

# Application of Information-Technology-Based Contextual Learning Model in Arabic Language Subjects to Improve Mufrodat Mastery

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**Abstract:** This research is entitled "Application of Information Technology-Based Contextual Learning Model in Arabic Language Learning to Improve Vocabulary Mastery in Class XI 7 Madrasah Aliyah Negeri 2 Makassar". This study aims to determine the application of information technology (IT)-based contextual learning model (CTL) in Arabic language learning and the improvement of vocabulary mastery after applying the model. This research is a Class Action Research (PTK), which will be carried out in 2024 in two cycles, one meeting each. Each cycle includes planning, implementation, observation, and reflection stages. The study subjects were 39 students of class XI 7 MAN 2 Makassar. Data is collected through observation and learning outcome tests, then analysed qualitatively and quantitatively. The study's results showed an increase in student activity and vocabulary mastery. In the first cycle, the percentage of learning completeness reached 82%, increasing to 87% in the second cycle. An increase occurred by 2% from pre-cycle to cycle I and 5% from cycle I to cycle II. This shows that IT-based CTL models can create more active and meaningful learning and improve student learning outcomes in mastering Arabic vocabulary. Thus, applying an information technology-based contextual learning model effectively enhances students' vocabulary skills in class XI 7 MAN 2 Makassar in Arabic subjects.

**Keywords:** Information Technology-Based; Contextual Learning Model; Arabic Language.

## How to Cite?

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## 1. Introduction

Education concerns humans, and religion touches all aspects of life. As long as humans exist, educational problems will continue to be evaluated and reconstructed, both in

terms of macro policies such as education and political education, as well as in terms of micro-policies such as goals, techniques, educators, and students, as well as the concept and philosophical degree of practice. Education is emphasised because education is the most common way to solve human problems. The rapid development of science and technology, on the other hand, harms many efforts and processes to improve the quality of education, both conceptually and practically, especially if it is associated with the assumption that educational problems are caused by a lack of a solid basic philosophy of education (Zainal and Ansar 2021).

The learning model is the entire series of teaching material presentations that include all aspects before and after learning, carried out by teachers and all related facilities used directly in the teaching and learning process (Tayeb 2017). Contextual learning is a learning concept that helps teachers relate the material being taught to the student's real-world situation and encourages students to make connections between the knowledge they have and their application in daily life (Asmara 2019).

The definition of *the Contextual Teaching and Learning* (CTL) learning model is a learning strategy that emphasises full student involvement in finding the material learned and relating it to real-life situations to encourage students to apply it in their lives (Ade 2015). A learning model is a conceptual framework that describes a systematic procedure for organising learning experiences to achieve specific learning objectives and serves as a guideline for learning designers and teachers in planning and executing teaching and learning activities (Darmadi 2017).

A Learning Model is a planning or a pattern used to guide classroom learning or learning in tutorials, and to determine learning tools (Syafi'aturrisyidah Mustika, Rachma Zakiya Ningtyas Tri 2020). Contextual learning is a conception that helps teachers relate the subject's content to real-world situations and motivates students to make connections between knowledge and its application in their lives as family members, citizens, and prospective employees who will work in the future (Susiloningsih 2016). The right learning medium. In this case, the proper context can be interpreted as the press being appropriate and on target, adjusted to the needs of students, and still following technological developments (Harnida 2020).

Arabic is the language of the Quran, the language of communication and information for Muslims. Arabic is also the key to learning other sciences. It is said that because many books of various sciences in ancient times were written using Arabic, if you want to master the knowledge in books, you should first (Evi Nurus Suroiyah and Dewi Anisatuz Zakiyah 2021) master Arabic. Arabic is one of the foreign languages that generations of Muslims worldwide have long learned. In Indonesia, the language is also learned from an early age, because the majority of people are Muslims, and they have the book of the Qur'an, which is revealed in Arabic (Muhammad Holimi and Nur Faizah 2021).

Contextual *teaching learning* (CTL) is a conception that helps teachers relate subject content to real-world situations and motivates students to make connections between knowledge and its application in their lives as family members, citizens, and workers.

Contextual teaching allows kindergarten through high school students to strengthen, expand, and apply their academic knowledge and skills in various settings in and out of school to solve simulated problems (Zulaiha 2016).

Contextual *teaching and learning* (CTL) is a learning concept that helps teachers relate the learning materials provided by the teacher to the facts in life that students face. CTL emphasises classroom activity plans designed by teachers. The plan contains step-by-step scenarios about things to be done with students related to the study topic (Panjaitan 2016).

Vocabulary or mufradat is the same as word management. Viewed from a linguistic perspective, the word "mufradat" is the plural form of the word "mufradah", interpreted as a unit or unit of language that is arranged according to a particular system of grammar (nahwu) that functions as a sentence former. Vocabulary is also one of the most essential elements of language, as it functions as a form of expression in sentences and discourse (Fajriah 2015).

Learning mufrodad (vocabulary) is " the process of delivering learning materials in the form of words or vocabulary as elements in learning Arabic." Therefore, Arabic learning in an educational institution needs to reconcile it with the teaching of several relevant sentence patterns (Inayah and UluM 2019). Learning outcomes can be classified into verbal information ability, intellectual skills, cognitive strategies, motor skills, and attitudes. These abilities are produced due to learning efforts and must be proven by learning results; students are always required to provide real learning results (Nurlaela 2020).

Based on the results of the Researcher's initial observation on March 8, 2023, at MAN 2 Makassar City and a direct interview with an Arabic teacher named Mrs. Dra. Hj. Erni El Gani. M.Pd.I, Arabic is one of the subjects that are considered difficult by students. In addition, the students' schools' origins vary, so their abilities differ, especially in learning Arabic. This results in unsatisfactory Arabic learning results. Therefore, the researcher wants to apply the *Contextual Teaching and Learning* (CTL) method to help students find the relationship between the material they learn and real-life situations, hoping that students will actively participate in learning and instil a love for what they know.

## 2. Methods

The type of research used Classroom Action Research is a practical research conducted by teachers who are also researchers in their classrooms or collaboration with others (collaboration) by planning, implementing, and evaluating actions together that aim to improve and improve the quality of the learning process in their classroom through a specific action (*treatment*) in a cycle. This research is an action that combines two types of research that have existed before, namely, research with a classroom action research approach and qualitative research. The design refers to the PTK design, which consists of four components: planning, implementation, observation, and reflection. The Research Location is at MAN 2 Makassar City. The researcher chose this location

because it is strategically located with adequate facilities and infrastructure, so it is suitable for use as a research subject in a time bracket of approximately 2 months. Data collection and analysis techniques: Data Collection Through Observation, Evaluation Tests and Documentation. Analysis Techniques for Student Activity Data, Mastery of Mufrodat

### 3. Results and Discussion

#### 3.1. Learning How to apply the contextual model (CTL) based on information technology (IT) in Arabic language subject class XI 7 Madrasah Aliyah Negeri (MAN) 2 Makassar City

The application of this research was carried out at Madrasah Aliyah Negeri 2, Makassar city, for Arabic language lessons Class XI 7, where the number of students was 39 people, 17 female students and 22 male students. This research is planned with the application of monitor screen card learning media, compiled and realised as a learning implementation plan (RPP).

Through this research, it is hoped that students of grade XI 7 of Madrasah Aliyah Negeri 2 Makassar city can increase their interest and motivation in learning Arabic and their mastery of mufrodat. The details of the students' ability to master the mufrodat per indicator indicate that the students' ability to master has not been achieved in the "Good" category in several indicators. The graph of the pre-cycle assessment category is as follows.

A pre-cycle or initial test is carried out at the beginning of the meeting to determine the level of students' understanding of the material, تَكُونُوا جِئَا الْإِعْلَامِ وَالْإِتِّصَالِ Arabic. In this pre-cycle test, 10 multiple-choice questions were given to students to determine the extent of their understanding.

The researcher took steps to improve the ability to master mufrodat in the aspect of students' understanding of Arabic language learning subjects through the IT-based Contextual method. Learning in cycle one consists of one meeting with 2 x 45 minutes per meeting. Previously, the researcher who acted as a teacher of Arabic as a collaborator had first prepared a Learning Implementation Plan (RPP), prepared an observation sheet and made an evaluation tool in the form of test questions as a research instrument.

Learning activities in the first cycle: This meeting will be held on May 13, 2024, and will apply the Contextual learning method using a monitor screen. The teacher begins the lesson by saying greetings and praying, then checks the presence of students, conducts apperception, conveys learning objectives, and explains about learning Arabic Contextual methods.

After the students have recorded what they know and want to know, the teacher asks them to start reading the text. After the students read the text, the teacher asks the students to record what new things they learned from the text. After that, the teacher began to distribute the reading text. The text discussed is تَكُونُوا جِئَا الْإِعْلَامِ وَالْإِتِّصَالِ.

Before reading the reading text, the teacher asked the students to write down what they knew about the reading, then the teacher instructed the students to write down what they wanted to know about the text, In the final activity, the teacher concluded the learning, reinforced and reflected on the learning experience and closed with a prayer led by one of the students.

During the learning process, observations are made with observation sheets that have been prepared beforehand. This observation involves student activities with observation sheets that have been specially designed. By recording the results of the activities that have been carried out, this observation aims to measure the involvement of students in the learning process. The following is the information obtained from the observation sheet:

The consequences of the perceptions obtained by the researcher in the main pattern from the end of the first meeting of the first cycle are: Students at the first meeting are not used to using presentation media using IT-based contextual learning methods using monitor screens so that when asked questions some students are unable to answer so that the implementation of learning Arabic Language Education subjects uses the Contextual method carried out as it should. Some students were still confused about the learning method at the initial meeting. However, at the next meeting, students showed progress with the spirit of preparing before the learning process. In addition to using this Contextual method, the researcher also applies the singing method to achieve the expectations of the learning process well, so that students focus more on the material that takes place.

This evaluation stage was held at the second meeting on Monday. At the end of this meeting, the researcher gave practice questions for the end of the first cycle to all students in the form of multiple-choice questions, as many as 10 questions. The researcher distributed the question sheets to the students. Students must only write down their identities and answer directly on the shared question sheet.

This test is done individually. Students are not allowed to cooperate with each other or open learning notes. The researcher is in charge of supervising students. This test is intended to determine students' learning outcomes after using a technology-based contextual method.

The observer carries out the teacher's activities during the observation. Based on the results of observer observations, here are some weaknesses in this first cycle: Aspect 1. That is, the teacher gives an introduction to the lesson. After being observed twice (the first and the second meeting), the teacher carried it out 1 time in this aspect. As a result, students still struggle to understand the material being studied—aspect 2. The teacher distributes the reading text in the form of the material studied. At the first meeting, the teacher only reads the text in the book for efficiency, but some students are not too focused and do not follow the instructions. Aspect 3, namely, at the meeting of the two teachers, was not optimal in instructing when to start reading the table. In addition, there is a lack of time set by the teacher, so that when students read

what they want to know from the reading text “يَكُونُوا جِيَا الْإِعْلَامِ وَالِاتِّصَالِ” has not been running optimally.

The completeness of students' learning outcomes currently only reaches 74.36% of % who have graduated. However, this requires improvement because the rest, namely 25.64% of students, have not reached the level of completeness. The reason for this non-graduation can be seen from the students' answer sheets, where they make mistakes in different places on average. Many students try to multiply denominators to get the same denominator. Another factor that causes students to fail is a lack of focus and precision when working on test questions.

Because the level of completeness in students only reached 826%, the data presented showed that the expected goals of the first cycle had not been achieved as expected. Thus, implementing learning in the first cycle has not been entirely successful. Studies show that some students still get grades below the KKM. Therefore, learning will continue in cycle II.

The planning of the second cycle aims to improve the weaknesses in the first cycle based on the reflection of observers. The planning stage in the second cycle begins by observing and reviewing indicators with Arabic subject teachers. In this stage, the researcher and the teacher of the field of study prepare a PowerPoint and student post-test sheets.

Implementing learning activities in cycle II is not much different from the classroom research actions in cycle I. Activities carried out during the learning process through an IT-based contextual learning model can be described as follows: Researchers as teachers and teachers in the field of study as companions observe the activities of students during the learning process, and the learning activities are applied by applying the contextual learning model.

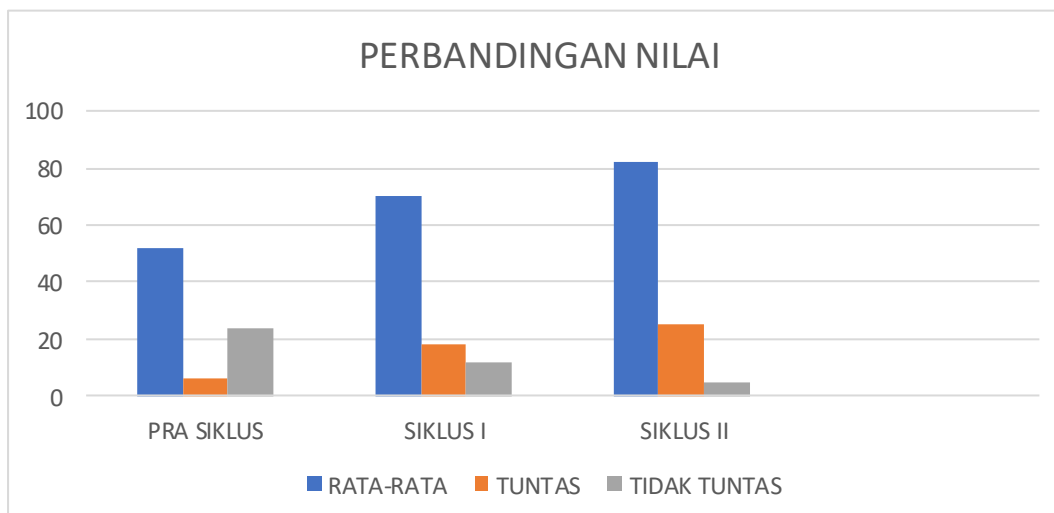
Student learning outcomes increased more than in the first cycle because students began to get used to using IT-based contextual methods. The following is an improvement in student learning outcomes obtained from tests carried out starting from the pre-cycle stage, cycle I, cycle II, by applying IT-based Contextual Learning in Arabic Language Subjects grade XI, 7 Madrasah Aliyah Negeri 2 Makassar City.

**Table 1. Learning Outcomes of Pre-Cycle, Cycle I and II Students**

No	Pre-Cycle Value Results	Results of Cycle I Scores	Results of Cycle II	Frequency
1	Sum	2.520	2.900	3.400
2	Average	55,33	74,36%	87.18
3	Presentase	80.77%	82,62%	87.18%

*Source of information: Data that has been processed from test results.*

The data on learning outcomes from the Pre-cycle, cycle I, and cycle II stages can be seen in the following graph:



**Graphic Drawing 1. Data on Pre-Cycle, Cycle I, and Cycle II Results Score**

It can be seen from the graph above that, from cycle to cycle, the improvement of student learning outcomes continues to occur. In the pre-cycle stage of 39 students, only 11 people reached the KKM, with a percentage of 28.20% and 28 others had not reached the KKM. In the first cycle, there was a pretty good increase, where out of 39 students, there were 18 people who had achieved learning completeness, with a percentage of 46.15%, and 21 of them had not reached the KKM. And in the second cycle, there has been a significant increase, where out of 39 students, 38 have achieved the KKM score with a percentage of 97.44% and one student has not reached the value of the learning completeness criteria. This proves that applying an IT-based Contextual learning model in Arabic Language Subjects class XI 7 Madrasah Aliyah Negri 2 Makassar City has achieved the learning completeness requirements.

### **3.2. Whether the application of the contextual model (CTL) based on information technology (IT) can improve the mastery of mufrodat in Arabic subjects in class XI 7 Madrasah Aliyah Negri (MAN) 2 Makassar City**

The learning process in grade XI 7 at Madrasah Aliyah Negri 2, Makassar city, uses classroom action research. The research was carried out in two cycles, which began with a pre-cycle; each cycle had one meeting. The first cycle meeting is the teaching and learning process, and the second cycle meeting is given a test to determine the extent of the students' understanding of the material and the learning results of students from the previous cycle. Each cycle has several stages, namely: the stages of planning, action, observation and reflection.

This class action research meeting was carried out for two cycles, where a test was carried out on students at the end of each cycle. Each week consists of planning, implementation (action), observation and reflection. The activities carried out in cycle II are an improvement over cycle I. The results obtained from this study consist of



observation results and the results of student learning tests. The two results were used to determine students' learning outcomes in Islamic Religious Education subjects using contextual methods.

The research results in the pre-cycle before the use of Contextual learning media. The researcher tests students' ability by giving 10 multiple-choice questions, each worth 10 points; the goal is to test the learning results obtained before the research was conducted. From the data obtained from 39 students, only 11 people achieved KKM with an average score of 64.61, with a percentage of completeness criteria of 28%, so they did not reach the class success indicators.

The results obtained from the observation of students during the meeting in the learning process that took place using the Contextual method in the first cycle were obtained from the data of the learning observation results in the first cycle of the first meeting, namely, from 39 students, only 18 people achieved a completeness score with an average score of 74.36 and a completeness criteria percentage of 46%. Based on these results, students' observations in the learning process in the first cycle are still lacking.

Cycle I of the first meeting had several shortcomings such as there were still many students who were malnourished and not active in cooperation in the learning process, students were still awkward about the learning methods applied because they were still relatively new to them, and had not dared to appear in front of the class mentioning the mufrodat that was made. Finally, the researcher conducted the second cycle of meeting tests after implementing a month-long research plan. The average score results obtained by students still did not reach the standard of class success indicators, which is 80%, so the researcher reflected on improvements to cycle II.

After going through the 1st cycle stage, then carrying out the learning process in cycle II, data was obtained that students' learning outcomes had significantly increased. Of the 39 students, 38 have achieved KKM with an average score of 87.18, with a percentage of completeness criteria of 97%. Based on these results, the observation of students in the learning process in cycle II, Students have begun to be active in following the learning process. The researcher ended the research process because he was delighted with the final test scores of the students.

#### 4. Conclusion

Applying a Contextual Learning Model based on Information Technology in Arabic subjects to improve the mastery of mufrodat in class XI 7 Madrasah Aliyah Negeri 2 Makassar City. Using the Contextual Learning Model shows a fundamental change in student learning outcomes. Applying the IT-based contextual learning model significantly increases students' mastery of the mufrodat. With the help of technology, students can more easily access materials, understand new vocabulary, and practice their use in relevant contexts. It can be seen from the difference in students who have changed starting from the initial test, only 11 people who have completed the post-



test of the first cycle, and as many as 18 people have completed the post-test. In the second cycle, as many as 38 students have achieved. Learning outcomes of grade XI 7 students in Arabic Language Subjects. It can be seen that the increase in learning outcomes of students in grade XI 7 starting from Pre-cycle to cycle II has increased by the results of tests conducted by researchers on students during the learning process in class, where in the pre-cycle the average score of students is 55.33 (adequate) with a percentage of completeness of 20%, then cycle I an average score of 73.33 (good) with a percentage of completeness of 60%, while in the second cycle the average score was 83.33 (very good) with a completion percentage of 83.33%. So the learning outcomes of students in each cycle have increased.

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