PENERAPAN MODEL CONTEXTUAL TEACHING AND LEARNING (CTL) DALAM PEMBELAJARAN BAHASA ARAB UNTUK MENINGKATKAN HASIL BELAJAR

THE APPLICATION OF THE CONTEXTUAL TEACHING AND LEARNING (CTL) MODEL IN ARABIC LANGUAGE LEARNING TO IMPROVE THE LEARNING OUTCOMES

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Articles Information	Abstrak
	Penelitian ini bertujuan untuk mendeskripsikan peningkatan hasil belajar belajar melalui model pembelajaran belajar mengajar kontekstual dalam pembelajaran bahasa Arab. Jenis penelitian ini adalah penelitian deskriptif kuantitatif, dengan melakukan tindakan kelas dengan dua siklus tindakan. Hasil penelitian ini menunjukkan bahwa penerapan model Contextual Teaching And Learning (CTL) dapat meningkatkan kemampuan bahasa lisan dan tulisan. Hasil belajar siswa pada kondisi awal hasil belajar bahasa Arab lebih rendah dengan nilai rata-rata 66,2. Setelah melakukan tindakan dengan menerapkan model pembelajaran Contextual Teaching And Learning (CTL), hasil belajar bahasa Arab semakin membaik, yaitu pada siklus I dengan nilai rata-rata 73 dan setelah diberikan perlakuan pada siklus II hasil belajar bahasa Arab sangat baik dengan nilai rata-rata 83 di atas skor rata-rata. Dengan demikian, penerapan model pembelajaran Contextual Teaching And Learning (CTL) dapat meningkatkan kemampuan bahasa lisan dan tulisan dalam setiap siklusnya.
	Abstact This study aims to describe the improvement of learning outcomes through the Contextual Teaching and Learning model in learning Arabic. This type of research is quantitative descriptive research, conducted by conducting classroom action with two cycles of action. The results of this study indicate that the application of the Contextual Teaching and Learning (CTL) model can improve oral and written language skills. Student learning outcomes in the initial conditions of Arabic learning outcomes are lower, with an average value of 66,2. After taking action by applying the Contextual Teaching And Learning (CTL) learning model, the results of learning Arabic have improved, namely in the first cycle with an average value of 73, and after being given treatment in the second cycle, the Arabic learning outcomes are very good with an average value of 83, above the average score. Thus, the application of the Contextual Teaching and Learning (CTL) learning model can improve oral and written language skills in each cycle.

INTRODUCTION

Language is a skill that humans have in order to have a dialogue with other humans using a language code consisting of 2 aspects, namely the aspect of spoken language and the aspect of written language. Spoken language skills are obtained from listening and discussing activities, while written language skills are obtained from reading and listening activities. Language learning is applied at SMP Muhammadiyah 2 Taman Sidoarjo.

In Arabic learning, many problems arise, especially those related to low assessment results. To improve the quality of Arabic learning, we need to make an effort, for example, by learning and applying models that are in accordance with the learning process so that later high/maximum assessment results are obtained.

The learning process of teachers is expected to understand the learning model and be able to use it in the classroom. In other words, the success of the educational process depends largely on the teacher and the educational process that students try in the classroom. As Widagdo found, the implementation of metote Communicative Language Teaching can increase students' active speaking skills in the learning process of English courses at PGSD based on the conservation of character values (language) (Widagdo 2018). Other learning that is considered relevant and easier for students includes contextual teaching and learning (CTL) learning. According to Hanik, using the observation method can increase student learning achievement in the Basic Ecology course, especially the topic of population and diversity of birds(Hanik, Harsono, and Nugroho 2018).

Looking at the facts in the field, the quality of Arabic language education is currently too low, and therefore it has not achieved the target requested seriously and sufficiently. Success in achieving educational goals is still lacking due to teachers' not understanding of the subject matter as well as a lack of good classroom management. The teacher's low attention to learning can lead to a lack of student development in understanding, explaining, and analyzing the Arabic learning being studied. Things like this cannot be allowed to continue, and it is necessary to hold practice activities regularly and in sequence to make students better than students who are just given explanations without being followed by regular follow-ups.

The inaccuracy of teachers in choosing a learning model can cause students to be bored, less interested, and less motivated in teaching and learning activities. As a result, student achievement falls far short of expectations. This can be seen from the learning achievements of class VIII students at SMP Muhammadiyah 2 Taman, which are still below the specified standards. During the learning process, students were silent as if paying attention, but when given a question they could not answer. Even when they were all working on it, strangely enough, when told to explain what was written on the answer sheet, they could not explain. This suggests that the learning process is less acceptable to students, so they do not

understand and do not understand the material discussed at that time. So far in the learning process, there have been many problems that the teacher has had to solve, such as students who don't pay much attention when the teacher explains something.

The right learning model needs to be explored by teachers to maximize students' proper learning. To understand the meaning contained in the text so that they can understand the content of the reading properly and correctly, one needs to use the right method. The skills of reading and speaking Arabic at SMP Muhammadiyah 2 Taman are still not optimal due to the lack of appropriate methods used by Arabic teachers. Students are not fluent in reading and romanticizing in Arabic, do not understand the technique of reading Arabic writing and punctuation, have not memorized, and still do not easily distinguish letters from one another. In the learning process, it still uses the old ways of teaching by using lecture procedures so that learning tends to be boring and uninteresting.

Because the education method has an important investment aimed at encouraging teaching and learning activities, especially Arabic language education, Arabic language education requires more continuity relationships between students and teachers in order to understand Arabic appropriately. Compulsory education is guided by teaching and learning activities that are in direct contact with student learning. Education that is required is based on what students have to do as people who can help others.

Seeing this reality, the author tried to participate in solving problems by conducting classroom action research using the Contextual Teaching and Learning (CTL) model. In this CTL model, students will be given the subject matter around them. Even students can learn inside and outside the classroom by observing what is in the surrounding environment. So, based on what was said in the background, "The Application of the CTL Model in Arabic Language Learning to Improve Student Learning Outcomes" will be the title of a detailed discussion of the topic.

METHOD

This research method uses a quantitative descriptive method that aims to explain a phenomenon using numbers that describe the characteristics of the subject to be studied. The subjects of the study were class VIII students of SMP Muhammadiyah 2 Taman, consisting of 18 male students and 19 female students, for a total of 37 students. The research was done at SMP Muhammadiyah 2 Taman Sidoarjo Regency, which is on Jl. Belakang Pasar Lama No.135, Sepanjang, Wonocolo Village, Taman District, Bebekan, Sidoarjo Regency.

Research time and learning improvement time are carried out in the first semester (I) of the 2022/2023 Academic Year. The first cycle will be held from July to August 2022, and the second cycle will be held

from August to September 2022. The design of learning improvement procedures in general has steps for conducting classroom action research (PTK), which can be described as follows:

Picture 1 PTK Procedure (Resource : Kemmis &Taggert,1991)
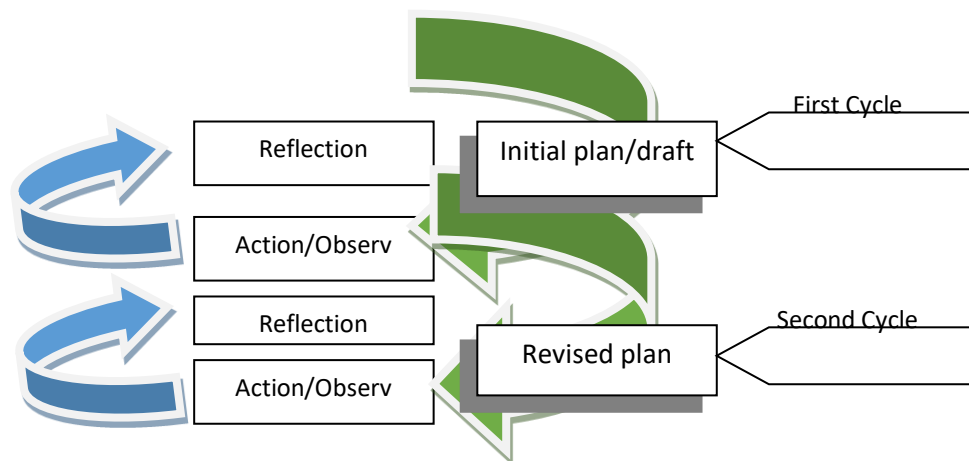
Description of The Cycle

The research plan for the Contextual Teaching and Learning (CTL) model in Arabic aims to improve the learning process so that it can improve student learning outcomes. Research procedures in learning are carried out in accordance with the established flow. The writing process is compiled based on data and notes made when carrying out learning activities during research and the results of discussions with colleagues as observers or observers.

1. Learning improvement procedures

   The learning improvement procedure is as follows:

   a. The first cycle of learning improvement planning

      1. Planning Stage

         At the planning stage of this research, the activities that need to be carried out are to compile learning tools, which include:

         a. Make student worksheets.

         b. Assessment tools

         c. The Teacher Performance Appraisal Tool (APKG)

         d. The CTL model tools and materials

      2. Implementation stage

         This activity includes actions carried out by researchers as an effort to build a deeper understanding of student concepts and observe the results or impacts of the CTL model.

      3. In reflection, the researcher examines, sees, and considers the results of the actions carried out based on the width of the observations filled in by the observer.

4. The next round is when the new plan, which was changed based on what observers thought, will be put into action.

Observation is divided into two rounds, namely round 1 (one) and round 2 (two). In each round, there are always 4 stages, namely: planning, implementation, observation and observation, and reflection.

Data Analysis Techniques

The data analysis technique used in this study is to use quantitative descriptive. After processing the data, they then compile the collected data so that a conclusion is reached that can be accounted for. In this case, the researcher analyzes the percentage of student learning completion after the learning process takes place, and it is calculated with the following formulation:

N proses = $\underline{\text{the number of average scores obtained}}$ x 100

max score amount

N report = $\underline{\text{the number of scores obtained}}$ x 100

max score amount

NA = process value + report value (according to the signs of practicum assessment)

The indicators of success in this study are as follows:

1. The completion of classical student learning outcomes reaches > 80%.
2. Teacher activity in learning activities reaches > 80%.
3. Student activity in learning activities reaches > 80%.

Data Reduction

The reduction of data used by the author is the taking of the results of data analysis that is mainly and summarized to produce relevant presentations. Data reduction has two stages, namely data presentation and drawing conclusions. This paper uses a quantitative descriptive model by interviewing in-depth informants of students during Arabic lessons before using CTL and after using CTL. The research data sets are grouped to be processed and analyzed, including data using questionnaire techniques, in-depth interviews, Arabic language education literature studies of students using the CTL method, and RPP Arabic Language Education using the CTL type model.

RESULT AND DISCUSSION

Contextual Teaching and Learning (CTL) Model

Johnson (Jhonson, 2007) said the CTL method is an educational system that spurs the brain to acquire meaning by connecting the education and life of the learners CTL is a method of education where

students will pass through useful education at a time when the classroom is made so that students not only gain knowledge but can explore what has been learned.

The CTL has 8 components, including: a) using useful interactions; b) carrying out useful activities; c) carrying out teaching and learning individually; d) carrying out mutual giving and receiving; e) thinking logically and innovatively; f) personal guidance; g) striving for completeness; and h) using accurate evaluations.

Education that ties together theory, personal experience, and facts from the field can encourage students to be curious and learn more about the material. Educators can help guide and support students so that their education is more relevant to the material and their own lives.

Arabic Language Learning

The process of learning reading and writing skills is very much needed to exchange skills from Indonesian to Arabic so that students understand the meaning contained in the text and so that they can understand the content of the reading properly and correctly. The Arabic reading and dialogue skills of students at SMP Muhammadiyah 2 Taman are still low, such as students who are not fluent in reading and chromating in Arabic, do not know the techniques of reading Arabic, do not know the punctuation marks, have not memorized and it is still not easy to distinguish letters from one another. In the learning process, it still uses the old ways of teaching by using lecture procedures so that learning tends to be boring and uninteresting. Efforts to improve the skills of note-taking, reading, and dialogue Teachers choose the CTL Model cooperative learning model.

Students can practice four language skills, namely: Istima' (listening), Nadzara (hearing), Qiro'ah (reading), and Kitabah (talking). Communication skills so that students can say what they feel and talk to each other in Arabic. The quality of Arabic language education is currently too low, and therefore it has not been achieved the target requested seriously and sufficiently. Success in achieving educational goals is still lacking due to teachers' not understanding of the subject matter as well as a lack of good classroom management. The low attention of teachers to learning can lead to a lack of student development in understanding, explaining, and analyzing the Arabic learning being studied. And this kind of thing cannot be allowed to continue. Meanwhile, regular and continuous training activities have an effect on shaping students better than students who are only given explanations without being followed up by regular follow-ups.

As a result, teachers' mistakes in choosing learning models can cause students to be bored, less interested, and less motivated in teaching and learning activities so that education makes them unhappy and unsatisfied, and as a result, student achievement is far from expected. This can be seen from the learning

achievements of class VIII students at SMP Muhammadiyah 2 Taman, which are still below the specified standards. During the learning process, students were silent as if paying attention, but when given a question they could not answer. Even when they were all working on it, strangely enough, when told to explain what was written on the answer sheet, they could not explain.

This suggests that the learning process is less acceptable to students, so they do not understand and do not understand the material discussed at that time. In the learning process that occurs during this time, many problems arise that must be overcome by the teacher, as students also tend to be passive. It is very possible for students to feel bored with the given learning model.

Seeing this reality, the authors tried to overcome it by conducting class action research using the CTL model. In this CTL model, students will be given the subject matter around them. Even students can learn inside and outside the classroom by observing what is in the surrounding environment.

Because the education method has a large investment in order to encourage teaching and learning activities, especially Arabic language education, until it is completed according to the expectations that have been discussed, Education is the real relationship between students and the surrounding nature. Compulsory education is guided by teaching and learning activities that are in direct contact with student learning. Education that is required is based on what students have to do as people who can help others.

Arabic language education actually requires the participation of students face-to-face in teaching and learning activities, as well as the CTL education method. The lasting participation of students in educational activities can increase students' participation with more confidence and can communicate using Arabic and learn according to experiences in everyday life.

Countermeasures are carried out in the face of obstacles through the application of fun learning models and contextual learning models so that students' interest in participating in the learning process is very enthusiastic and the results of learning Arabic will be better. Based on the background description above, So, in this study, a problem can be formulated, namely "Whether the application of the CTL model in Arabic language learning can improve the learning outcomes of class VIII students at SMP Muhammadiyah 2 Taman Sidoarjo."

This research is to find out the results of the CTL method of Arabic language education in class VIII of SMP Muhammadiyah 2 Taman Sidoarjo. The results that a person achieves after carrying out learning activities According to Suryabrata cited by Muhari (1983), learning outcomes are the last learning outcomes achieved by the student after he has carried out the best learning activities within a certain period of time at school.

Meanwhile, according to Suharsimi Arikunto (Arikunto 2005), the value of learning outcomes should reflect the degree to which the student has been able to achieve the goals set by each field of study. Based on the description above, it is increasingly clear that learning outcomes are a result that is optimally achieved in the form of mastery skills or skills obtained from learning activities at a certain time. A person is said to be outstanding in learning if he is able to achieve the maximum result from what has been done in accordance with the intended goal. Because the characteristic factors of each individual are different, both internal and external, the success rate of each individual will be different. Diligent effort or tenacity in learning greatly affects a person's learning outcomes.

Assessment of learning outcomes is a series of lifting an ability by measuring learning activities at each stage. Therefore, what must be considered is the benefits obtained from the activity. In the unit-level curriculum, assessment is carried out through a class-based assessment (PBK) approach, which is integrated into classroom learning. An assessment of the student's learning progress is carried out during the learning process. The assessment is carried out in an integrated (inseparable) manner from the learning activities so that the assessment is not only carried out at the end of the period. Learning progress is judged by the process, not just the results (products).

Rohani (Ahmad and Ahmadi 2004b) argues that "the assessment of the learning process is carried out by the teacher as an integral part of the teaching itself. This means that assessment must be inseparable from the preparation and implementation of teaching. "Process assessment aims to assess the effectiveness and efficiency of learning activities as material for the improvement and improvement of the program and its implementation". Assessment of learning outcomes can be done in various ways, such as deed tests (performance), written tests, assignments (projects), attitude scales, portfolios, and deliverables (products). Thus, the scope of assessment can be carried out both on learning outcomes (end of activities) and in the learning process. Assessment results can be realized in the form of values with quantitative measures or in the form of qualitative descriptive comments (Pusat Kurikulum, 2003). Based on what has been said so far, it is possible to say that learning outcomes show what students have learned after they have done learning activities for a certain amount of time.

Factors Affecting Learning Outcomes

Student learning outcomes are influenced by two main factors, namely factors from within the student and factors that come from outside the student, or environmental factors. Factors from within the student's main concern the abilities that the student has. This factor has a huge influence on the learning outcomes that students will achieve. Sudjana Sinar (2010 Sudjana).

Baru Algesindo revealed that student learning outcomes in schools are 70% influenced by student abilities and 30% influenced by the environment. The quality of teaching is the high effectiveness of the

learning process in achieving professional goals. This opinion is in line with Bloom's theory of school learning, which states that there are three main variables in the theory of learning in schools, namely individual characteristics, quality of teaching, and student learning outcomes.

Caroll (Carroll and Mack 1985) argues that student learning outcomes are influenced by five (five) factors, namely: 1) learning aptitude, 2) time available to learn, 3) individual ability, 4) teaching quality, and 5) environment. The first four of the five factors have to do with the student's abilities, while the last one, which has to do with the environment, has nothing to do with the student. While Sudjana (Sudjana 2010) argues that there are two factors that contribute to learning outcomes, namely:

a. Factors from within the student, especially the abilities he has.
    The ability factor possessed by this student has a great influence on the learning outcomes achieved. In addition, there are other factors such as learning motivation, student interests and attention, student attitudes and habits of study, perseverance, socioeconomic, physical, and psychological factors.

b. Factors that come from outside the student's self or the environment
    In addition to internal and environmental factors, there are other factors that also determine student learning outcomes, namely the approach to learning. It deals with the learning efforts made by students, which include learning strategies and models. These three factors are, in many ways, interrelated and affect each other.

Referring to the opinions above, which concern the condition of the learners, according to the researcher, the things that support in the form of inner encouragement, discipline, tenacity, resilience, and patience in students who participate in controlling the improvement of learning.

The results and discussions based on data obtained from the results of research carried out on grade VIII students of SMP Muhammadiyah 2 Taman Sidoarjo, which were carried out from July to September 2022, consisted of two (two) cycles.

A. First Cycle

a. Planning

In this cycle, teachers plan to use a CTL-type learning model on the subject matter of press. This activity begins with making a RPP about press, preparing a flat press, preparing observation sheets, tasks that must be done by groups, questions for formative tests, and determining students' basic scores based on quiz scores at past meetings for the basis of group formation.

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b. Implementation

Initial Activities

The teacher invites students to language skills activities, including Istima', Nadzara, Qiro'ah, and Kitabah. Then the teacher explains the completeness of education by asking, "What do you feel when you are doing language learning, including: Istima', Nadzara, Qiro'ah, and Kitabah?"

Main Activities

Educators hold group discussions with learners on Arabic language proficiency skills, namely: Istima', Nadzara, Qiro'ah, and Kitabah, by paying attention to the teacher teaching. The teacher showed Arabic skills, namely: Istima, Nadzara, Qiro'ah, and Kitabah. Students who are not clear are allowed to ask questions. Then each student sits down according to the group that has been formed. The teacher shares the tasks that should be discussed in the group. The student has a discussion in his group, then one of the groups represents him for the presentation. The teacher helps the students make a summary.

Final Activities

Teachers share quiz questions that must be done by each student in the group, and they are not allowed to work together, even with their group of friends.

c. Observation

Observations were made by peers with the following observations:
1) At the beginning of the activity, there were still many students who were crowded and did not pay attention.
2) In the discussion activity, there were one or two children who did not participate in the discussion to complete the tasks given by the teacher. They were cool with themselves. The group discussion was still dominated by certain students only.
3) At the time of the presentation, only certain students dared to express their opinions; others just sat quietly; and when doing quizzes or tests, there were still many students who could not do well.

Test Score Results/First Cycle Test:

No	Student Name	Initial Score	First Cycle	Improvement Score	NA	Finished
1	Ade Nataredja	50	50	0	50	TT
2	Aldo Harwinta Putra	70	75	5	75	T
3	Alexander Destyan Al Khalif	69	79	10	79	T
4	Alief Rachmaddian Santoso	55	60	5	60	TT
5	Bayu Aji Setia	65	68	3	68	TT
6	Ditto Tristan Indyatma	65	70	5	70	TT
7	Faiq Abdullah Dee Ramadhan	70	72	2	72	TT
8	Fashihul Adhani Amrullah	55	75	20	75	T
9	M. Arya Arman Mufti	70	80	10	80	T
10	M. Farel Rio	60	70	10	70	TT
11	M. Satria Wiratama Riyanto	65	67	2	67	TT
12	Muhammad Aziz Nur Setiawan	65	70	5	70	TT
13	Muhammad Fauzan Raditya Pradana	75	80	5	80	T
14	Ragyel Yuliansyah	75	75	0	75	T
15	Reynard Cleon Asmadi	60	75	15	75	T
16	Rifat Athallah Nugraha	65	75	10	75	T
17	Sultan Anjasmara Prasetyo	70	78	8	78	T
18	Zidan Firstian Pandora	58	70	12	70	TT
19	Aisyah Azzahra Salsabila	75	75	0	75	T
20	Aqila Irdina Yudi	75	78	3	78	T
21	Aurellya Armadi Jaya	45	65	20	65	TT

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22	Azzelia Reynanda Al-Syifa	65	75	10	75	T
23	Bella Yoanah Syahirah	70	78	8	78	T
24	Bilqis Niquita Salma Lumintu	65	75	10	75	T
25	Bintang Andromeda Cahya Kirana	70	70	0	70	TT
26	Bunga Azzahra Firdaus Rahmatullah	70	74	4	74	TT
27	Fainka Rafitri Fauzi	75	75	0	75	T
28	Fitri Amalia	65	75	10	75	T
29	Jasmine Ajiyazura Bigle	75	80	5	80	T
30	Keysha Dinar Sahira	75	75	0	75	T
31	Niken Maharani	60	75	15	75	T
32	Novia Nur Agustina	65	75	10	75	T
33	Raisa Putri Aqila	70	78	8	78	T
34	Rr. Sang Tiara Wahyu Cakra Kusuma	70	75	5	75	T
35	Syaza Aurelia Ramadhani	69	79	10	79	T
36	Tiara Chelsea Maydina	55	60	5	60	TT
37	Vinola Selinda Rudiansyah	75	78	3	78	T
	Amount	2451	2704	253	2704	

Information

KKM = 75

TT (Incomplete) = 13

T (Complete) = 24

First Diagram

Test Score Results/First Cycle Test:
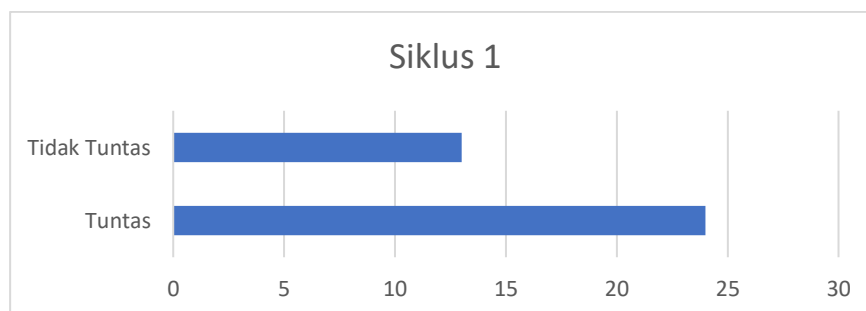
d. Reflection

Based on the results of observations, it is necessary to make the following improvements:

a) Teachers should explain the learning goals in detail so that students know what they will learn from the process of learning.

b) The teacher digs deeper into the students' initial knowledge by relating it to daily life to attract interest and increase student motivation because they understand the benefits and uses of learning the subject Matter Press Flat.

c) Before the discussion, the teacher should explain the rules of the game in the discussion, namely that each student in the group is responsible for the success of his group, meaning that those who "can" must teach the "can't", and when doing quizzes or tests, there is no help for each other, even though friends in a group, so when doing the quiz each student must be independent.

Thus, it is hoped that in group discussions there will be no students who mess around or do not pay attention or do not actively discuss, because if it is still done, then the students will not be able to do the quiz properly and correctly. The teacher's incomprehension by not explaining the role and meaning of cooperation in the group causes students not to do group work well and results in only some students really paying attention and getting good grades. Based on the data above in First Cycle Scores: There are 24 students who have not completed learning Arabic, while those who have not completed 13 students are obtained. The average score in one class is 73. with a completion rate of 64%. If the classroom isn't 80 percent done, then the learning isn't done and the next step is to do a Cycle 2 Test.

B. Second Cycle

a. Planning

In the second cycle, teachers try to overcome the obstacles experienced in the first cycle. Teachers plan lesson plans that can arouse student activity, student interest, and student cooperation in groups. The teacher hopes that this way of learning will lead to a good environment where people work together to solve problems and where each student is responsible for himself and his group.

b. Implementation

Initial Activities

The teacher reminded the students of the problems with Arabic activities, namely: Istima', Nadzara, Qiro'ah, and Kitabah. After the treatment of the CTL learning model, it turned out that many students were enthusiastic about answering, the teacher related an easy way to learn Arabic. As in recent times, it is being studied.

Main Activities

The teacher prepares two groups in the class for Arabic lessons. Students who try to place and record objects around them and record what they see. Students are not clearly allowed to ask questions or see the results for themselves, and previously, the teacher has explained to the students that each student has a responsibility to himself and to his group. Students should pay close attention to the explanation of the material and to group work. Students who can already have to teach students who can't yet. So that in one group there is not a single member who feels that they can not, and this is important later for individual quizzes or tests, where each student must do it himself, and there should be no cooperation even with his group of friends. After the explanation of the material is completed, students sit in groups like last week. The teacher handed out the group tasks that had to be done that day. After the discussion activity was over, one of the students presented the results of his group work, and the other group responded to it. Then the teacher helps the students make a summary.

Final Activities

Teachers share quiz/test questions that students must do individually.

c. Observation

The observations in Second Cycle are:

In the initial activity, the steps taken by the teacher were already good, judging from the enthusiasm of the students when the teacher asked questions of many students who answered. Students begin to understand and can relate to the benefits of learning Arabic in everyday life, so many students pay attention to the teacher rather than messing around by themselves at the time the teacher explains the material.

At the time of the core activity, the group discussion has gone very well, marked by the activeness of each group member to discuss. The students in the group have shown their respective roles, who "can" teach the "can't". Yet, the cohesiveness of the group begins to be seen when the discussion to do the task, no student messes around alone. This is because teachers have already emphasized that in later quizzes there should be no cooperation, so they all strive to "be able" to understand the material being studied.

Test Score Results/Second Cycle Test:

Second Table

Test Score Results/Second Cycle Test:

No	Student Name	Initial Score	First Cycle	Improvement Score	NA	Finished
1	Ade Nataredja	50	75	25	75	T

2	Aldo Harwinta Putra	75	87	12	87	T
3	Alexander Destyan Al Khalif	79	85	6	85	T
4	Alief Rachmaddian Santoso	60	74	14	74	TT
5	Bayu Aji Setia	68	78	10	78	T
6	Ditto Tristan Indyatma	70	83	13	83	T
7	Faiq Abdullah Dee Ramadhan	72	80	8	80	T
8	Fashihul Adhani Amrullah	75	85	10	85	T
9	M. Arya Arman Mufti	80	88	8	88	T
10	M. Farel Rio	70	82	12	82	T
11	M. Satria Wiratama Riyanto	67	73	6	73	TT
12	Muhammad Aziz Nur Setiawan	70	81	11	81	T
13	Muhammad Fauzan Raditya Pradana	80	88	8	88	T
14	Ragyel Yuliansyah	75	85	10	85	T
15	Reynard Cleon Asmadi	75	85	10	85	T
16	Rifat Athallah Nugraha	75	87	12	87	T
17	Sultan Anjasmara Prasetyo	78	85	7	85	T
18	Zidan Firstian Pandora	70	81	11	81	T
19	Aisyah Azzahra Salsabila	75	85	10	85	T
20	Aqila Irdina Yudi	78	87	9	87	T
21	Aurellya Armadi Jaya	65	74	9	74	TT
22	Azzelia Reynanda Al-Syifa	75	85	10	85	T
23	Bella Yoanah Syahirah	78	86	8	86	T
24	Bilqis Niquita Salma Lumintu	75	85	10	85	T

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25	Bintang Andromeda Cahya Kirana	70	81	11	81	T
26	Bunga Azzahra Firdaus Rahmatullah	74	81	7	81	T
27	Fainka Rafitri Fauzi	75	85	10	85	T
28	Fitri Amalia	75	84	9	84	T
29	Jasmine Ajiyazura Bigle	80	86	6	86	T
30	Keysha Dinar Sahira	75	85	10	85	T
31	Niken Maharani	75	85	10	85	T
32	Novia Nur Agustina	75	86	11	86	T
33	Raisa Putri Aqila	78	88	10	88	T
34	Rr. Sang Tiara Wahyu Cakra Kusuma	75	83	8	83	T
35	Syaza Aurelia Ramadhani	79	86	7	86	T
36	Tiara Chelsea Maydina	60	73	13	73	TT
37	Vinola Selinda Rudiansyah	78	83	5	83	T
	Amount	2704	3070	366	3070	

Information

KKM = 75

TT (Incomplete) = 4

T (Complete) = 33

Second Diagram

Test Score Results/Second Cycle Test:
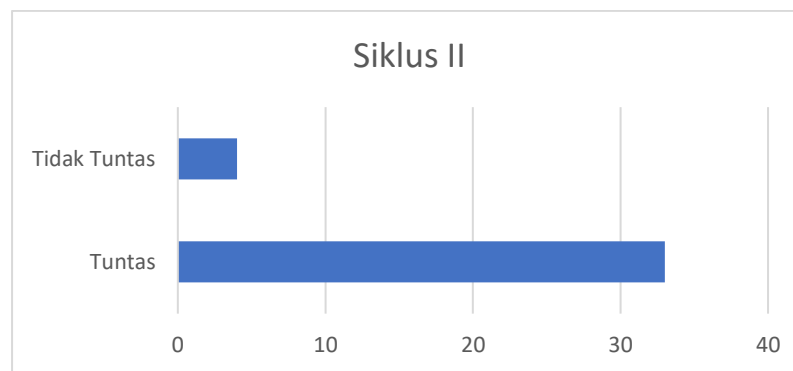
d. Reflection

Based on the results of observations, it can be seen that during the learning process, the teacher has succeeded in generating student motivation so that even during the discussion, the discussion becomes "lively". The scores of students have also increased. There are only 4 students who scored below KKM 75. It can be said that the completion rate is graded at 89%. In this case, it means that from the learning outcomes in the first cycle to the second cycle, there has been an improvement of learning outcomes by 25%.

In the first cycle, the teacher did not explain the rules in the discussion. Teacher guidance in group discussions has not been carried out so that students who are actively discussing are only dominated by certain students. Thus, individual test results are not optimal because students pay little attention, and events like this have been resolved in the second cycle.

The results of this study can reveal the reality in the field before the precyclical with lower Arabic learning outcomes with an average student score of 66.2, and in the process of implementing first cycle Arabic learning outcomes increased better, namely with an average student score of 73, and at the time after getting second cycle treatment, the learning outcomes of Arabic students increased very well, with an average score of 83. The score was very high. With the implementation of the second cycle, with the acquisition of high student test scores, there is a relationship between student learning achievement and learning. This can be seen from the increase in grades from each cycle, which is evident from the increase in student activity from the first cycle to the second cycle, and also has something to do with students' interest in Arabic lessons. Thus, the process of Arabic language education with the CTL method tested in the second cycle was declared a success.

CONCLUSION

Based on the results of the analysis, it can be concluded that the learning process requires a method that is in accordance with class conditions and the ability of a teacher to manage the class, generate motivation, and interest in the material to be studied so that maximum results are obtained.

The CTL learning model can improve the Arabic language learning achievement of grade VII students at SMP Muhammadiyah 2 Taman. This is proven by the increase in quiz scores in the first cycle, namely from 37 students. The average score in the class is 73 and the completion rate is 64%. The number of completed students is 24 and the number of incomplete students is 13. Meanwhile, in the second cycle, which has been given the treatment of applying the CTL model in Arabic language learning to a total of 37 students, only 4 students were incomplete or whose scores were below KKM 75, while the remaining 33 students totaled 33 completed by bagging a score of more than KKM 75. Classically, the completeness is 89% with the calculation obtained from the complete division of students to the overall students being (33

students: 37 students) x 100%. So, the conclusion is that the seventh-grade students at SMP Muhammadiyah 2 Taman Sidoarjo can do better at learning Arabic if they use the CTL model.

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