
| RESEARCH ARTICLE

Contextual Teaching and Learning Model in Durusu-l-Lugoh Subject for Grade 1 at TMI Pondok Pesantren Al-Basyariyah Bandung

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| ABSTRACT

This article aims to describe the implementation of the Contextual Teaching and Learning (CTL) approach in Durusu-l-lugoh learning in grade 1 TMI Pondok Pesantren Al-Basyariyah Bandung; Durusu-l-lugoh subjects as Arabic lessons for beginners. In teaching the subject Durusu-l-lugoh, students are required to memorize some Arabic vocabulary and arrange it in a sentence. The CTL learning model is a learning model that demands teacher creativity in connecting vocabulary with Arabic sentences to help more easily understand the material. Descriptive qualitative research methods were used in this study. Data collecting techniques included interviews, field notes, and written records. Mathew Miles and A. Michael Hubermen's approaches for data analysis consist of three stages: information reduction, information presentation, and information drawing and checking (verification). The results of this study revealed that mahfudzot learning using the Contextual Teaching and Learning (CTL) model was good enough to be carried out from the provision of material to the application of Arabic as the daily language of students.

| KEYWORDS

Application of learning model, Contextual teaching and learning (CTL), Durusu-l-Lugoh

| ARTICLE INFORMATION

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1. Introduction

According to Kango, Kartiko, and Zamawi (2021), the improvement of personnel quality can be achieved by enhancing the quality of education. In the current global era, education must be competitive and produce high-quality human resources. Meanwhile, according to Haidir et al. (2021), education is a place that produces young generations capable of socializing and growing into good individuals. To find highly qualified, rational, knowledgeable, righteous, and loyal individuals, one must have a highly qualified education.

To understand the methods in teaching, teachers should understand the students' conditions in order to apply suitable methods in their teaching, emphasizing new learning concepts. According to Sanjaya in the journal (Sepriady 2018), the Recitation approach is a way to plan for actual action, with the ultimate goal of achieving those goals more effectively.

In the formal school education system, especially in pesantren (Islamic boarding schools), there are subjects related to character, life, language, general knowledge, and religion. One of the language subjects taught is Durusu-l-Lugoh, which covers Arabic language learning for beginners, starting from vocabulary to sentence construction using that vocabulary.

The teaching model for Durusu-l-Lugoh has been implemented in almost all educational institutions, especially pesantren, using a memorization and translation system. Teachers provide the material, write it down, and then students memorize it.

Teachers play a significant role in the classroom and have a great impact on students' understanding and learning levels. As a result, students can become more engaged and grow in character by carefully selecting appropriate teaching techniques for Durusu-I-Lugoh. The role of educators is to encourage students' growth in understanding, not just to motivate them. The learning process and outcomes are influenced by several factors, including learning objectives, alignment of materials, anticipated core competencies, student growth, instructor learning skills, and optimization of learning aids.

Durusu-I-Lugoh learning is not just about transferring knowledge from teacher to student; there is an important aspect in the learning process, which is how to ensure that students not only memorize but also understand and apply it to their lives. Therefore, the contextual teaching and learning (CTL) model is needed in the learning process to help students understand the meaning of the subject.

Johnson (2002) states that CTL is a comprehensive working process that takes care of everything. CTL is a network in which each component has a synergistic effect when combined.

This discussion aims to determine how the implementation of the CTL model in the Durusu-I-Lugoh subject in Grade 1 at TMI Pondok Pesantren Al-Basyariyah

2. Methods

Descriptive research as a part of the qualitative research methods was used in this study. The data collection methods included interviews, field notes, and written records. Mathew Miles and A. Michael Huberman's approach to data analysis consists of three stages: information reduction, data display, and conclusion drawing and verification.

3. Results and Discussion

3.1 Contextual Teaching and Learning (CTL) Learning Model Definition

According to Wina Sanjaya, cited by Siti Maryam (Empiricism Education Journal, 2018), to encourage long-term retention and application of course information, Contextual Teaching and Learning (CTL) prioritizes student agency in discovering learning resources and making connections to real-world contexts. Contrary to common assumptions, Sanjaya claims that learning in CTL involves more than just listening and taking notes.

In a quote by Hadiyanta in Blanchard, Hadiyanta (2013), cited by Winarto, it is emphasized that learning closely related to real-life experiences is contextual learning. Students are engaged in CTL when they take what has been taught and use it to solve real-world problems that affect their families and communities.

The understanding of CTL, according to Depdiknas, as mentioned in the journal by Hasibuan (2014), is a teaching strategy that facilitates the connection between classroom content and students' daily lives, stimulating students to think critically about how they can apply the new knowledge they have acquired in their ordinary lives. There are seven important components for successful learning that shape the concept of CTL: constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment (Hasibuan, 2014).

The intention is that when these seven elements are implemented, students will gain deeper insights from their education. Students' activities involve their energy and experiences, not just teacher instruction, in implementing the learning system. When Hasibuan applied CTL, the method used for learning became more significant than the knowledge gained. Students are encouraged to think critically about the meaning of learning, why it is important, and how they can actualize it. As a result, they present themselves as active learners who need guidance.

Quoting Ismayanti and Tarsono (2022) in Febianti's journal (2014), teaching techniques and models are integral parts of the learning process and contribute to the successful achievement of learning objectives. Contextualization is a technique used in the study of Durusu-I-Lugoh. The goal of this contextual strategy is to support the growth of students' skills and abilities. Learning becomes more meaningful through the use of contextual teaching techniques that address not only the cognitive dimension but also the affective and psychomotor dimensions of learning outcomes.

CTL is a teaching strategy that facilitates the integration of classroom content with students' daily lives and motivates students to draw parallels between their academic studies and everyday experiences.

The principles of Contextual Teaching and Learning (CTL) encompass several important aspects, including:

1. Constructivism: Knowledge is understood as the active construction by students rather than passive information received from teachers (Rusman, 2018).
2. Context: Learning materials should be connected to students' real-life contexts, allowing them to relate the content to their prior experiences and knowledge (Komalasari, 2017).
3. Collaboration: Students are expected to work together to create understanding and problem-solving (Sanjaya, 2016).
4. Inquiry: Students are encouraged to ask questions, explore, and discover answers on their own, developing critical and creative thinking skills (Rusman, 2018).
5. Reflection: Individual and group reflection on their learning experiences is highly encouraged (Sanjaya, 2016).
6. Authentic assessment: Accurate assessment tools that represent students' problem-solving skills in meaningful situations are considered "authentic" (Rusman, 2018).
7. Modeling: Teachers model the problem-solving process in a systematic and transparent manner so that students can emulate it in solving problems (Sanjaya, 2016).

3.2 Regarding the CTL method in Durusu-l-lugoh learning

There are several benefits to teaching students the language and terminology of Durusu-l-lugoh, which is why it is included as a specific course in many contemporary Islamic boarding schools. At Pesantren Al-Basyariyah, students can take a course in Durusu-l-lugoh, which is essentially an introductory course to the Arabic language.

The Durusu-l-lugoh lesson focuses on understanding the Arabic language and is taught in the first and second grades of Islamic boarding schools. In the teaching process, some of the materials taught in Pesantren Al-Basyariyah refer to the Tarbiyah Amaliyah book as a teaching method reference, which includes various subjects such as Muthola'ah, Hadith, Fiqh, Ushul Fiqh, Al-Insya, Islamic History, Al-Imla, Mahfudzot, Ushuluddin, and English. However, Durusu-l-lugoh is not included in the Tarbiyah Amaliyah book, so the teaching method used for Durusu-l-lugoh applies the Contextual Teaching and Learning (CTL) method.

The learning steps in the Tarbiyah Amaliyah book generally consist of four stages: a) Introduction, b) Core Learning, c) Evaluation, and d) Conclusion.

The explanation of the learning steps in the Tarbiyah Amaliyah book is as follows:

1. Introduction:

The teacher asks questions about the previously taught material in the previous session.

2. Core Learning:

- a. Introducing Arabic vocabulary with pronunciation for students to repeat without providing the meaning first, followed by explaining it using visual aids, gestures, or providing sentences related to the vocabulary.
- b. The teacher writes the vocabulary on the board.
- c. Giving students the opportunity to create example sentences related to the given vocabulary.
- d. The teacher reads what is written.
- e. Students write down what the teacher provided, including vocabulary and example sentences given by both the teacher and students.
- f. Students are given time to study the Durusu-l-lugoh book on the taught material and prepare for the evaluation.

3. Evaluation:

- a. Some students are selected to mention the given vocabulary and provide example sentences related to it.
- b. Students are asked to complete sentences using the learned vocabulary.

4. Conclusion:

The lesson concludes by providing motivation, messages, and advice to the students.

In this study, it is found that the Durusu-l-lugoh learning process is not only limited to classroom learning but also relates to students' social life in the boarding school. Referring to the principles of the CTL learning model, the similarities are as follows:

1. Constructivism: The teacher provides Arabic vocabulary with pronunciation, and the students follow. In this process, the teacher does not immediately provide the meaning of the vocabulary but gives several examples using visual aids, gestures, or by providing Arabic sentence combinations so that students can mention the meaning of the Arabic vocabulary.
2. Context: The materials provided are related to the student's daily language use.
3. Collaboration: The teacher and students collaborate in providing example sentences using the taught Arabic vocabulary.

4. Inquiry: Students are encouraged to ask questions about Arabic vocabulary and example sentences. Some vocabulary is given to the students to find the meanings themselves in a dictionary, promoting familiarity with dictionary usage.
5. Reflection: In this application, students are encouraged to practice Arabic in their daily lives.
6. Authentic Assessment: At this stage, students are given questions based on the learned material and practice in the form of exercises or tasks to answer both orally and in writing.
7. Modeling: In this process, the teacher plays a role or demonstrates using body language or gestures and even using visual aids to provide an understanding of the taught Arabic vocabulary.

The Durusu-l-lugoh materials can be learned using the CTL model, which is based on the same ideas.

4. Conclusion

The learning process with the Contextual Teaching and Learning (CTL) paradigm is more engaging as it demands active student participation in their education. The ideas of the CTL learning model can be applied to Durusu-l-lugoh learning. Referring to the book Tarbiyah Amaliyah as a reference for the basic teaching methods, there is alignment with the principles of the CTL learning model.

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