

ENHANCING LEARNING MOTIVATION THROUGH ISLAMIC-BASED CTL: THE ROLE OF ARABIC LANGUAGE TEACHERS AT MTs DAARUSY SYIFAA

Imam Muttaqin¹, Zahrodin Fanani²

¹²Sekolah Tinggi Al-Mukmin Ngruki, Surakarta, Indonesia

Keywords:

Arabic language learning,
Contextual Teaching and
learning, madrasah
tsanawiyah

Corresponding author's
email:

asshushinie123@gmail.com
fanani@stimsurakarta.ac.id

Abstract

This study aims to analyze the role of Arabic language teachers in enhancing students' learning motivation through an Islamic-based Contextual Teaching and Learning (CTL) approach at MTs Daarusy Syifaa' East Lombok. This research employed a qualitative descriptive design to explore in depth the learning process and the implementation of CTL Islami in a natural setting. Data were collected through observations, in-depth interviews, and documentation, and analyzed using the Miles and Huberman interactive model, including data reduction, data display, and conclusion drawing. The findings reveal that the implementation of CTL Islami creates a more active, meaningful, and student-centered learning environment. Teachers play a crucial role as facilitators, motivators, and role models by integrating contextual learning strategies such as inquiry, modeling, questioning, and reflection with Islamic values derived from the Qur'an and Hadith. This approach enables students to connect Arabic language materials with their daily experiences, thereby increasing their interest and engagement in learning. Furthermore, the study shows that CTL Islami significantly enhances both intrinsic and extrinsic motivation. Students demonstrate greater enthusiasm, participation, and responsibility in the learning process. In addition, this approach contributes to the development of students' linguistic competence, reflective thinking, and spiritual awareness. This study concludes that the integration of contextual learning and Islamic values provides a holistic and effective approach to improving students' motivation in Arabic language learning. Therefore, CTL Islami can be considered a strategic pedagogical approach for Islamic educational institutions, particularly madrasahs, in the digital era.

INTRODUCTION

Arabic is one of the most significant languages in Islamic education, holding a central role not only as a means of communication but also as a gateway to understanding primary Islamic sources such as the Qur'an and Hadith. In the Indonesian educational context, particularly in madrasah institutions, Arabic learning is expected to integrate linguistic competence with spiritual development. However, various studies indicate that students' motivation in learning Arabic remains relatively low, especially at the Madrasah Tsanawiyah (MTs) level. Many students perceive Arabic as a difficult subject due to its complex grammatical structures and limited relevance to their daily lives (2025). This low motivation significantly affects students' engagement and learning outcomes, making it a critical issue that requires pedagogical intervention. Learning motivation is widely recognized as a key factor influencing students' academic success. According to Ryan and others, motivation plays a fundamental role in determining the intensity and persistence of learning behavior. In the context of language learning, it is emphasized that motivation directly impacts students' willingness to engage in learning activities and sustain their

efforts over time (Dörnyei, 2001). Therefore, improving students' motivation in learning Arabic requires innovative and meaningful instructional approaches that can bridge the gap between theoretical knowledge and real-life application.

One of the approaches that has gained significant attention in recent years is Contextual Teaching and Learning (CTL). CTL emphasizes the connection between learning materials and real-life situations, enabling students to construct knowledge through meaningful experiences (Johnson 2002). Empirical studies have demonstrated that CTL can effectively enhance students' motivation and engagement across various subjects, including language learning (Rupita et al., 2025; Damhudi et al., 2023). In the context of Arabic learning, CTL helps students relate linguistic concepts to their daily experiences, thereby reducing the perception of difficulty and increasing learning interest (Zaeni dkk. 2025).

However, in madrasah settings, the implementation of CTL should not be limited to contextual aspects alone but must also integrate Islamic values to ensure that learning remains spiritually meaningful. This integration leads to the concept of Islamic-based Contextual Teaching and Learning (CTL Islami), which combines contextual pedagogy with religious principles. Previous studies have highlighted that integrating Islamic values into learning processes can enhance students' moral awareness and intrinsic motivation. (Pasaribu dkk. 2025); (Putri dkk. 2026). Nevertheless, research specifically examining the application of CTL Islami in Arabic language learning remains limited, particularly in terms of how it influences students' motivation.

In this regard, the role of the teacher becomes highly crucial. Teachers are not only responsible for delivering instructional content but also act as facilitators, motivators, and role models in the learning process. Effective teachers are able to create engaging learning environments, utilize appropriate teaching strategies, and connect learning materials with students' real-life contexts. (Bariroh 2022); (Damhudi dkk. 2023). In the digital era, this role becomes even more complex, as teachers are required to integrate technology and digital media into their teaching practices to make learning more relevant and interactive.

Despite numerous studies on CTL and learning motivation, most research tends to focus on general subjects or Islamic education broadly, with limited attention to Arabic language learning as a specific field. Moreover, studies that explore the integration of CTL with Islamic values (CTL Islami) are still relatively scarce, particularly those that examine the teacher's role in fostering students' motivation within a specific institutional context. Therefore, this study aims to fill this gap by analyzing how Arabic language teachers implement Islamic-based CTL to enhance students' learning motivation.

This research was conducted at MTs Daarusy Syifaa' East Lombok, a boarding-based Islamic school that integrates academic and spiritual education. Such an environment provides a unique context for implementing CTL Islami, as students are immersed in a religious atmosphere that can support both contextual and spiritual learning processes. Therefore, this study focuses on examining the role of Arabic language teachers in fostering students' learning motivation through an Islamic-based CTL approach in the digital era.

METHOD

This study employed a qualitative descriptive approach to explore in depth the role of Arabic language teachers in fostering students' learning motivation through an Islamic-based Contextual Teaching and Learning (CTL) approach. A qualitative design was chosen because this research seeks to understand meanings, experiences, and interactions occurring within a natural setting rather than to measure variables statistically. As emphasized by (Creswell 2017), qualitative research focuses on exploring and interpreting social phenomena in context, while Moleong highlights its relevance in capturing the meaning behind human behavior and actions (Moleong 2016). Therefore, this approach is considered appropriate for examining how teachers implement CTL Islami and how it influences students' motivation in a real educational environment.

The research was conducted at MTs Daarusy Syifaa' East Lombok during the second semester of the 2024/2025 academic year. This institution was selected due to its unique characteristics as a boarding-based madrasah that integrates academic and spiritual learning. The subjects of the study consisted of Arabic language teachers and students of grades VIII and IX, as they are directly involved in the learning process. In addition, the researcher interacted with the head of the madrasah and dormitory supervisors to obtain broader contextual insights related to the implementation of learning activities and students' daily environment.

Data were collected through multiple techniques to ensure depth and richness of information. Classroom and environmental observations were conducted to capture real teaching practices and student engagement, both in formal and informal settings. In-depth interviews were carried out with Arabic language teachers and selected students to explore their perceptions, experiences, and challenges related to learning motivation and the application of CTL Islami. Furthermore, documentation analysis was utilized by examining relevant documents such as lesson plans, syllabi, evaluation records, and other instructional materials that support the learning process.

The data analysis process followed the interactive model proposed by (Miles dkk. 2014), which involves data reduction, data display, and conclusion drawing. Data reduction was conducted by selecting and simplifying relevant information obtained from the field. The organized data were then presented narratively to facilitate interpretation and pattern identification. Finally, conclusions were drawn by interpreting the meaning of the data and identifying relationships between findings. This iterative process allowed the researcher to refine the analysis throughout the study continuously.

To ensure the validity and trustworthiness of the findings, this study applied triangulation techniques, including triangulation of data sources and methods. This was done by comparing information obtained from observations, interviews, and documentation to verify consistency and accuracy. In addition, member checking was conducted by confirming the findings with teachers and the head of the madrasah to ensure that the interpretations accurately reflect the actual conditions in the field. Such strategies are widely recommended in qualitative research to enhance credibility and provide a more comprehensive understanding of the studied phenomenon.

RESULT

The data analysis in this study was conducted through an interactive and continuous process involving data reduction, data display, and conclusion drawing, following the model proposed by (Miles dkk. 2014). All findings obtained from observations, interviews, and documentation regarding the implementation of the Islamic-based Contextual Teaching and Learning (CTL) approach in Arabic language learning at MTs Daarusy Syifaa' were interpreted comprehensively to provide a holistic understanding of the learning process and its impact on students' motivation.

The findings from classroom observations indicate that the implementation of CTL significantly transformed the learning atmosphere into a more active, dynamic, and student-centered environment. Learning activities were no longer dominated by teacher-centered instruction but involved various interactive strategies such as group discussions, inquiry-based tasks, contextual demonstrations, and reflective activities. Students actively participated in constructing knowledge by connecting Arabic language materials with their daily experiences, particularly within the boarding school environment. This finding aligns with constructivist learning theory, which emphasizes that learners actively construct knowledge through experience and interaction (Vygotsky, 1978; Arends, 2012). Furthermore, similar findings were reported by Berns and Erickson (2001), who argue that CTL enhances meaningful learning by linking academic content with real-life situations, thereby increasing student engagement.

Interview data with students further strengthen these findings. Students reported that learning Arabic became easier and more interesting when teachers used contextual examples such as daily conversations, dormitory activities, and religious practices. The relevance between learning material and real-life context increased students' interest and reduced their perception of Arabic as a difficult subject. This result supports Ausubel's theory of meaningful learning, which states that new knowledge is more easily understood when it is connected to prior knowledge (Ausubel, 1968). In addition, previous studies have shown that contextual learning significantly improves students' motivation and comprehension in language learning (Rupita et al., 2025; Komarudin & Uyuni, 2025).

From the teachers' perspective, the implementation of CTL Islami was carried out through various strategies, including modeling, inquiry, questioning, learning community, and reflection. Importantly, these strategies were integrated with Islamic values, such as linking vocabulary with Qur'anic verses and Hadith, instilling moral values (akhlaq) (Susetiyono dan Sutrisno 2022) (Abas dan Susetiyono 2022). Moreover, emphasizing ethical behavior in the learning process. This integration demonstrates that CTL Islami goes beyond pedagogical practice by combining contextual learning with spiritual internalization. This finding is consistent with Bandura's social learning theory, which highlights the importance of modeling in shaping behavior. (Bandura 2001), as well as with studies emphasizing the integration of religious values in learning to enhance both cognitive and affective outcomes (Putri dkk. 2026).

In terms of motivational impact, the findings reveal that the implementation of CTL Islami significantly enhances both intrinsic and extrinsic motivation among students. Intrinsic motivation increased as students perceived Arabic learning as meaningful and beneficial for their academic and religious lives. This supports Self-

Determination Theory, which posits that intrinsic motivation develops when learning is perceived as relevant and fulfilling (Ryan & Deci, 2000). Meanwhile, extrinsic motivation was fostered through collaborative learning activities, the use of digital media, and positive reinforcement from teachers. These findings are in line with 4, who emphasizes that motivation grows when learning is engaging, relevant, and participatory. Similar results were also reported by (Damhudi et al., 2023), who found that CTL enhances student motivation through active engagement and contextual relevance.

Another significant finding is the development of students' reflective abilities. Through reflective activities embedded in CTL, students became more aware of their learning progress, strengths, and weaknesses. This indicates the development of self-regulated learning, which is considered a crucial competency in 21st-century education (Zimmerman, 2002; Khusnaini, 2020). Reflection not only strengthens cognitive understanding but also fosters responsibility and independence in learning.

Document analysis further confirms that the implementation of CTL Islami was systematically planned. Teachers developed lesson plans, learning media, and student worksheets that were aligned with CTL principles. This indicates that the success of CTL implementation is not incidental but supported by structured instructional design. This finding is consistent with (Johnson 2002), who emphasizes that effective CTL requires careful planning and alignment between objectives, activities, and assessment.

The validity of these findings is strengthened through triangulation of data sources, techniques, and time. The consistency between observation, interview, and documentation data confirms the reliability and credibility of the results. (Creswell 2017). Such triangulation ensures that the findings accurately represent the actual conditions in the field.

Overall, this study demonstrates that the implementation of Islamic-based CTL has a multidimensional impact, not only on students' learning motivation but also on their linguistic competence, spiritual development, and self-regulated learning abilities. These findings reinforce previous research that positions CTL as a comprehensive learning approach integrating cognitive, affective, and psychomotor domains. However, this study extends existing literature by highlighting the importance of integrating Islamic values and emphasizing the central role of teachers in creating meaningful and motivating learning experiences. Therefore, CTL Islami can be considered a strategic and contextual approach for improving the quality of Arabic language learning, particularly in Islamic educational institutions such as madrasahs.

CONCLUSION

This study concludes that the implementation of Islamic-based Contextual Teaching and Learning (CTL Islami) plays a significant role in enhancing students' learning motivation in Arabic language learning at MTs Daarusy Syifaa' East Lombok. The findings indicate that the integration of contextual learning strategies with Islamic values creates a more meaningful and engaging learning environment. Students become more active, participatory, and capable of connecting learning materials with their daily experiences, both academically and spiritually.

The role of the Arabic language teacher is identified as a key factor in this process. Teachers act not only as knowledge transmitters but also as facilitators, motivators, and role models who guide students in constructing knowledge through contextual and value-based learning. The use of strategies such as modeling, inquiry, questioning, and reflection, combined with the integration of Qur'anic values and moral teachings, contributes to the development of both intrinsic and extrinsic motivation among students.

Furthermore, this study reveals that CTL Islami not only enhances learning motivation but also supports the development of students' linguistic competence, reflective thinking, and spiritual awareness. These findings highlight that learning approaches that integrate cognitive, social, and spiritual dimensions are more effective in Islamic educational contexts.

REFERENCE

- Abas, S., dan Ari Susetio. (2022). "REDESAIN PEMBELAJARAN TEMATIK PAI Di ERA PENDIDIKAN 4.0." *Jurnal Pendidikan Islam* 12 (1): 52–60. <https://doi.org/10.38073/jpi.v12i1.932>.
- Bandura, A. (2001). "Social Cognitive Theory: An Agentic Perspective." *Annual Review of Psychology* 52 (Volume 52, 2001): 1–26. <https://doi.org/10.1146/annurev.psych.52.1.1>.
- Bariroh, A. M. (2022). "Implementasi Model Pembelajaran Contextual Teaching and Learning pada Mata Pelajaran Al-Qur'an Hadits untuk Meningkatkan Motivasi dan Prestasi Belajar Siswa Kelas IX MTs Al-Fatah Mojokerto." *SCHOLASTICA: Jurnal Pendidikan Dan Kebudayaan* 4 (2): 34–45.
- Creswell, John W., dan J. David Creswell. 2017. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
- Damhudi, D., Fakhruddin Fakhruddin, dan Muhammad Idris. (2023). "Pendekatan Contextual Teaching And Learning Dalam Meningkatkan Kreatifitas Belajar Siswa Pada Pembelajaran Akidah Ahklak Di Madrasah Ibtidayah Negeri 1 Lebong." Master's, Institut Agama Islam Negeri Curup. <https://e-theses.iaincurup.ac.id/4622/>.
- Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge University Press.
- "Interaksi & motivasi belajar mengajar / Sardiman A.M. | OPAC Perpustakaan Nasional RI." t.t. Diakses pada 28 April 2026. <https://opac.perpusnas.go.id/DetailOpac.aspx?id=1292565>.
- Johnson, E. B. (2002). *Contextual Teaching and Learning: What It Is and Why It Is Here to Stay*. Corwin Press.
- Komarudin, A., Yuyun Rohmatul Uyuni, dan Mochamad Muizzuddin. (2025). "Pendekatan CTL sebagai Strategi untuk Meningkatkan Motivasi Belajar Siswa dalam Pembelajaran Bahasa Arab." *Uktub: Journal of Arabic Studies* 5 (1): 153–63. <https://doi.org/10.32678/uktub.v5i1.9>.
- Miles, M. B., A. Michael Huberman, & Johnny Saldana. (2014). *Qualitative Data Analysis*. SAGE.
- Moleong, L. J. (2016). *Metodologi Penelitian Kualitatif*. Remaja Rosdakarya.
- Pasaribu, F. P., Cipto Halomoan Ritonga, dan Hidayani Syam. (2025). "EKSISTENSI GURU PAI SEBAGAI KONSELOR DALAM MENGATASI MASALAH BELAJAR." *ADIBA: JOURNAL OF EDUCATION* 5 (2): 268–76.
- Putri, T. Ananda, Nia Wardhani, Yusraini, dan Zalifah Saura. (2026). "Analysis of the Effectiveness of the Contextual Teaching and Learning (CTL) Model in the

-
- Teaching of the Qur'an and Hadith to Eleventh Grade Students at MA Azzanjabil Buket Teukuh in Bireuen Regency." *Al-Afkar, Journal For Islamic Studies* 9 (1): 720–31. <https://doi.org/10.31943/afkarjournal.v9i1.2677>.
- Ryan, Richard M., and Edward L. Deci. 2000. "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions." *Contemporary Educational Psychology* 25 (1): 54–67. <https://doi.org/10.1006/ceps.1999.1020>.
- Susetiyo, A., dan Sutrisno. (2022). "Penanaman Nilai-Nilai Pendidikan Karakter Di Madrasah Ibtida'iyah Darul Ulum Kediri." *Jurnal Riset Madrasah Ibtidaiyah* 2 (2): 2. <https://doi.org/10.32665/jurmia.v2i2.544>.
- Ulinnuha, Yousa Ikhlashul Azro. 2021. "Pengaruh Pendekatan Contextual Teaching and Learning (CTL) terhadap Aktivitas dan Prestasi Belajar Siswa pada Mata Pelajaran Aqidah Akhlak di MTs Al Ma'arif 1 Tirtomoyo Wonogiri." Diploma, IAIN Ponorogo. <https://etheses.iainponorogo.ac.id/16298/>.
- Zaeni, R. A., Muhammad Fahrudin Nur, A. W. R., dan Nuril Mufidah. (2025). "Contextual teaching learning untuk peningkatan pembelajaran bahasa Arab." *Naskhi: Jurnal Kajian Pendidikan Bahasa Arab* 7 (1): 1–13.