

Contextual Teaching-Learning dalam Media Digital: Studi pada Channel YouTube 'Arab Podcasts'

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Abstract : *This study analyzes the application of Contextual Teaching and Learning (CTL) elements in Arabic language learning videos on the Arab Podcast YouTube channel. The research method used is qualitative descriptive with content analysis of videos that focus on speaking, listening, reading, and writing skills. The results show that CTL elements such as constructivism have been well implemented, especially through the relevance of the material to the context of learners' daily lives. However, other elements such as inquiry, reflection, authentic assessment, and learning community are still not optimal. Videos tend to be one-way, lacking in facilitating collaboration between learners or independent exploration of concepts. In addition, authentic assessments that support the application of skills in real-life situations.*

Keywords : *Contextual Teaching and Learning, YouTube, Arabic Language Learning, Arabic Language Skills*

Abstrak : Penelitian ini menganalisis penerapan elemen Contextual Teaching and Learning (CTL) pada video pembelajaran bahasa Arab di saluran YouTube Arab Podcast. Metode penelitian yang digunakan adalah kualitatif deskriptif dengan analisis konten terhadap video yang berfokus pada keterampilan berbicara, menyimak, membaca, dan menulis. Hasil penelitian menunjukkan bahwa elemen CTL seperti constructivism telah diterapkan dengan baik, terutama melalui relevansi materi dengan konteks kehidupan sehari-hari pembelajar. Namun, elemen lain seperti inquiry, reflection, authentic assessment, dan learning community masih kurang optimal. Video cenderung bersifat satu arah, kurang memfasilitasi kolaborasi antar pembelajar atau eksplorasi konsep secara mandiri. Selain itu, penilaian otentik yang mendukung aplikasi keterampilan dalam situasi nyata belum diterapkan secara signifikan. Dengan demikian, diperlukan dukungan instruktur untuk memaksimalkan penerapan elemen CTL, seperti fasilitasi diskusi, eksplorasi, dan penugasan praktis yang relevan. Penelitian ini menegaskan pentingnya desain pembelajaran berbasis kontekstual untuk meningkatkan efektivitas media digital dalam pengajaran bahasa Arab.

Kata Kunci : Contextual Teaching and Learning, YouTube, Pembelajaran Bahasa Arab, Keterampilan Bahasa



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INTRODUCTION

Over the past two decades, the integration of digital tools and platforms has transformed the traditional educational paradigm, resulting in a variety of innovative teaching methodologies. The advancement of digital technology in the world of education has marked a significant shift in the pedagogical approach and learning environment [1]. Teachers are required to meet the needs of the digital generation of students, so it is necessary to innovate in learning methods. Today, students are familiar with technology from a young age, so they need an educational approach that suits their experience and preferences [2].

Digital media, especially sites like YouTube, have become an effective tool for learning foreign languages. Digital game-based learning in English classrooms shows how digital media can increase student engagement and motivation [3]. This also applies to Arabic language learning, the integration of YouTube videos in learning can be beneficial for various learning styles because it provides auditory and visual stimulation. The benefits of YouTube in Arabic classes were further discussed by Albantani and Madkur, their research results that it can help students find relevant learning resources and increase their engagement [4]. YouTube videos can also support language learning materials, so that they can improve student learning outcomes. Studies have shown that seeing the use of a foreign language in the real world as presented in the video can improve pronunciation, vocabulary, and overall communicative abilities [5]. This is very important for language learning because the ability to communicate well requires understanding and creating relevant and contextual language.

The use of YouTube in second language learning in some of the studies above shows that YouTube contains principles that are in line with contextual learning (Contextual Teaching-Learning / CTL). This approach is an educational approach that emphasizes the connection between the material taught and real-world situations [6]. One of the main principles of CTL is the relevance of learning materials to students' lives. By incorporating real-life context into language lessons, educators can make the learning process more meaningful. For example, a study found that when students can relate new vocabulary to their personal experiences, they are more likely to remember and use vocabulary well. Students are better able to communicate better because this relevance encourages them to use language in real-life situations [7].

Although YouTube offers many advantages, there are some problems in using YouTube in learning Arabic. One of the problems is that not all videos are created equal, and some of them may contain incorrect information or are not in line with the purpose of learning Arabic. Sari argues that educators should critically evaluate the material they choose to incorporate into their teaching [8]. Especially teaching that uses CTL as a foothold for learning

Arabic. In addition, another problem is that there are several Arabic teaching YouTube channels that do not pay attention to the importance of language immersion, by teaching learning materials in Indonesian completely. The principle of language immersion, in which students are surrounded by language in various contexts in accordance with the CTL. Studies state that immersion approaches are effective in increasing cultural exposure and contextual learning to improve language proficiency [9]. This method provides learners with the opportunity to use the language in real-life contexts, which can increase their understanding and appreciation of the language and its cultural aspects.

One of the YouTube channels that is often chosen to improve Arabic language skills is the "Arabic Podcast" channel. The description of the channel states that this channel aims to teach Arabic for beginners. The channel also provides videos designed for Arabic conversation and grammar courses (Nahwu, Sharaf, Ballaghah). The material studied is in the form of pronunciation and writing of letters and words correctly. In addition, the lecturers who presented the material were native Egyptian teachers who graduated from Cairo University and Al-Azhar University, specializing in teaching Arabic for beginners and advanced levels. They are also experienced in teaching Arabic to East Asian students in Indonesia, Malaysia, Thailand and Singapore and they are also fluent in Arabic and Indonesian [10].

There are several previous studies that examine Elsayed's YouTube channel. However, there are some urgency that has not been revealed in these studies. As a study conducted by Afyudin et al. discusses Arabic-Indonesian translation styles in the videos on the channel [11]. Next is a study conducted by Fathonah et al. examining the content and assessment of the material but only focusing on speaking skills in the beginner's book of Takallam Al-Arabiyyah study Volume 1. This is different from what the author will explore. The author will review the video from the perspective of the principles of Contextual Teaching-Learning to ensure and evaluate that the Arabic learning channel is fully relevant to the real situation.

The formulation of the problem in this study is how to apply the elements of Contextual Teaching-Learning to Arabic language learning videos on the Arabic Podcasts channel. The purpose of this study is to reveal the extent to which the core principles of Contextual Teaching-Learning (CTL), such as constructivism, inquiry, learning community, reflection, and authentic assessment, are applied in learning videos on the Arabic Podcasts channel.

METHODE

This study uses descriptive qualitative. Descriptive qualitative is an approach that is often used to understand social phenomena in a deep and holistic way. This method aims to describe and analyze individual experiences and perspectives in a specific context, without manipulating the variables studied.

This article describes how the Contextual Teaching-Learning approach is applied in digital media in the form of videos on the "Arab Podcasts" channel. The data collection method is in the form of documentation from videos on the channel, especially videos that represent each lingual skill such as speaking, listening, reading, and writing skills. The data analysis technique is in the form of content analysis by analyzing text, visuals and audio from the learning videos collected. After that, it was analyzed based on the glasses of CTL elements.

RESULTS AND DISCUSSION

A. Elemen-Elemen Contextual Teaching-Learning

Contextual Teaching and Learning (CTL) is an educational approach that relates learning materials to students' real-world situations, thereby helping them understand and apply knowledge in relevant contexts. In its implementation, CTL encourages students to be actively involved in the learning process through direct experience, collaboration, and reflection [12]. The following are the elements found in CTL :

1. Constructivism (Real-world relevance)

Constructivism is a pedagogical approach that emphasizes the active role of learners in building their own understanding and knowledge of the world through experience and reflection. This approach is relevant to the real world, as it aligns educational practices with the complexities of everyday life, thereby increasing the relevance and application of learning. One of the main principles of constructivism is that knowledge is not passively received, but rather actively constructed by students. Student-centered constructivism prioritizes the active involvement of students in constructing meaningful knowledge [13].

The integration of technology in constructivist learning also increases the relevance of education to the real world. For example, the use of instructional technology in English Language Teaching (ELT) allows for a variety of learning strategies tailored to different learning styles of learners [14]. In addition to making learning more accessible, this approach aligns education with students' daily experiences in the digital age. Constructivism also emphasizes the importance of collaboration and social interaction, which reflects the needs of the modern world of work. Collaboration in learning, especially in language acquisition, helps learners develop communicative competencies that are important in professional interpersonal dynamics [15].

2. Inquiry-Based Learning (IBL)

Inquiry-Based Learning (IBL) is an educational approach that emphasizes active learning through the process of questioning, exploration, and investigation. This approach is highly effective in developing students' critical thinking, problem-solving skills, and

engagement, making it relevant to be applied in a variety of educational contexts, including language learning. One of the main advantages of IBL is its ability to encourage active student involvement in the learning process [16]. Through active participation, students can take a greater role in the learning process, which ultimately increases the understanding and retention of the concepts learned. In addition, IBL is proven to support the development of students' reading and writing skills, as this approach motivates them to question and explore the material in depth [17].

In the context of Second Language Acquisition (SLA), inquiry-based learning has also proven to be very effective. This approach facilitates the authentic use of language in real-world situations, helping students develop communication skills through interactive question-and-answer interactions [18].

IBL encourages the development of critical thinking and problem-solving skills, which are essential competencies in academic and real-world contexts. This approach has a positive impact on students' critical thinking abilities, equipping them with the analytical skills necessary for effective communication and understanding [16].

3. Collaborative

Collaborative elements are an essential component in language learning, especially in the context of Second Language Acquisition (SLA), which can be improved through contextual technology. This approach emphasizes interaction between learners to increase engagement and motivation, which is an important factor in effective language learning. The integration of collaborative techniques in a contextual framework, can support students in using language in a meaningful way, thereby improving their linguistic skills and comprehension. Research shows that collaborative learning combined with technology, such as in Technology-Enhanced Language Learning (TELL), is able to encourage communication and collaboration between peers. This contributes significantly to the success of language learning in higher education environments [19].

In addition to the technological approach, collaborative learning in the context of language learning also emphasizes the importance of using relevant everyday contexts for students. Collaborative assignments have proven to be effective in improving students' vocabulary mastery, demonstrating that group activities can strengthen their language skills [20]. This approach is in line with the sociocultural learning theory rooted in Vygotsky's work, which emphasizes the importance of social interaction in learning. According to this theory, collaborative activities can significantly improve language comprehension and retention [21].

4. Reflection

Reflection allows students to critically evaluate their learning experience, understand the learning process that has been passed, and connect the knowledge they already have with new language concepts. These reflective practices play a role in the development of metacognitive skills, which are essential to support effective language learning. Research shows that reflection can improve students' understanding of the language acquisition process, help them assess progress, and identify areas that need improvement [22]. Through reflection, learners not only become more aware of their learning process, but also more motivated, thus contributing to their success in language acquisition[23].

In the context of SLAs, reflection also supports a student-centered approach to learning, where students are encouraged to reflect on their language learning experiences. This approach increases students' autonomy and empowers them to take control of the learning process, thereby accelerating the development of their language skills. Analysis of students' learning strategies can identify strengths and weaknesses, as well as develop more effective methods for mastering the language [24]. This reflective practice not only builds individual awareness, but also strengthens cognitive engagement in learning.

5. Penilaian Autentik

This authentic approach emphasizes the evaluation of students' abilities through real-world tasks that reflect the authentic use of language. Thus, authentic assessment not only measures learners' language skills, but also provides an opportunity to demonstrate understanding and application of language in a meaningful context. Research supports the effectiveness of this approach in promoting deeper learning and retention of language skills. Assessments that ask students to apply their knowledge in practical situations have been shown to improve cognitive engagement and facilitate better language acquisition outcomes. In the context of contextual learning, the incorporation of authentic assessments significantly improves student performance by linking language learning to real-life situations [22], [25].

B. Contextual Teaching -Learning on Arabic Podcast YouTube Channel

Content analysis with CTL elements on the Arabic Podcast channel will be explored in terms of videos that contain the teaching of Arabic language skills:

1. Speaking Skills

The themes of videos that learn Arabic language skills are very dominating on Arabic Podcasts channels. This can be confirmed by looking at the playlist on the channel. Almost all elements of CTL can be found in these speaking skills videos. In the video titled "Book 100 Arabic Conversations Volume 2" [26] which contains an explanation of one of the themes in

the conversation book compiled by the creator of Arab Podcasts. The video begins by mentioning the level and completeness of the book, after which it begins to explain one of the materials. The material raised explains Arabic expressions (*ta'bir*): [مَا أَنْ - حَتَّى] which means: "immediately – to be immediate". The Creator provides several alternative sentences from the *ta'bir* that are in accordance with everyday expressions such as [مَا أَنْ أَنْتَهَيَّ مِنْ عَمَلِي حَتَّى أَرْجِعَ [إِلَى الْبَيْتِ]. The explanation of *ta'bir* is complemented by a grammatical explanation that must be used if the expression is used. After that, the creator mentions the vocabulary that is considered new and explains the suitability of its use. As the saying goes اَلْتَحَقَّ, which is a verb with the meaning of "enter", the creator explained that the term *iltahaqa* is used to convey that someone is going to work or leave/go to school. He advised not to use the word دَخَلَ.

In the description of the video above, there is an element of constructivism, namely the suitability of the material to the real-life context. Creators try to choose material that is in accordance with expressions that are often spoken by Indonesians, but there are still errors in the translation into Arabic. The video will foster critical thinking skills in students or language learners. Language learners will be motivated to create examples of Arabic expressions taught and adapt the use of specific vocabulary. This happens because the information conveyed is in accordance with the needs of students in daily life. The results of the observation about the suitability of the material to the context of the students in the video are in accordance with the results of the study which shows that when the language material is designed to reflect real-life situations, students are more likely to engage with the content and see its practical value [27].

2. Listening Skills

The video material for listening skills on the channel comes from the creator's own book entitled 100 Arabic conversations volumes 1 and 2. There are two types of listening skills videos on the channel, videos for beginners and intermediates. The beginner's video collection contains paragraphs and conversations in Arabic with the theme of daily life. On videos aimed at beginners [28], The element of inquiry seems to be less presented. The *istima'* video begins with the reading of Arabic text by the content creator, then continues with the reading of questions related to the text. However, content creators only ask viewers to listen to questions without giving direction or encouragement to try to answer them. Next, the content creator repeats the same Arabic text reading, this time accompanied by a sentence-by-sentence translation to aid comprehension. Although this presentation can help learners understand the content of the text, it does not encourage learners to actively ask questions or seek answers independently, which is an important element of inquiry.

Learning in istima' videos for intermediate level is almost the same as beginner level [29]. The difference is the complexity of the material being heard and the unavailability of questions related to the text being read. The element of CTL in the form of suitability of the language context is found in the content of the material presented, namely in the form of school levels and life on the Indonesian campus. Repeating the reading of the text with translations of sentences helps Arabic learners realize what vocabulary they already know and what they have just learned. This encourages learners to internally evaluate their understanding of the Arabic language, which is at the heart of reflection which is one of the principles of CTL. The reflection points in the video activities are still passive and simple, where learners are not encouraged to explore or practice what they have reflected.

3. Reading Skills

On the Arabic Podcasts channel, almost all the material in the video can be used to learn reading skills. However, if all the playlists on the channel are reviewed, there is one playlist that contains a special video for reading skills entitled "Learning Arabic from the Qur'an". In each video in the playlist, the creator sets rules or disclaimers for learning with the video, including: language learners must learn with the translated Qur'an, the creator emphasizes that learning is not about interpreting the Quran and will not explain every sentence in a verse, an in-depth explanation of words will be applied to words that can be used in daily life.

One example of a reading skills video on the playlist is titled "Learning Arabic from Surah Al-Fatihah" [30]. The video discusses one of the verses of Surah Al-Fatihah which reads: الحمد لله رب العالمين. In accordance with the disclaimer stated by the creator of the video, the word discussed in the video is the word الحمد. The Creator explains the type of word and some of the verb forms of the word and its usage. He mentioned that the word means "praise" which is used specifically to Allah when people thank Him. "Praise"/"thank you" addressed to humans uses different words i.e. شُكْرًا or أَشْكُر. After the discussion in the letter was completed, the teacher invited the learners who watched to ask questions related to the material in the video.

Explanation of الحمد and الشكر reflects an element of constructivism, which allows learners to relate new knowledge to previous understandings or contexts, such as the use of such vocabulary in everyday life (شكرا) or its meaning in the context of worship (الحمد). At the end of the video, learners are invited to ask questions through the comment column related to the material that has been discussed. The action reflects a bit of inquiry and collaboration activities. The inquiry element in the video is simple because learners have not been directed to actively explore meaning or seek additional information during the video. The collaborative element of the video is reflected in the instructions to fill in the comment column with

questions, which can create a discussion space between learners and other learners or with language teachers.

4. Writing Skills

Videos for writing skills are not explicitly packaged. Video playlists that help learners master writing skills are playlists that specifically discuss Arabic grammar such as Nahwu and Sharaf. The grammar provides basic rules that can be a systematic guide for learners who learn writing skills to compose correct, structured, and meaningful sentences. In the video entitled "Getting to know the types and kinds of numbers in Arabic ismiyyah and fi'liyyah-Beginner Arabic "أنواع الجملة" [31], Teachers packaged nahwu materials very easily. In the explanation interlude of each sub-chapter, the teacher completes with exercises that are done jointly between learners and teachers. The teacher uses communicative language in directing the correct answers of the exercises he provides. He asks additional questions that can make the learner fill in the exercises correctly. This confirms the learner's understanding of the concept of nahwu which has previously been explained by the teacher. At the end of the video, the teacher asks questions هل فهمت؟.

In order to make it easier for learners to understand the basic concepts of grammar, the creator packaged nahwu material in a simple and systematic way. In addition, the exercises in the video featured the topic of the question; The instructor asks additional questions to help students find the correct answer, this contains an element of inquiry. The collaborative element is present in this video, although the video creates a sense of engagement between teachers and learners through an interactive approach, this communication is still one-way without any direct interaction between learners. Reflective elements are seen in the final question such as هل فهمت؟ (Do you understand?). The questions provide a simple opportunity for learners to evaluate and confirm their understanding. However, this reflection is not yet in-depth enough because it is not directed to connect the material with the broader writing application or the learner's own experience.

CTL analysis of the videos above shows that there is a high relevance of the material to the language context of learners in Indonesia. Other elements such as collaborative, inquiry, reflection and authentic judgment are still applied simply. Social interaction between learners has not been fully facilitated due to the lack of direction from video creators to discuss in the comment column. Inquiry activities also do not lead learners to explore concepts independently, while reflection is still limited to evaluating simple understanding without relating the material to a wider application. Authentic assessments have not yet focused on tasks that challenge learners to apply skills in real-world contexts. Maximizing the application of these elements that are still lacking must be assisted by instructors or teachers in real life.

With direct involvement, teachers can provide additional direction, facilitate discussions, and structure relevant practical tasks, so that the application of CTL elements can be more effective.

CONCLUSION

This study shows that the application of Contextual Teaching and Learning (CTL) elements in learning videos on the Arabic Podcast YouTube channel has reflected the relevance of the material to the context of the daily life of Arabic language learners in Indonesia. The element of constructivism seems dominant, as seen from the creator's efforts to present material that suits practical needs, such as the use of vocabulary in the context of worship or daily life. However, other elements such as inquiry, reflection, authentic assessment, and learning community are still implemented in a simple manner and need to be improved. These videos tend to be one-way, so they don't encourage learners to independently explore concepts, reflect on their learning, or collaborate with other learners. In addition, more complex authentic assessments, such as paragraph writing tasks or conversation simulations, have not been given to support the application of the material in real-world contexts. Therefore, the application of more optimal CTL elements requires the involvement of instructors or teachers directly to facilitate discussions, provide exploratory direction, and integrate relevant practical tasks, so that learning becomes more holistic and effective.

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