

The Use of Contextual Teaching and Learning Models on the Qira'ah Skills of Students at Sd S Islam al-Falah 2 in Jambi City

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Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh dari penggunaan model pembelajaran *Contextual Teaching and Learning* terhadap *Maharah qira'ah* siswa SD S Islam Al-falah 2 kota Jambi. Latar belakang penelitian ini adalah ditemukan bahwa sebagian besar siswa belum memiliki kemampuan yang memadai dalam *maharah qira'ah*. Penelitian ini menggunakan metode kuantitatif eksperimen, Desain penelitian yang digunakan dalam penelitian ini yaitu *quasi experimental desain* bentuk *nonequivalent control group design*. Data dikumpulkan melalui observasi, tes dan dokumentasi yang melibatkan guru bahasa Arab serta siswa kelas IV. Hasil penelitian ini menunjukkan bahwa penggunaan model pembelajaran CTL berpengaruh terhadap *maharah qira'ah* siswa. Penelitian ini diharapkan dapat memberikan manfaat nyata bagi peningkatan kualitas pembelajaran bahasa Arab, terutama dalam aspek *maharah qira'ah*.

Kata Kunci : *Contextual Teaching and Learning; Maharah qira'ah; Sekolah Dasar; Siswa.*

Abstract: This study aims to determine the effect of the use of the Contextual Teaching and Learning learning model on the Maharah qira'ah of students at Al-Falah 2 Islamic Elementary School in Jambi City. The background of this study is that it was found that most students do not have adequate skills in maharah qira'ah. This research uses a quantitative experimental method. The research design used in this research is a quasi-experimental design in the form of a nonequivalent control group design. Data were collected through observation, tests and documentation involving Arabic language teachers and fourth grade students. The results of this study indicate that the use of the CTL learning model has an impact on students' maharah qira'ah. This research is expected to provide tangible benefits for improving the quality of Arabic language learning, particularly in the aspect of maharah qira'ah.

Keywords : *Contextual Teaching and Learning; Maharah qira'ah; Elementary School; Student.*

Introduction

Arabic is considered an international language and is widely used and sought after worldwide, including in Indonesia. However, learning Arabic is known to be challenging. This is due to the fact that it is not the native language of native speakers. This can lead to

challenges and challenges in understanding Arabic. Despite this, Arabic remains a familiar and popular language, attracting many people, including students in Indonesia (Zainuri, 2019).

Jaouhari (2022) stated that in learning the Arabic language, there are four skills that students must master, namely listening skills, speaking skills, reading skills, and writing skills. These four aspects are important in Arabic language learning because the four skills are interrelated with each other (Nurbayan et al., 2021).

One of the skills students must master is the ability to read Arabic text fluently according to the pronunciation of the letters, the vowels, and the rules of the Arabic language, and to accurately understand the text's content (Ishak et al., 2020). Through reading activities, students can recognize more vocabulary, understand Arabic language structure, and gain broader knowledge of the reading material. Therefore, the learning of maharah qira'ah needs to receive special attention in the Arabic language learning process at school.

In learning the qira'ah, many students find it difficult. This is evident in Nurmina (2024) research, which states that there are two types of difficulties: linguistic and non-linguistic. One of the factors that contribute to difficulties in learning the Qira'ah method is combining various methods, making them unsuitable for the students' specific needs. The teaching media still uses manuals, and there is a lack of effective learning media.

In accordance with the statement above, it can be seen that learning methods that are not appropriate to the students' conditions and limited attractive learning media not only make it difficult for students to learn reading skills but can also make the reading learning process feel monotonous and boring, resulting in a lack of student motivation and making it difficult for teachers to achieve learning objectives.

A teacher has the responsibility to create a conducive, enjoyable, and engaging learning environment so that students can absorb and understand the material optimally. Therefore, to ensure learning runs smoothly and achieves the desired goals, teachers must be able to select the appropriate learning model. The chosen learning model must be appropriate to the learning material, the desired goals, the characteristics of the students, and the available resources (Rokhimawan et al., 2022).

One of the diverse learning models is the Contextual Teaching and Learning (CTL) model. This model has characteristics such as current circumstances that directly impact students' lives, learning that is not limited to the classroom, and learning that occurs in a comfortable manner so that students learn enthusiastically and do not get bored (Yesya et al., 2018). Contextual teaching and learning begins by presenting real-life situations that are close to students' daily experiences, such as conditions at home, the surrounding environment, or an interesting recent event. This helps students feel that the subject matter is not something abstract, but rather something directly related to their lives.

This CTL learning model is very suitable for use, especially in depth learning maharah qira'ah, students don't just memorize or read the text but also invited to understand the content of the reading through close experiences their daily life. This approach can make learning feel more lively, meaningful, and easier to understand. Furthermore, CTL fully engages students in the process of understanding the text, making it an effective learning model, particularly for developing recitation skills in schools.

Based on initial observations conducted by researchers at Al-Falah 2 Islamic Elementary School in Jambi City, the problem identified was that most students did not yet possess adequate reading comprehension skills. During the lesson, when the teacher asked students to read texts and simple sentences in textbooks, it was apparent that students still stuttered when reading Arabic words, and some students did not pay attention or listen to their peers while they were reading. This is because the learning model is less engaging for students. Therefore, an engaging and meaningful learning model is needed for students to achieve their learning objectives.

Some relevant previous studies also support this research. Hasibuan et al (2023) describes the use of CTL methods in learning maharah qira'ah, and also makes it easier for teachers to find learning methods in learning maharah qira'ah that are appropriate and effective. Kurniati (2021) conducted this study to determine the feasibility of the CTL learning model in Arabic language learning at MtsN Batu. Anggita (2024) This study highlights the challenges in Arabic language learning at State Islamic Junior High School 3, Palu City, particularly the lack of student engagement and their difficulty in connecting the learning material to everyday life.

Unlike previous research, this study uses a quantitative approach with an experimental approach. The researcher focuses more on the ability to maharah qira'ah. The researcher will implement the CTL learning model and observe its influence on the fluency of the students' ability to maharah qira'ah at Al-Falah 2 Islamic Elementary School in Jambi City. The results of this study are expected to have a positive impact with several supporting factors such as increasing the maharah qira'ah and students' interest in learning as well as providing an interesting learning model for teachers to teach.

Method

The research was conducted at SD S Islam Al-Falah 2 in the city of Jambi. The school's address is on Jl. Hos Cokroaminoto Rt. 10, Danau Sipin District, Jambi City. The research period was from July 30, 2025, to August 30, 2025. This study uses a quantitative experimental research method. The research design used in this study is a quasi-experimental design in the form of a nonequivalent control group design. In this design, both the experimental group and the control group are not selected randomly. Both groups will be given a pre-test, followed by the treatment, and then a post-test. The population in this study consisted of all fourth-grade students at SD S Islam Al-Falah 2 in Jambi City. This study used Probability Sampling Technique, which is a sampling method that gives each element (member) of the population an equal chance of being selected as a member of the sample (Sugiyono, 2024). Therefore, the samples used in this study were students of class IV B and IV C.

The data collection techniques used by the researcher in this study are Observation, Test, and Documentation. Observation was conducted by directly observing Arabic language learning at the school. The test used in this study was a multiple-choice test consisting of 15 questions, aimed at measuring the students' Arabic reading abilities. Furthermore, documentation was used in this study to collect data related to the research and photographs taken during the research process.

The research instrument, in the form of multiple-choice questions, will first be tested on respondents outside the research sample. This trial aims to determine the validity and reliability of the instrument, ensuring that the questions used truly measure students' abilities.

Once declared valid and reliable, the instrument will be administered to the research sample through pretests and posttests for both groups.

The data analysis techniques used in this study are the normality test, homogeneity test, and hypothesis test. The normality test is conducted to determine whether the data obtained by the researchers are normally distributed. The normality test formula used in this study is the non-parametric one-sample Kolmogorov-Smirnov. Next, the homogeneity test is conducted to determine whether the sample data taken comes from a population with homogeneous or non-homogeneous variation. The formula used is Levene's. Then, the final test is the hypothesis test. The hypothesis test aims to provide statistical evidence on whether the research hypothesis is proven true or not. The entire data analysis series in this study was carried out with the assistance of the SPSS version 30 application.

Finding And Discussion

Analysis Prerequisite Test

a. Validity Test

In this study, the researcher used a test consisting of 15 multiple-choice questions. Next, the researcher conducted a validity test with the help of SPSS version 30. The data obtained are as follows.

Table 1. Validity Test

Questions	r-Count	r-Table	Status
1	.551	0,265	Valid
2	.417	0,265	Valid
3	.371	0,265	Valid
4	.344	0,265	Valid
5	.362	0,265	Valid
6	.305	0,265	Valid
7	.395	0,265	Valid
8	.335	0,265	Valid
9	.349	0,265	Valid
10	.593	0,265	Valid
11	.294	0,265	Valid
12	.373	0,265	Valid
13	.382	0,265	Valid

14	.488	0,265	Valid
15	.384	0,265	Valid

Based on the table above, it can be seen that 15 questions are declared valid, because the basis for making decisions on validity testing is if $r\text{-count} > r\text{-table}$.

b. Reliability Test

Next is conducting a reliability test. The reliability test aims to ensure that the research instrument can provide consistent and trustworthy results when used repeatedly under relatively the same conditions. The results of the reliability test that have been conducted with the help of the SPSS version 30 application are as follows.

Table 2. Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.610	15

The table above shows that the results of the reliability test of the research instrument using Cronbach's Alpha is 0.610. Based on the decision-making criteria for the reliability test, if the Cronbach's alpha value is > 0.6 , the research instrument is considered reliable, whereas if the Cronbach's alpha value is < 0.6 , it is considered not reliable.

c. Normality Test

The purpose of the normality test is to determine whether the obtained data is distributed normally or not.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		55
Normal Parameters^{a,b}	Mean	,0000000
	Std. Deviation	12,38730854
Most Extreme Differences	Absolute	,079
	Positive	,078
	Negative	-,079
Test Statistic		,079
Asymp. Sig. (2-tailed)^c		,200^d

Monte Carlo Sig. (2-tailed)^e	Sig.	,537
	99% Confidence Interval	Lower Bound ,524
		Upper Bound ,550

- a. Test distribution is Normal.**
- b. Calculated from data.**
- c. Lilliefors Significance Correction.**
- d. This is a lower bound of the true significance.**
- e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 926214481.**

Based on the table above, it can be seen that the significance value in this study is $0.200 > 0.05$, so it can be said that the data is normally distributed.

d. Homogeneity Test

Next is testing the homogeneity of the data. The homogeneity test is conducted to ensure that the sample data taken represent a population with similar variances. The basis for making a decision in the homogeneity test is that if the significance value > 0.05 , the data can be considered homogeneous, and if the significance value < 0.05 , the data can be considered not homogeneous. The following are the results of the homogeneity test using SPSS version 30 application.

Table 4. Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar	Based on Mean	3,214	1	53	,079
	Based on Median	1,626	1	53	,208
	Based on Median and with adjusted df	1,626	1	52,646	,208
	Based on trimmed mean	2,812	1	53	,099

Based on the table above, it can be seen that the significance value in this study is $0.079 > 0.05$, so it can be said that the data are homogeneous (the variance between groups is the same).

e. Hypothesis Testing

After meeting the prerequisites of the normality test and homogeneity test, the next step is to conduct a hypothesis test. The hypothesis test aims to provide statistical evidence on whether the research hypothesis is proven true or not. To test the hypothesis, the researcher uses the assistance of the SPSS version 30 application.

The Paired Sample t-test is a parametric statistical test used to compare two means of the same sample under two different conditions or times. The basis for decision-making in hypothesis testing is that if the significance value is <0.05 , H_0 is rejected and H_a is accepted, meaning there is a significant difference, and if the significance value is >0.05 , H_0 is accepted and H_a is rejected, meaning there is no significant difference. The results of the hypothesis test are as follows.

Table 5. Hypothesis Testing

		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pretest - Posttest	-25,127	13,043	1,759	-28,653	-21,601	-14,288	54	<,001	<,001

Based on the results of the hypothesis test that has been conducted, it can be seen that the significance value (2-Tailed) in this study is $0.001 < 0.05$. Therefore, it can be concluded that H_0 is rejected and H_a is accepted. These results indicate that the use of the Contextual Teaching and Learning learning model affects the maharah qira'ah of students at SD S Islam Al-Falah 2, Jambi City.

Discussion of Data Analysis Results

Based on the data obtained from research conducted at SD S Islam Al-Falah 2 in Jambi city, a series of statistical analyses were performed to determine the feasibility of the research instruments and to test students' learning outcome data. The first stage carried out was the trial of the instrument before the questions were distributed to the main research sample. The instrument, in the form of a multiple-choice test, consisted of 15 questions arranged according to the indicators.

The validity test results show that all 15 items are considered valid because the item correlation values are greater than the r table at a 5% significance level. This indicates that the instrument used is truly capable of measuring students' abilities. Furthermore, a reliability test was conducted using Cronbach's Alpha. The analysis results showed a value of 0.610, which falls into the reliable category, so the research instrument is suitable for measuring students' maharah qira'ah abilities.

After the instrument was declared valid and reliable, research data were obtained through the administration of pretests and posttests involving two groups: Class IV B as the control class consisting of 27 students, and Class IV C as the experimental class consisting of 28 students. The control class continued to use conventional learning methods, while the experimental class was treated using the CTL learning model. Based on the results of the pretest in the control class, the pretest results show that the students' initial abilities are still low. The average pretest score is 45.59, with the highest score being 80 and the lowest score being 13 out of 27 students. Meanwhile, in the experimental class, the comparison is not much different. The average score is 52.75, with the highest score being 73 and the lowest score being 33 out of 28 students.

Next, it is the application of the CTL model in the experimental class. This model connects reading materials with students' daily experiences. In this session, the material studied was the theme of self-introduction. Then, students were divided into small groups for discussion. Initially, only a few students were active, but after being given an example, the students began to enthusiastically discuss, help each other understand the sentences in the text, and became more confident in reading in front of other groups. The following are the steps for implementing the CTL learning model carried out by the researcher in the experimental class using seven components of CTL learning.

1. Constructivism, the teacher acts as a facilitator who invites students to share simple experiences about how they introduce themselves when they first meet new friends or someone they have just met. At this stage, the aim is for students to feel closer to the material, build self-confidence, and connect with their real-life experiences. Constructivism is important, Vygotsky emphasized the importance of the relationship between individuals and the social environment in the formation of knowledge which

according to him, that social interaction, namely the interaction of the individual with others is the most important factor that can trigger a person's cognitive development (Tamrin et al., 2011).

2. Inquiry (discovering), the teacher directs students to observe the conversation material in the textbook, then look for words they have previously recognized. Next, students are asked to guess the meanings of words or simple sentences before the teacher provides an explanation. Through this activity, students are trained to think critically, confidently express their opinions, and build initial understanding. Inquiry is important, because according to Sund and Trowbridge, inquiry or investigation focuses on discovery because individuals must use their ability to discover (Sipahutar et al., 2023).
3. Questioning, the teacher provides several simple sentence questions related to the conversation in the book. At this stage, it gives students the opportunity to participate actively and practice their language skills, especially in maharah qira'ah. Questioning is important because by asking questions learners can explore information, confirm what is already known. And direct attention to aspects that are not yet known (Akbar, 2015).
4. Learning Community, Students are divided into several groups, and the teacher provides media in the form of card pieces containing words/phrases for introductions for each group. Their task is to arrange the card pieces into simple introductory sentences. This activity helps students learn to cooperate, discuss with each other, and assist each other in understanding the material. This learning community is important according to Adinugraha et al (2025) which states that students can work with each other to understand the meaningfulness of the lesson content and work together actively in completing the task.
5. Modeling, the teacher reads simple sentences with correct articulation and intonation, then the students repeat them simultaneously, followed by taking turns, so that each student gets the opportunity to pronounce the sentences independently. Modeling is important as according to Albert Bandura in a learning behavior is the result of an individual's ability to interpret a knowledge or information, interpret an imitated

model, then process cognitively and determine the desired action (Ansani & H. Muhammad Samsir, 2022).

6. Reflection, at this stage students try to introduce themselves using sentence patterns from the text. This activity can assess the extent of understanding and skills acquired during the learning process. Reflection is important because according to Choy (2012) states that reflection is a belief about self and self-efficacy that affects the teacher's planning and decision-making process.
7. Authentic Assessment, Students introduce themselves in front of the class using correct sentence patterns. Authentic assessment is important according to Nisrokha (2018) that Authentic Assessment is an assessment of learning outcomes that refer to "real world" situations or contexts in a meaningful way that is the application of the essence of knowledge and skills that require a variety of approaches to solving problems that provide the possibility that one problem can have more than one type of solution.

In the control class, students continued to receive learning through conventional methods without applying the CTL model. Next, the posttest questions were distributed to both the control and experimental classes. The posttest results of the control class students showed an increase that was not very significant. The average score increased to 70.62, with the highest score being 93 and the lowest score 47. Unlike the control class, the experimental class, which received learning through the CTL learning model, showed a higher increase. The average posttest score reached 80.82, with the highest score being 93 and the lowest score 53.

From the data description above, it can be seen that both classes experienced an increase in scores after the learning process. However, the increase in the experimental class was significantly higher compared to the control class. Thus, it can be observed that learning with the CTL model has an effect on improving students' maharah qira'ah compared to the conventional method.

Before conducting hypothesis testing, prerequisite tests for data analysis were first carried out, including normality and homogeneity tests. The normality test used the Non-parametric One Sample Kolmogorov-Smirnov method, and the results showed a significance

value greater than 0.05, namely 0.200. This means that the research data can be considered normally distributed. Then, a homogeneity test was conducted using Levene's Test to determine the equality of variances between groups. The test results show a significance value of 0.79, which is greater than 0.05. Therefore, it can be said that the data have homogeneous variance. Both of these prerequisite test results provide a strong basis that this study meets the assumptions for hypothesis testing.

Next, hypothesis testing was conducted using the Paired Sample T Test. This test was chosen because it is suitable for a research design that uses pretest and posttest; the data analyzed comes from the same group but under two different conditions. Based on the calculation results, a significance value of 0.001 was obtained, which is smaller than 0.05. Thus, it can be concluded that the use of the CTL learning model has an effect on the maharah qira'ah of students at SD S Islam Al-Falah in Jambi city.

Based on the data analysis that has been conducted, the implementation of the CTL learning model has a positive effect on improving the maharah qira'ah of students at SD S Islam Al-Falah 2 in Jambi City. This learning model has been proven capable of helping students understand simple sentences and comprehend qira'ah texts because the learning is linked to real-life contexts. Students not only merely read and translate texts, but also are able to relate the content of the reading to their daily experiences. The results show that the CTL learning model can create a more meaningful, active, and enjoyable learning process, thereby significantly improving students' maharah qira'ah.

Previous research that aligns with the results of this study was conducted by Hasibuan et al. (2023). Their research revealed that this method is capable of improving reading skills for students in maharah qira'ah learning. This aligns with Kurniati's research (2021), whose findings show that the implementation of the CTL learning model at MtsN Batu falls into the very good category. Another relevant study is by Anggita et al., (2024), whose research indicates that the implementation of the CTL learning model has a positive impact on Arabic language learning. Therefore, it can be concluded that the use of the CTL learning model is effective in Arabic language learning, especially in maharah qira'ah.

Conclusion

Based on the research conducted on the use of the Contextual Teaching and Learning model on the maharah qira'ah of students at SD S Islam Al-Falah 2 in Jambi city, there is a positive effect. Based on the hypothesis test results, it is known that the significance value (2-Tailed) in this study is $0.001 < 0.05$. Therefore, it can be stated that H_0 is rejected and H_a is accepted. These results indicate that the use of the Contextual Teaching and Learning model affects the maharah qira'ah of students at SD S Islam Al-Falah 2 in Jambi city.

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