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Developing a contextual teaching and learning-based module for Arabic vocabulary learning among madrasah Tsanawiyah students

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ABSTRACT

This study developed and evaluated a Contextual Teaching and Learning (CTL)-based module for improving Arabic vocabulary (mufradat) learning among Grade VIII Madrasah Tsanawiyah students. A Four-D model comprising Define, Design, Develop, and Disseminate stages was employed. The module was validated by three experts and assessed for practicality by four Arabic teachers and 30 students. Learning improvement was examined using a one-group pretest–posttest design and normalized gain. Expert validation yielded 96.94%, while teacher and student practicality scores reached 95.00% and 93.73%, respectively. Mean achievement increased from 60.00 at pretest to 90.33 at posttest, producing an N-Gain of 0.76 (high). The module demonstrated high validity and practicality and was associated with learning improvement in the trial group. Given the absence of a control group, these findings indicate effectiveness and require confirmation through controlled, multi-site studies.

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Introduction

Arabic occupies an important position in madrasah education because it supports both language competence and students' engagement with Islamic sources. At the Madrasah Tsanawiyah (MTs) level, Arabic instruction should therefore extend beyond declarative knowledge toward the meaningful use of language in relevant contexts. Vocabulary (mufradat) is particularly fundamental because insufficient lexical knowledge can constrain students' ability to comprehend and produce Arabic across language activities (Bahou, Maaloul, & Abbassi, 2017; Yuki et al., 2003). Contextualized instruction offers a potential means of addressing this challenge by linking vocabulary to situations in which words acquire functional meaning rather than being learned as isolated items. Previous studies have indicated that connecting Arabic learning materials with meaningful contexts can facilitate vocabulary understanding and language learning (Zaeni et al., 2025; Rofii & Huluk, 2026). Nevertheless, the

effectiveness of such an approach depends on the availability of instructional materials that systematically translate contextual principles into structured learning activities.

Preliminary analysis at MTsN 2 Payakumbuh City identified a mismatch between this pedagogical requirement and existing classroom practices. Arabic instruction remained predominantly dependent on textbooks, accounting for 79.3% of the learning resources reported, whereas worksheets (LKPD), technology-supported media, and contextual materials were less frequently used. Consequently, students had limited structured opportunities to discover vocabulary meanings, apply mufradat in authentic situations, collaborate, and reflect on their learning (Bruce, 2021; Rahmadi et al., 2026; Razman et al., 2022). Academic achievement also varied across the eleven Grade VIII classes, with an overall mean of 77.52 and class means ranging from 67.67 to 90.00, indicating heterogeneous learning achievement rather than direct evidence of vocabulary deficiency. The needs analysis further showed that 48.9% of students agreed and 25.9% strongly agreed that technology could support their Arabic comprehension, while 44.4% reported being motivated and 34.1% highly motivated to learn through technology-supported modules. These findings indicate a need for more structured, engaging, and context-sensitive instructional materials, although students' positive perceptions of technology alone do not establish the effectiveness of a CTL-based module.

Contextual Teaching and Learning (CTL) provides a relevant pedagogical framework because it positions learners' experiences and real-life contexts as resources for constructing and applying knowledge. In Arabic education, Kurniati et al. (2021) demonstrated the relevance of CTL for Arabic instruction, while Triani and Putra (2023) examined its implementation in contextual Arabic learning. More recently, Zaeni et al. (2025), through a systematic literature review, reported that CTL has been associated with improvements in Arabic learning outcomes, including speaking, writing, and vocabulary mastery. However, existing studies have largely examined CTL as an instructional approach rather than translating its components into a structured module specifically designed for mufradat learning. This distinction is important because contextual vocabulary learning requires not merely presenting vocabulary alongside everyday examples, but organizing activities that enable students to construct meaning, investigate word use, interact with peers, observe language models, reflect on learning, and demonstrate vocabulary use through meaningful assessment (Bahou, Maaloul, & Boughariou, 2017; Belhoucine et al., 2021; Huwari, 2019).

Research on Arabic instructional materials has simultaneously moved toward more interactive, structured, and technology-supported resources. Choiruman and Fahyuni (2026) developed an interactive Arabic module using Live Worksheet for junior high school students, whereas Susanti and Baroroh (2025) developed a HOTS-oriented Arabic e-module integrating digital technology through the 4D model. These studies demonstrate the potential of systematically developed modules to respond to students' learning needs; however, their pedagogical focus differs from the explicit integration of CTL into mufradat instruction. Existing research has not sufficiently demonstrated how the seven CTL components constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment can be operationalized as an interconnected sequence of vocabulary-learning activities for Grade VIII MTs students. Accordingly, the present study addresses a pedagogical and product-development gap by embedding these components into contextual vocabulary tasks, individual and collaborative activities, exercises, reflection, assessment, and teacher guidance rather than treating CTL merely as a general classroom strategy.

Based on this gap, the study develops a CTL-based Arabic vocabulary module designed to provide systematic learning experiences in which mufradat is connected with students' everyday contexts and actively used through inquiry, interaction, modeling, practice, and reflection (Brata et al., 2022; Johnny et al., 2025). The contribution of the study lies not simply in incorporating the seven established components of CTL, but in operationalizing them within a coherent module structure specifically for Grade VIII Arabic vocabulary learning and complementing the student module with teacher implementation guidance. This contextualized design is expected to provide a more structured bridge between CTL principles and vocabulary-learning practices in the MTs setting. Therefore, this study aims to develop a CTL-based Arabic vocabulary module for Grade VIII students at MTsN 2 Payakumbuh City and to evaluate its validity and practicality, as well as examine changes in students' learning outcomes following its implementation.

Methods

This study employed a Research and Development (R&D) design using the Four-D (4D) model proposed by Thiagarajan, Semmel, and Semmel (1974), comprising Define, Design, Develop, and Disseminate stages. The model was selected because its sequential framework enables instructional products to be developed from needs identification through design, expert evaluation, revision, user testing, and dissemination. The study was conducted at MTsN 2 Payakumbuh City from February to May 2026 during the 2025/2026 academic year. The target population comprised 330 Grade VIII students distributed across 11 classes. A limited trial involved one class of 30 students; however, because the study was intended as an initial product trial rather than a population-level effectiveness study, the findings were interpreted specifically within this trial context. Four Arabic teachers participated in the practicality assessment, while three experts representing Arabic learning materials, instructional media, and language evaluated the module.

The development followed the four stages of the 4D model. During Define, preliminary analysis, learner analysis, task analysis, concept analysis, and formulation of learning objectives were conducted to identify instructional needs and characteristics relevant to mufradat learning. During Design, the module structure, learning objectives, concept maps, contextual vocabulary materials, CTL-based individual and collaborative activities, exercises, reflection tasks, assessments, and teacher guidance were prepared. The seven CTL components constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment were operationalized throughout these activities. During Develop, the prototype underwent self-evaluation, expert validation, revision, and limited classroom implementation. Product validation covered content, media, and linguistic quality using a four-point scale. Practicality was evaluated by four teachers through an 11-item questionnaire and by 30 students through a 10-item questionnaire using a five-point Likert scale. During Disseminate, the revised student module and teacher manual were introduced for limited use at the participating school; therefore, dissemination was restricted to the study setting rather than representing broad-scale implementation.

Data were collected using expert-validation sheets, teacher and student practicality questionnaires, and a learning-outcome test administered before and after module implementation. The instruments were reviewed for clarity of instructions, item relevance, indicator alignment, assessment scales, language, and statement construction before data collection. Validation and practicality scores were converted into percentages and interpreted according to the predetermined feasibility criteria. Changes in student learning outcomes were examined using a one-group pretest–posttest design involving the same 30 students and quantified using normalized gain (N-Gain), calculated from pretest and posttest scores. Because no control group was included, the analysis was intended to determine the magnitude of learning improvement within the trial group rather than establish a causal effect of the CTL-based module. Accordingly, conclusions regarding learning outcomes were restricted to the participants and instructional context examined in this study.

Results and Discussions

Product Development Results

The development of Arabic learning modules based on Contextual Teaching and Learning (CTL) resulted in two main products, namely student modules and teacher manuals. Development was carried out through four stages of the Four-D model, namely Define, Design, Develop, and Disseminate. In the Define stage, needs analysis showed that the learning materials used were still dominated by package books (79.3%), while the use of LKPD was recorded at 23.7%. As many as 99.3% of students wanted more interesting learning resources. In addition, 48.9% of students agreed and 25.9% strongly agreed that technology can help Arabic comprehension. These findings are the basis for designing learning materials that are more contextual, systematic, and in accordance with the characteristics of students.

In the Design stage, the module is designed by integrating seven main components of CTL, namely constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment. The mufradat material is not only presented in the form of vocabulary lists, but is placed

in situations close to the student's life, such as the school environment, home, social activities, and the context of "Visiting the Sick". The module is also equipped with learning objectives, instructions for use, materials, learning activities, exercises, evaluation, and reflection. The teacher handbook is developed to help teachers carry out the stages of CTL learning in a more targeted manner.

The Develop stage produces products that go through self-evaluation, expert validation, revision, and limited trials. Revisions are carried out based on validator input, including improving page numbers in the table of contents, removing unedited placeholder parts, and improvements to several aspects of presentation and language. The Disseminate stage is carried out on a limited basis through the delivery of student modules and teacher manuals to Arabic teachers and schools to be used as alternative learning materials.

Module validation results

Product validation was carried out by three validators, namely material experts, media experts, and linguists. The assessment used a scale of 1–4. The validation results showed that the subject matter experts gave a score of 40 out of a maximum score of 40 or 100.00%; media experts gave a score of 19 out of a maximum score of 20 or 95.00%; while linguists gave a score of 46 out of a maximum score of 48 or 95.83%. The average percentage of the three validators was 96.94%. The results showed that the module met the valid criteria from the material, media, and language aspects.

Table 1. Module Validation Results

Validator	Number of Items	Scores Obtained	Score Maximum	Percentage
Material Expert	10	40	40	100%
Media Member	5	19	20	95%
Linguist	12	46	48	95,83%
Average	27	105	108	96,94%

The high validation score indicates that the content of the module is in accordance with the learning objectives and characteristics of the Arabic language material in grade VIII. The presentation aspect is assessed systematically because the module contains instructions, objectives, materials, activities, exercises, evaluations, and reflections. In terms of language, the validator assessed that the use of language is relatively easy to understand and in accordance with the characteristics of the students. These results show that the integration of context in the presentation of mufradat can be done without reducing the learning structure required in the module.

These findings are in line with Kurniati et al. (2021) who discuss the relevance of the CTL model in Arabic language learning. Haryono and Hikmah (2023) also reported the application of CTL in Arabic learning to support learning outcomes. Meanwhile, Susanti and Baroroh (2025) showed the systematic development of Arabic language learning materials through HOTS-based e-modules and digital technology. Thus, the results of this research validate that the quality of teaching materials is not only determined by the completeness of the material, but also by the suitability of the presentation with the learning needs and characteristics of students.

Practicality Test Results

The practicality test was carried out by involving four Arabic teachers and 30 students. The results of the teacher's assessment obtained a percentage of 95.00% and were included in the very practical category, while the student assessment obtained a percentage of 93.73% and was also included in the very practical category. The results showed that the module could be used relatively easily in learning activities.

Table 2. Results of the Practicality Test

They respond	Quantity	Percentage of Practicality
Arabic Teacher	4 people	95.00% (Very Practical)
Students	30 people	93.73% (Very Practical)

From the teacher's perspective, the practicality of the module can be seen in the availability of complete learning components, ranging from objectives, materials, activities, exercises, to evaluation.

The teacher's handbook also provides guidance in implementing CTL activities so that teachers do not need to prepare all learning tools separately. From the perspective of students, materials equipped with contextual examples, illustrations, exercises, and learning activities help make the modules easier to use and understand.

The high response to practicality can also be understood from the character of CTL which connects the material with the real experience of students. In mufradat learning, vocabulary is placed in a situation that allows students to understand its meaning as well as its use. This is in line with Rofii and Huluk (2026) who emphasize the importance of contextualizing vocabulary in learning Arabic. These findings also support Belanisa et al. (2022) who developed interactive e-modules in Arabic learning.

Effectiveness Test

The effectiveness of the module was tested on 30 students using a one-group pretest-posttest design. The average pretest score before the use of the module was 60.00, while the average posttest score after learning using the module increased to 90.33. Thus, there was an average increase of 30.33 points. The normalized gain calculation resulted in an N-Gain value of 0.76 which is in the high category based on the criteria used in the study.

Table 3. Effectiveness test results

Measurement Stage	Number of Students	Friendly
Pretest	30	60,00
Posttest	30	90,33
Improvement	30	30.33 points
N-Gain	30	0.76 (high)

The improvement showed that after participating in learning with CTL-based modules, the abilities measured through the learning outcome test experienced positive changes in the trial group. Pedagogically, these results can be attributed to the character of the module that does not present mufradat as a separate memorization, but directs students to connect vocabulary with context, find meaning, use words in sentences, discuss, practice, and reflect. The series of activities provides more opportunities for learners to process and use vocabulary in meaningful situations.

The results of this study are in line with Haryono and Hikmah (2023) who reported on the application of CTL in Arabic learning to support learning outcomes. Triani and Putra (2023) also show that context-based Arabic learning provides space for the relationship of material with students' experiences. Zaeni et al. (2025) through a study of contextual teaching learning in Arabic language learning also shows the use of contextual approaches to support various Arabic learning outcomes.

The findings demonstrate that the developed module achieved high scores for validity and practicality while students showed substantial improvement in learning outcomes following its implementation. Expert validation reached 96.94%, whereas teacher and student practicality assessments were 95.00% and 93.73%, respectively. These results indicate that the module was considered appropriate in terms of content, presentation, language, and classroom usability within the study context. The findings are consistent with Kurniati et al. (2021), who highlighted the relevance of CTL to Arabic instruction, and Susanti and Baroroh (2025), who demonstrated the importance of systematically designed and validated modules in Arabic learning. However, validity, practicality, and learning improvement represent different dimensions of product quality; therefore, their high values should not be interpreted as evidence of a statistical relationship among these constructs (Al–Anzi & Thankaleela, 2025; Allouzi & Ewaidat, 2025; Sobhy et al., 2025; Zhu et al., 2025).

The pedagogical contribution of the module lies in operationalizing the seven CTL components as an interconnected sequence of mufradat learning activities rather than merely incorporating CTL as a general instructional label. Constructivism activates students' prior knowledge, inquiry and questioning encourage them to discover and clarify word meanings, and the learning community enables vocabulary to be negotiated through peer interaction. Modeling provides examples of appropriate language use, while reflection encourages students to consolidate newly acquired vocabulary and authentic assessment evaluates its application in meaningful tasks. This structure shifts mufradat learning from isolated memorization toward contextualized vocabulary use. Such an interpretation is consistent with Rofii and Huluk (2026), who emphasized contextualization in Arabic

vocabulary learning, and with Triani and Putra (2023), who showed the relevance of connecting Arabic learning materials with learners' experiences.

The increase in mean scores from 60.00 at pretest to 90.33 at posttest, accompanied by an N-Gain of 0.76, indicates substantial learning improvement within the trial group. This pattern is consistent with Haryono and Hikmah (2023), who reported positive learning outcomes following the implementation of CTL in Arabic instruction, and Zaeni et al. (2025), whose review identified the potential of contextual approaches to support vocabulary and other Arabic language competencies. Nevertheless, the present findings extend these studies by embedding CTL principles directly within the structure and activities of a mufradat module supported by teacher implementation guidance. The contribution therefore lies not in proposing new CTL components, but in translating established CTL principles into a coherent instructional product specifically designed for Grade VIII Arabic vocabulary learning (Asli-Badarneh, 2026; Golfetto, 2026; Pietrzak, 2026; Sonbul et al., 2026).

The improvement in learning outcomes should nevertheless be interpreted cautiously because the study employed a one-group pretest–posttest design without a comparison group. Consequently, the observed change cannot be attributed exclusively to the CTL-based module, as repeated testing, teacher influence, classroom interaction, student familiarity with the assessment, or other instructional factors may have contributed to the posttest improvement. Moreover, the trial involved only 30 students from one class at a single madrasah, which limits the external validity of the findings. The use of one expert for each validation domain also restricts assessment of inter-rater consistency. Future studies should therefore examine the module using larger and more diverse samples, multiple schools, multiple validators for each domain, and controlled or quasi-experimental designs accompanied by inferential statistics and effect-size estimates (Alkasirah et al., 2026; Dimyathi et al., 2025; Giaber, 2018; Mosleh et al., 2025). Such evidence would provide a stronger basis for determining the effectiveness and transferability of the CTL-based module across different Arabic-learning contexts.

Conclusions

This study developed a CTL-based Arabic vocabulary module that systematically operationalizes constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment into contextual mufradat learning activities for Grade VIII Madrasah Tsanawiyah students. The findings demonstrate that the module achieved high validity and practicality, indicating its appropriateness for use within the investigated instructional context. Students also showed substantial improvement in learning outcomes following module implementation, with a high normalized gain. The principal contribution of the module lies in transforming CTL principles into structured vocabulary-learning experiences that connect mufradat with students' everyday contexts rather than emphasizing isolated memorization. Nevertheless, because the module was tested on only 30 students from one class without a control group, the observed improvement cannot be attributed exclusively to the intervention or generalized beyond the study setting. Further controlled, multi-site studies with larger samples are therefore required to establish its effectiveness and broader applicability.

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