teachers may need to creatively adapt the material by incorporating relevant cultural contexts, real-life situations, or interactive exercises such as role-playing, group discussions, or projects related to the Arab world. This approach can enhance student engagement and make the learning process more meaningful and effective.³²

Therefore, professional teachers are essential for successfully implementing the Contextual Teaching and Learning model in Arabic language instruction. A lack of teacher professionalism is often a significant factor contributing to ineffective learning, ultimately leading to the failure to achieve the intended educational goals.³³

According to Hasibuan, contextual learning consists of seven components: constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment.³⁴ The findings of this study indicate that the implementation of Contextual Teaching and Learning at Thamavitya Mulniti School, Thailand, has been effective and incorporates almost all key CTL components. This model has successfully integrated Arabic language learning with students' daily lives, enabling them to better understand and use Arabic in more practical contexts. Teachers have adopted various CTL-based methods, including engaging learning media, experiential approaches, and strategies that actively involve students in the learning process. As a result, the CTL model has been proven to enhance students' motivation, participation, and comprehension of Arabic language concepts more deeply.

However, despite the relatively successful implementation of CTL, this study, based on Johnson's theory, found that the learning community component remains underutilized. Johnson identifies eight characteristics of CTL: making meaningful connections, doing significant work, self-regulated learning, collaborating, critical and creative thinking, nurturing the individual,

³¹ Due et al., "Pembelajaran Bahasa Arab dengan Model Kontekstual di Muslim Suksa School Thailand."

³² Anggita, Ubadah, and Atna Akhiryani, "Implementasi Model Pembelajaran Contextual Teaching and Learning dalam Pembelajaran Bahasa Arab di Madrasah Tsanawiyah Negeri," *Albariq: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2024): 45–46, <https://doi.org/10.24239/albariq.v4i2.57>.

³³ Eka Yuliani, Mumun Syaban, dan Ike Anita, "Penerapan Model Pembelajaran Contextual Teaching and Learning (CTL) untuk Meningkatkan Pemahaman Matematis Peserta Didik Sekolah Dasar," *Educare: Jurnal Pendidikan dan Pembelajaran* 17, no. 2 (2019): 103–8.

³⁴ M. Idrus Hasibuan, "Model Pembelajaran CTL (Contextual Teaching and Learning)," *Logaritma: Jurnal Ilmu-Ilmu Pendidikan dan Sains* 2, no. 1 (2014).

reaching high standards, and using authentic assessment.³⁵ In practice, teachers at Thamavitya Mulniti School tend to prioritize individual learning rather than group-based learning. As a result, students have limited opportunities to interact with their peers in Arabic. This lack of group interaction can hinder students' speaking skills, as they do not get enough chances to practice Arabic in daily communication. Therefore, there is still a gap in the implementation of CTL that needs to be addressed, particularly in improving the collaborative and interactive aspects of Arabic language learning.

Additionally, several other obstacles were identified in implementing CTL at the school, such as limited learning resources, insufficient instructional time, and a lack of supporting facilities like language laboratories and audio-visual media. These challenges indicate that while the CTL approach has been adopted, certain factors still hinder its full effectiveness. The inadequate availability of learning facilities forces teachers to seek alternative ways to implement CTL, which sometimes leads to reliance on more conventional teaching methods. To enhance the effectiveness of this model, adjustments in teaching strategies are necessary, including improving facility provisions and optimizing group-based learning methods.

The findings of this study align with those of Rusli et al., who concluded that students' low interest in Arabic is often caused by a lack of innovation in teaching methods and limited variation in instructional strategies.³⁶ This research also supports the idea that more contextual and experience-based teaching methods can enhance student engagement in Arabic language learning. In the case of Thamavitya Mulniti School, the findings reveal that despite efforts to implement CTL, conventional teaching methods are still frequently used, particularly in individual-based learning approaches.

Furthermore, Wekke's research suggests that a learning environment that naturally encourages Arabic interaction, such as in *pesantren*, can significantly improve students' language skills.³⁷ However, unlike *pesantren* settings, students at Thamavitya Mulniti School are more accustomed to using Thai in their daily lives. This limits Arabic interaction outside the classroom, meaning that despite the adoption of CTL, linguistic challenges remain a major barrier to Arabic language acquisition. Therefore, more innovative strategies need to be developed to overcome these challenges, such as increasing the use of group-based learning methods and incorporating digital technology in teaching.

³⁵ B. Jhonson Elaine, *Contextual Teaching & Learning: Menjadikan Kegiatan Belajar Mengajar Mengasyikkan dan Bermakna*, Terj. Ibnu Setiawan (Bandung: MLC, 2008).

³⁶ Rusli dkk., "Arabic Language Implementation Viewed from A Social and Cultural Perspective at Maitreechit Withayattan School Bangkok."

³⁷ Wekke, "Arabic Education and Modern Learning Construction in Muslim Minority Islamic Boarding School in Indonesia."

Research conducted by Due at Muslim Suksa School in Thailand also supports these findings, showing that the CTL approach effectively enhances students' understanding and engagement when learning is linked to their daily experiences.³⁸ However, this study also found that the success of CTL implementation heavily depends on the availability of learning media and the use of group-based teaching strategies. Thus, the key difference between previous studies and this research lies in the environmental factors and the school's readiness to provide facilities that support the CTL model.

The findings of this study have several important implications for the development of Arabic language teaching methods, particularly in minority Muslim environments. First, the implementation of Contextual Teaching and Learning has been proven to enhance students' learning motivation and help them connect Arabic language learning with their daily lives. Therefore, other schools in similar environments can adopt this approach to improve the effectiveness of Arabic instruction. Second, the findings highlight the need for better optimization of the learning community component within the CTL model. Group-based learning provides more opportunities for students to interact in Arabic, helping them gain confidence in using the language. As a result, teachers at Thamavitya Mulniti School should begin implementing more collaborative methods, such as group discussions, team-based projects, and conversation simulations. Third, this study demonstrates that adequate learning facilities are crucial for the successful implementation of CTL. Therefore, schools and relevant stakeholders should pay greater attention to providing learning resources, language laboratories, and technology-based instructional media to enhance the effectiveness of Arabic language learning.

This study has several limitations that should be considered. First, it was conducted at only one school, Thamavitya Mulniti School in Thailand, meaning the results cannot be directly generalized to other schools with different conditions. Therefore, further research with a broader scope is needed to gain a more comprehensive understanding of CTL implementation in Arabic language learning within minority Muslim communities. Second, this study employs a qualitative case study approach, making its findings more descriptive and lacking quantitative data that could accurately measure the effectiveness of the CTL model in improving students' Arabic language skills. Thus, future research utilizing a quantitative approach or experimental methods is recommended to assess the impact of CTL on students' language proficiency more precisely. Third, data collection limitations also pose a challenge in this study. Since it relies heavily on interviews, observations, and document analysis, there is a

³⁸ Fazriawati Due et al., "Pembelajaran Bahasa Arab dengan Model Kontekstual di Muslim Suksa School Thailand," *Al-Kaff: Jurnal Sosial Humaniora* 1, no. 5 (2023): 479–84.

possibility of subjective bias in data interpretation. Therefore, broader data triangulation is necessary to ensure the accuracy and validity of the findings.

Based on the results of this study, several recommendations can be made for future research. Studies with a wider scope should be conducted, involving more schools across various regions with different environmental conditions to further deepen the understanding of CTL implementation in Arabic language learning. Additionally, the use of quantitative methods or experimental approaches is encouraged to measure the effectiveness of the CTL model more objectively in enhancing students' Arabic language skills. Given that the learning community component in the CTL model remains underutilized, future research could focus on developing group-based learning strategies to enhance students' interaction in Arabic. Furthermore, exploring technology-based learning media is also an essential aspect that needs development, such as the use of interactive learning applications, e-learning platforms, or multimedia tools to optimize the effectiveness of CTL in Arabic language education, particularly in addressing existing facility limitations. Lastly, since this study only observes CTL implementation within a specific timeframe, longitudinal research is necessary to examine the long-term impact of this teaching model on students' Arabic language proficiency. This would provide insights into the sustainability and overall effectiveness of CTL in fostering Arabic language competence in minority Muslim communities.

CONCLUSION

The findings of this study indicate that the implementation of Contextual Teaching and Learning in Arabic language learning at Thamavitya Mulniti School, Thailand, has successfully incorporated almost all key CTL components, such as constructivism, inquiry, questioning, modelling, reflection, and authentic assessment. This model has helped increase students' learning motivation and made Arabic language learning more relevant to their daily lives. Teachers have adapted various CTL-based methods, including experiential learning, engaging media, and strategies that actively involve students in the learning process.

However, this study also found that the learning community component of the CTL model has not yet been optimally implemented. Students' interaction in Arabic remains limited because the learning approach often focuses more on individual learning rather than group-based methods. The lack of opportunities for students to practice speaking Arabic with their peers presents a challenge in developing their communication skills.

Additionally, there are other obstacles to the implementation of CTL, such as limited learning resources, insufficient instructional time, and inadequate supporting facilities, such as language laboratories and audio-visual media. These challenges suggest that while the CTL approach has been adopted, several

factors still hinder its full effectiveness. Therefore, adjustments in teaching strategies, such as improving facilities and optimizing group-based learning methods, are necessary.

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