

RESEARCH PAPER

Improving the quality of the arabic lesson through contextual learning

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ABSTRACT

This research describes how the improvement quality of Arabic lesson that is conducted by Arabic teacher in MAN 3 Jambi city by using action research approach. The results that are obtained are; (1) learning Arabic in Madrasah Aliyah Negeri 3 in Jambi city tendstextual toward the existing curriculum, subject teacher hasn't done learning innovation, (2) inexpedient factors between the acquisition of learning results and quality standard and low level proficiency of mastering Arabic by learners in listening, writing, reading and speaking,(3) quality improvement of Arabic lessons can be done by applying contextual learning model. This learning model gives freely opportunity to the students to empower themselves. Contextual learning greater emphasis on students' needs, student potential empowerment, improvement of self-awareness, delivering knowledges that are functional for life and the assessment that measures in mastering the knowledge completely. In applying contextual learning model, there are some main components that must be done, there are: constructivism, the process of discovering, questioning, learning community, modeling, reflection and assessment.

Key Words : Learning process, Learning innovation, Mastering the material, Contextual model, Quality learning

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The advancement in knowledge and technology have given birth to civilization in the world of education, where civilization is can be seen inmicro in the activity of education in various education institutions, either affiliated in general education or religious education, such as madrasah and other Islamic education institutions. However, the excesses of the growth and development of the technology that is so fast, often be debate among education experts in the context of positif-negatifnya against the students. One of the education model by utilizing technology areonline education, as being explained by Andrea Edmundson that this education model can be used in teaching and learning

activities (Andrea Edmundson, 2007). According to him, education-based online has opened the way for educators in improving teaching and learning activities.

Technology in the context of education facilities is a supporting medium which will not be able to provide the benefit toward the improvement of education nationally, without the support of adequate human resources. As for the goal of education technology is to spur, stimulate, trigger and foster learning and to develop positive values (Barbara and Rita, 1994) and (Martinis, 2016). Although the phase of reformation in various dimensions of the life of Indonesianation has opened widely since 1997, but until now the national education,

especially education, which is affiliated on religious education has not yet maximum contributed towards education out put. Referring to the statement above, education in the learning philosophy perspective, according to Brockbankdan and McGill (2007), can be understood as a moral, knowledge and metaphysics of learners. So thus, ideally the implementation of education should pay attention to the aspects of cognitive, affective and psychomotor.

Based on the statement above, quality improvement of human resources become absolute matter that has to be done in order to improve the quality of education nationally. Particularly in the level of implementative among grass roots the education agent that is residing in various parts of the country with inadequate educational facilities so that the problem of 'education quality' is not the primary mission of education management, but rather operates on how teaching and learning activities can going on properly to produce more quality of education product.

Whether it is realized or not that our current education conditions truly are faced with a complex atmosphere. In quantity, everywhere the flourished institutions are on behalf of education institutions, from primary, secondary, colleges to courses. By contrast, the quantity progress of the education institution is not coincided with the improvement of quality, that is its ability to solve serious issues of the nation. Such indication, causes people who accuses the education as the mastermind of various multidimensional crisis in this nation. Referring to the mentioned statement above, Dede Rosyada (2007) comments that at the beginning of this 21st century the achievements of Indonesia education in general suffers fact of having fallen behind when it is compared to other countries, such as Singapore, Japan and Malaysia in various aspects. And to give enlightenment to increase Indonesia education quality, so that according to Dede Rosyada (2007), it is needed to do the reformation in education, especially in improving the competency of human resources that is reliable and ready to compete in the globalized world.

Interesting to be discussed the quality improvement because in Prihantoro's point of view (2012), quality improvement is often regarded as a measurement of the relative goodness of a product or service that consists of design quality and conformance quality. And thus, when examining quality improvement

of Arabic lessons then all of the components in teaching and learning activities be inherently objective studies. The contrary between theory as has been explained by some education experts and its implementation practice in teaching and learning activities about the improvement of lessons quality, especially Arabic becomes interest object for the writer to be further examined through scientific research, then to be searched factors that cause differences between *dejure* and *defacto* and then to be submitted some solutions as an alternative to develop and improve Arabic lessons.

Further, Bryn and John (2006) offer some related matters to the education revolution in the better way, there are: 1) education should provide widely access on the development of science, 2) learning skills that has to be upto date, 3) maximize teaching and learning opportunities through e-learning, 4) concerning lifelong education for the community, 5) pay attention to the needs of learners toward the world of internet, 6) pay attention to the implication of globalized world, 7) inclusive education through e-learning and 7) pay attention to the development and change of time and location limitatively (time constraint).

RESEARCH METHODOLOGY

This research uses Action Research (AR) approach is the research that was conducted collaboratively by participants in social science and education to improve the understanding and implementation of their work (Suharsimi Arikunto, 2010). The subject in this research is class X (ten) students MIA Madrasah Aliyah Negeri 3 Jambi city in odd semester years 2015-2016 with the amount of 55 students in two groups of study (rombel).

RESULTS AND REMONSTRATION

As for the comparison of cognitive assessment result pre cycle and after the first cycle is performed that can be seen in the following diagram.

Based on the analysis above, researcher concludes that no longer needed to do revisions to learning design and no longer needed the follow-up of cycle 4 in the form of table. As for the comparison of action intervention result of cycles 1,2 and 3 can be described as follows:

Based on some factual data from the previous discussion then the researcher has a notion that success indicators of the action that is done in this study shows

that there is success improvement in learning Arabic in class X MIA Madrasah Aliyah Negeri 3 Jambi city through contextual learning by reflective approach then is measured through improvement of learners' understanding, is achieved the effectiveness, efficiency, and the attractiveness of learning.

Improvement of learners' understanding:

Improvement of learners' understanding in this research can be seen through the understanding

assessment that are performed before and after some series of actions are given. There are some indications related to the result that is obtained before and after the implementation of the action activities, so that it can be explained that there is enough significant improvement in the quality of Arabic lessons in class X MIA Madrasah Aliyah Negeri 3 Jambi city through contextual learning with reflective approach.

Based on the result of understanding assesment that is conducted on cycle 1 shows the improvement of

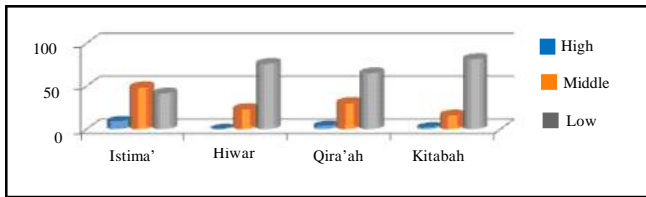


Fig. 1 : Cognitive assessment result on pre-cycle

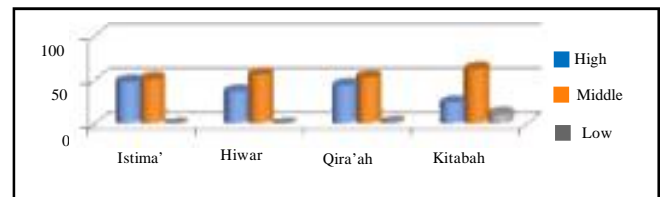


Fig. 2 : Assessment result after the first cycle

Table 1 : Percentage recapitulation of cognitive assesment result in cycle 1

Meeting	Istima'			Hiwar			Qira'ah			Kitabah		
	High	Middle	Low	High	Middle	Low	High	Middle	Low	High	Middle	Low
	2	3	4	5	6	7	8	9	10	11	12	13
1	36,36	63,64	-	12,73	60,00	27,27	27,27	61,82	10,91	16,36	52,73	30,91
2	38,18	61,82	-	12,73	70,91	16,36	27,27	67,27	5,45	7,27	54,55	38,18
3	49,09	50,91	-	23,64	67,27	9,09	38,18	61,82	-	14,55	58,18	27,27
4	43,64	56,36	-	38,18	60,00	1,82	60,00	40,00	-	16,36	80,00	3,64
5	54,55	45,45	-	45,45	54,55	-	43,64	56,36	-	7,27	89,09	3,64
6	47,27	52,73	-	50,91	49,09	-	49,09	50,91	-	18,18	78,18	3,64
7	56,36	43,64	-	54,55	45,45	-	47,27	52,73	-	36,36	63,64	-
8	60,00	40,00	-	45,45	54,55	-	56,36	43,64	-	56,36	43,64	-
9	50,91	49,09	-	52,73	47,27	-	50,91	49,09	-	50,91	49,09	-
Average	48,48	51,52	-	37,37	56,57	6,06	44,44	53,73	1,82	24,85	63,23	11,92

Table 2 : Percentage recapitulation of affective assesment resulton cycle 1

Meeting	Self-esteem			Learning Interest		
	Good	Enough	Less	Good	Enough	Less
	2	3	4	5	6	7
1	32,73	67,27	-	25,45	56,36	18,18
2	40,00	58,18	-	20,00	72,73	5,45
3	49,09	47,27	-	30,91	65,45	-
4	43,64	56,36	-	45,45	54,55	-
5	40,00	60,00	-	41,82	3,64	-
6	50,91	47,27	-	38,18	60,00	-
7	45,45	54,55	-	50,91	49,09	-
8	43,64	54,55	-	63,64	34,55	-
9	60,00	40,00	-	52,73	47,27	-
Average	42,25	54,75	-	41,41	49,9	2,63

learners' understanding when compared before obtaining Arabic action learning through contextual learning with reflective approach, although it is recognized that its improvement has not yet reached maximum target. There are two important factors which become related indicators in significance of quality improvement of Arabic lessons. First, lack of the guiding is done by subject teachers toward learners and lack of instruction in learners' reflection process. Second, time procedure that is enough dilemma due to the implementation process of curriculum of 2013 which is still not stable. This is caused by the transition of using curriculum-based KTSP becomes curriculum of 2013 with the procedure and

process that are quite complicated and have direct implication for the whole teaching and learning activities, especially in learning administration.

The guiding that is poor and weak that is done by subject teachers toward the learners in the reflection process have a direct impact on the process of understanding and mastering 4 proficiency in Arabic that includes *Istima'* proficiency, *Hiwar* proficiency, *Qira'ah* proficiency and *Kitabah* proficiency (writing).

Based on the data that is obtained, the researcher suggests some important things related to the analysis result of statistical data previously, that then there is enough significant differences between understanding

Table 3 : Percentage recapitulation of psychomotor assessment resulton cycle 1

Meeting	Answering question			Active in speaking		
	High	Middle	Low	High	Middle	Low
	2	3	4	5	6	7
1	12,73	78,18	9,09	12,73	60,00	27,27
2	21,82	72,73	5,45	12,73	70,91	16,36
3	36,36	60,00	3,64	23,64	67,27	9,09
4	32,73	67,27	-	38,18	60,00	1,82
5	29,09	70,91	-	45,45	54,55	-
6	40,00	60,00	-	50,91	49,09	-
7	52,73	47,27	-	54,55	45,45	-
8	67,27	32,73	-	45,45	54,55	-
9	61,82	38,18	-	52,73	47,27	-
Average	39,04	58,59	2,02	37,37	56,57	6,06

Table 4 : Recapitulation of learning result test on cycle 2

Sr. No.	Material			
	Frequency			
	2	3	4	5
1.	Highest score	8	9	9
2.	Lowest score	6	7	7
	Total	15	16	16

Table 5 : Percentage recapitulation of cognitive assessment resulton cycle 2

Meeting	Istima'			Hiwar			Qira'ah			Kitabah		
	High	Middle	Low	High	Middle	Low	High	Middle	Low	High	Middle	Low
	2	3	4	5	6	7	8	9	10	11	12	13
1	70,91	29,09	-	63,64	36,36	-	74,55	25,45	-	69,09	30,91	-
2	80,00	20,00	-	69,09	30,91	-	76,36	23,64	-	72,73	27,27	-
3	72,73	25,45	-	78,18	20,00	-	72,73	25,45	-	78,18	20,00	-
4	81,82	18,18	-	83,64	16,36	-	76,36	23,64	-	80,00	20,00	-
5	72,73	27,27	-	72,73	27,27	-	83,64	16,36	-	87,27	12,73	-
6	80,00	20,00	-	80,00	20,00	-	76,36	23,64	-	83,64	16,36	-
Average	76,67	23,33	-	74,85	25,15	-	76,97	23,03	-	78,79	21,21	-

assessment result on cycle 1 and cycle 2. Where on the cycle 2 shows the occurrence of quality improvement of Arabic lessons that is significant in learners when is compared before and after obtaining action through contextual learning with reflective approach. However, the researcher argues that the result that is obtained by learners in class X MIA Madrasah Aliyah Negeri 3 Jambi city has not been enough satisfied, so that it needs to be done further action by implementing learning action on cycle 3.

Learners' acquisition on cycle 3 is enough significant, where cognitive assessment result that is obtained from *Istima*' aspect obtains the highest result with 89,09 per cent average percentage, *Hiwar* aspect obtains the highest result with 86.06 average percentage, *Qira'ah*

aspect obtains the highest result with 92.12 average percentage and *Kitabah* aspect obtains the highest result with 89.09 average percentage. These indicators provide enough description that the lessons quality of Arabic through contextual learning with reflective approach experiences significant improvement, so then it is no longer needed to do further action by performing cycle 4.

Improvement of learning effectiveness:

The effectiveness of Arabic learning through contextual learning with reflective approach in this research is known through learning test result, cognitive assessment, affective assessment, psychomotor assessment, observation and questionnaire of learning result. Based on the test result on cycle 1 is obtained

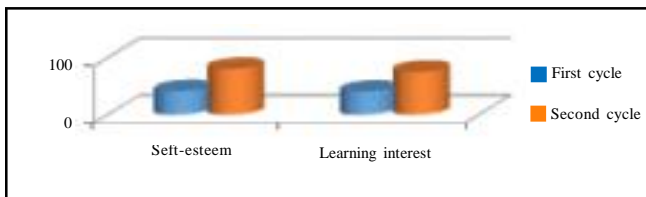


Fig. 3 : Improvement result of affective assessment between first cycle and second cycle

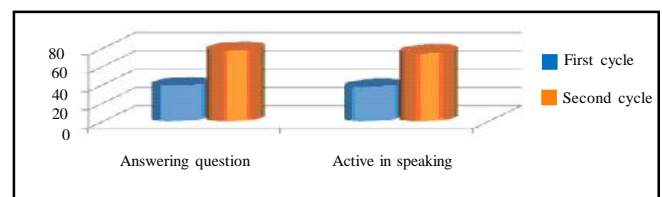


Fig. 4 : Improvement result of psychomotor assessment between first cycle and second cycle

Table 6 : Percentage recapitulation of affective assessment result on cycle 2

Meeting	Self-esteem			Learning interest		
	Good	Enough	Less	Good	Enough	Less
1	2	3	4	5	6	7
1	83,64	16,36	-	67,27	32,73	-
2	85,45	14,55	-	76,36	23,64	-
3	72,73	25,45	-	78,18	20,00	-
4	72,73	27,27	-	74,55	25,45	-
5	85,45	14,55	-	76,36	23,64	-
6	87,27	12,73	-	83,64	16,36	-
Average	81,52	18,48	-	76,36	23,64	-

Table 7: Percentage recapitulation of psychomotor assessment result on cycle 2

Meeting	Answering question			Active in speaking		
	Competent	Enough competent	Less competent	Competent	Enough competent	Less competent
1	2	3	4	5	6	7
1	74,55	25,45	-	76,36	23,64	-
2	76,36	23,64	-	67,27	32,73	-
3	76,36	23,64	-	74,55	25,45	-
4	78,18	21,82	-	76,36	23,64	-
5	74,55	25,45	-	80,00	20,00	-
6	83,64	16,36	-	76,36	23,64	-
Average	77,72	22,73	-	75,15	24,85	-

important information that learners in mastering subject material is presented by the teachers are not enough satisfied with the lowest score of 5, so that it needs to be followed up in the second cycle through action learning that in accordance with learning design, which has been compiled.

Based on the procedure and the process of learning action, as being done on cycle 2 and 3 is obtained information that the level of learners in mastering the discussion of subject material that is presented by teachers are already much better than on cycle 1. From the learning result test on cycle 2 and 3 is obtained the data that at all the learning material that are presented by subject teachers, learners in mastering learning material is already satisfied, with the lowest score of 7.5.

Affective assessment result toward learners on cycle 1 shows that learners who have self-esteem and high interest toward lessons that are presented by subject teachers reaches percentage average of 45,25 per cent. On cycle 2 learners get over their self-esteem and interest in lessons that are presented by subject teachers in the

high category reaches average of 81,52 per cent. Similarly, affective aspect result, where learners of class X MIA Madrasah Aliyah Negeri 3 Jambi city have achieved high category which reaches percentage average result of 85,45 per cent. So that, the researcher can conclude that Arabic lessons quality through contextual learning with reflective approach experiences improvement that is enough significant and is enough effective in improving affective aspect of learners.

The observation result that the researcher is conducted in research field shows that the implementation of action on cycle 1, most of it is in compliance with the procedures of learning design that are compiled and objectives of learning have been achieved, but not in the score target that is expected. Therefore, later is followed up on cycle 2 and 3, so then the improvement of Arabic lessons quality is more obvious through contextual learning with reflective approach. In addition, the action that is provided on cycle 2 and 3 have been able to give a positive effect toward learners, teachers and learning system that is used overall during

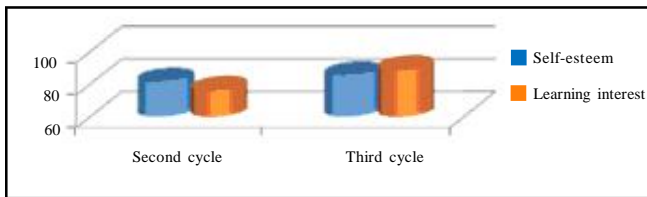


Fig. 5 : Improvement result of affective assessment between second and third cycle

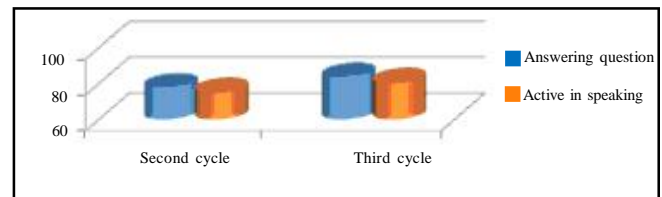


Fig. 6 : Improvement result of psychomotor assessment between second and third cycle

Table 8: Percentage recapitulation of affective assessment result on cycle 3

Meeting	Self-esteem			Learning interest		
	Good	Enough	Less	Good	Enough	Less
	2	3	4	5	6	7
1	83,64	16,36	-	85,45	14,55	-
2	87,27	12,73	-	94,55	5,45	-
3	83,64	12,73	-	85,45	10,91	-
Average	85,45	14,55	-	89,01	10,91	-

Table 9 : Percentage recapitulation of psychomotor assessment result on cycle 3

Meeting	Answering question			Active in speaking		
	Competent	Enough competent	Less competent	Competent	Enough competent	Less competent
	2	3	4	5	6	7
1	85,45	14,55	-	78,18	21,82	-
2	80,00	20,00	-	81,82	18,17	-
3	83,64	12,73	-	80,00	16,36	-
Average	83,64	16,36	-	80,61	19,39	-

this period. Another important thing that needs to be pointed out by the researcher is that the learners in the action learning actively engage in the process of action activity.

Learning activities that are carried out both physically and mentally can help subject teachers in directing and motivating learners. In addition, the learning system that is given becomes more active in accordance with the characteristics of Arabic lessons through contextual learning with reflective approach. However, it should be noted that the reflection process is only done by a small percentage of learners so then is not able to inflict a deeper understanding toward learning material that is presented by subject teachers. In addition, the mastering of 4 Arabic proficiency has not yet been achieved fully and thus, also on the spirit and enthusiasm of teachers that is still lack.

The activities of action learning is done on cycle in the researcher's point of view is able to answer the various short comings that occurs on cycles 1 and 2. Observation result shows that the implementation of action on cycle 3 has reached 90 per cent that is in

accordance with the learning design, which has been compiled and objectives of learning have been achieved satisfactorily. In addition, the action that is given has been able to provide positive effects for learners, teachers, and the whole learning system that is applied in class X MIA Madrasah Aliyah Negeri 3 Jambi city. Specifically, learners are actively involved in learning process both physically and mentally, especially in the reflection process. The reflection process has been able to engender understanding and awareness within the learners in terms of mastering 4 Arabic proficiency that are consisted of *Istima'* proficiency, *Hiwar* proficiency, *Qira'ah* proficiency and *Kitabah* (writing) proficiency. Beside that, learners' performance seems to always do repair toward proficiency of language above. On the such action activities, teachers seem have spirit and enthusiasm in providing subject material so then implicates toward satisfactory achievement result effectively and efficiently.

Based on data that is obtained from questionnaire which is distributed to the learners and subject teachers is obtained important information that the comments and

Table 10 : Comparison of intervention result of cycle 1, 2 and 3

Cycle 1	Cycle 2	Cycle 3
Observation result:	Observation result:	Observation result:
The application design 70% is relevant	The application design 80% is relevant	The application design 93% is relevant
Learners are enough involved actively, but the teachers are lack in guiding	Learners are enough involved actively, but the teachers are lack in guiding	The learners are actively involved, teachers are enthusiastic in giving explanation
The goal is reached and satisfied	The learners are actively involved in group discussion, class discussion, and the reflection process, and the teachers are seem enthusiastic in giving explanation	The purpose achieved very satisfactory
Class Atmosphere is quite lively, but the enthusiasms of the teachers are still lack	The goal is reached and satisfied	Class Atmosphere is lively and actively
The process revelation is not fully engendered understanding and awareness of learners	Class atmosphere is quite lively, but the enthusiasms of the teachers are still lack	Reflection process has engendered understanding and awareness of learners
	Reflection process has not fully engendered understanding and awareness of learners	
Cognitive assessment result.	Cognitive assessment result.	Cognitive assessment result.
48% average of learners have high ability in <i>Istima'</i> aspect	76.67% average of learners have high ability in <i>Istima'</i> aspect	89.09% average of learners have high ability in <i>Istima'</i> aspect
37.37% average of learners have high ability in <i>Hiwar</i> aspect	74.85% average of learners have high ability in <i>Hiwar</i> aspect	86.06% average of learners have high ability in <i>Hiwar</i> aspect
44.44% average of learners have high ability in <i>Qira'ah</i> aspect	76.97% average of learners have high ability in <i>Qira'ah</i> aspect	92.12% average of learners have high ability in <i>Qira'ah</i> aspect
24.85% average of learners have high ability in <i>Kitabah</i> aspect	78.79% average of learners have ability in <i>Kitabah</i> aspect	89.09% average of learners have high ability in <i>Kitabah</i> aspect

answers that are given by the learners in the questionnaire shows that the relevance level and effectiveness is high on the learning design that is compiled and the result that is obtained.

Improvement of learning efficiency:

The learning efficiency can be known through interview result with teachers as the collaborators. From the interview result that is conducted by the researcher in research field shows that subject teachers argue that Arabic lessons through contextual learning with reflective approach is enough efficient that is based on the consideration of available time to the strong mental and physical. In the interview, the teachers explain that in presenting the subject material in front of the class, is no longer needed to provide an explanation that is long enough so that it is time-consuming to the learners, but the subject teachers quite prepare for the learning material and learners learn its own values that are contained in the material through the process of discussion, after that it is continued with the process of understanding creation and learners' awareness toward mastering Arabic proficiency that is directly implicated to the quality improvement of Arabic lessons.

Improvement of learning attractiveness:

Each learning activity has direct consequence, either to the subject teacher, and the learners depends on the required aspects. The learning attractiveness for example, have a relation with spirit of learning to the learners and spirit of enthusiasm of the subject teachers. As for the attractiveness of learning as it is done in class X MIA Madrasah Aliyah Negeri 3 Jambi city that is known through observation, affective assessment and questionnaire result of learning. Observation result from the research that is conducted by the researcher shows that learning that is provided by subject teachers have been able to give a positive impact toward overall learning. It can be seen from these classes that is increasingly alive and active, although it is recognized that on the cycle 1 teachers still seem less active in giving lessons. But then, the issue can be resolved on action learning activities on cycles 2 and 3.

Based on the research result on cycle 1 that is obtained the information that learners who have self-esteem and high interest towards learning Arabic through contextual learning with reflective approach that is given by the subject teachers reaches highest result in

percentage average of 45,25 per cent. As for cycle 2, experiencing significant improvement with the high category result of percentage average of 81,52 per cent.

Now that the result that is obtained through the comments and responses from the learners as the participant in this research shows that they have high appeal towards design and learning material that is delivered by subject teachers that include procedures of learning system and learning strategy that are chosen includes steps, methods, learning activities and media used in the lessons. In detail, the result of intervestasi action in this study can be described by the researcher through the following concept maps .

Based on the result that is obtained from data analysis and interpretation that is obtained the information that this research shows that the quality of Arabic lessons in Madrasah Aliyah Negeri 3 Jambi city that can be enhanced through contextual learning and reflective approach. It can be seen from the improvement of learning quality with three indicators of learning success as being expressed by Reigeluth, there are effectiveness, efficiency and the attractiveness of learning.

Data analysis research that is done gives an overview of learning effectiveness indicator indicates that the application of contextual model in Arabic lessons in Madrasah Aliyah Negeri 3 Jambi city in attempting to improve the quality of Arabic lessons that is using reflective approach is quite efficient in achieving learning objectives, there is an improvement of Arabic lessons quality and improvement of learners' understanding toward subject material that is conveyed by the teachers to the learners. The improvement can be seen from the assesment result of learners' understanding at the beginning and end of the entire series activities that is done, where significant improvement is occurred among before and after the action. In addition, the mastering 4 Arabic proficiency that are consisted of *Istima'* proficiency, *Hiwar* proficiency, *Qira'ah* proficiency and *Kitabah* proficiency can be enhanced through contextual learning by using reflective approach. Another matter that is interesting to be revealed is that the application of reflective learning approach in improving the mastering the subject material on the cognitive aspects of learners is quite significant from the result that is obtained after the activity action. It is shown that the values that is obtained from the test result of the study shows that test scores, which are achieved by learners include in high requirement on every aspect of the subject material that

is presented by subject teachers.

Based on the indicator of learning attractiveness can be known that application of contextual model in Arabic lessons in Madrasah Aliyah Negeri 3 Jambi city with reflective approach is capable in making enough interesting learning for learners. This is shown from the observation result that is conducted by the researcher in research field that affective assesment result and learning questionnaire result shows that learning activities are increasingly interesting for learners. The observation result that also gives an idea that the learners of class X MIA Madrasah Aliyah Negeri 3 Jambi city seem effective and enthusiastic in following lessons that is presented by subject teachers in front of the class. Important indicators that lead to these conditions is that the affective assessment indicates most learners have a high self-esteem and high interest toward subjects that are presented by subject teachers. And from result of learning questionnaire shows high interest of learners toward learning steps and the way teachers are teaching that is used by subject teachers.

Further discussion about the use of contextual model in Arabic lessons by applying reflective approach provides considerable opportunities for quality improvement of Arabic lessons, especially in Madrasah Aliyah Negeri 3 Jambi city. The condition is caused due to contextual learning by using reflective approach that may encourage improvement of learners' awareness in the formation process of unfamiliarity and reasoning toward subject material that is presented by the teachers.

Conclusion :

Based on the exposure above, the researcher can conclude that contextual learning with reflective approach in improving Arabic lessons quality in Madrasah Aliyah Negeri 3 Jambi city is quite effective, efficient and has fascination in improving overall Arabic lessons quality.

Nevertheless, it still remains awareness that everything still has limitations and shortages so then it is not yet fully capable in achieving the ideal conditions. The various obstacles that are faced in such activities besome the main attention to be found the solution and answer.

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