

## INNOVATION OF CONTEXTUAL LEARNING MANAGEMENT MODEL BASED ON LOCAL WISDOM IN ENGLISH LANGUAGE LEARNING

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**Abstract:** This study aims to examine the innovation of contextual learning management models based on local wisdom and their contribution to improving students' English vocabulary mastery at SMP Negeri 3 Numfor Barat. The research method used was the mixed method, which combines qualitative and quantitative data. Qualitative data were obtained through interviews, observations, and documentation, while quantitative data were obtained from the results of students' pre-test and post-test. The results of the qualitative research show that the planning was carried out collaboratively by involving all school components and considering local cultural values. The implementation of learning was conducted by linking English material to the local culture, which increased students' enthusiasm and participation. The evaluation was conducted comprehensively and provided constructive feedback. Quantitatively, the analysis results show a significant improvement in scores between the pre-test and post-test, with the average score increasing from 25.26 to 61.32. The Paired Sample t-Test yielded a significance value of  $< 0.001$ , indicating a significant difference. These findings conclude that the management of the contextual learning model based on local wisdom is not only culturally relevant but also effective in improving students' vocabulary mastery. This model is recommended as an innovative approach in regions with rich local cultural heritage.

**Keywords:** innovation, management, contextual learning, local wisdom

### INTRODUCTION

English language learning at the junior high school level is considered one of the most essential aspects of education, primarily due to English as an international language widely used across various fields and aspects of everyday life. This aligns with the statement in [1] which highlights that learning English serves as the initial step toward embracing globalization. Furthermore, as explained by [2] emphasizes that English language teaching has developed rapidly in recent years due to the impact of globalization, and that everyone must understand English as their international language. Therefore, innovation in the implementation of effective and efficient English language learning management models is crucial, especially in remote areas, which naturally face unique challenges in implementing education. Research by [3], indicates that limited access and difficulties in meeting basic needs in remote areas are among the main sources of problems in utilizing existing educational facilities. The limited access to up-to-date learning resources and the low level of students' basic knowledge make it difficult for them to comprehend the content of the textbooks provided. This certainly poses a significant challenge that affects the quality of English language learning, particularly in achieving the learning process standards regulated by the government.

Referring to [4], junior high school students are expected to use English through spoken, written, and visual texts to interact and communicate in various situations, both formal and informal. English language learning at this level is designed to help students develop more advanced listening, reading, speaking, and writing skills; thus, they can understand and evaluate spoken or written information more critically. This is intended to ensure that students not only master the fundamentals of English but are also able to use the language confidently in various more challenging and diverse situations. In this way, students are expected to apply English more broadly, not only in the classroom but also in their daily lives.

One of the most crucial and fundamental aspects required to successfully achieve these educational standards is the mastery of vocabulary by students. As stated by Andreas et al. in [5] vocabulary is the key to communicating and constructing sentences. Learning vocabulary is a fundamental step in acquiring a foreign language. Without adequate vocabulary, students will face difficulties in communicating and understanding the content of a text. Similarly, as stated by Tarigan in [6], a person's language ability strongly depends on the richness of their vocabulary. Furthermore, [7] specifically explains that in the English curriculum for junior and senior high schools, vocabulary mastery is highly important. Each level of education has different vocabulary standards. For beginner learners, such as those in elementary and junior high schools, they are expected to master between 500 and 1500 words. However, the condition of students in junior high schools, particularly at SMP Negeri 3 Numfor Barat, still shows an inadequate mastery of vocabulary according to the expected standards. English at this school is regarded as a foreign language used only in specific situations, places, and contexts, such as at school or during formal examinations. This condition affects students' ability to understand and use sentences or texts, which in turn impacts their learning outcomes. Based on the learning outcomes in the 2023/2024 academic year, 75% of the students still experienced difficulties in understanding sentences, even at a basic level. Therefore, a learning management model is needed that enables students to relate the vocabulary they learn to their daily lives. In this way, it is expected that they will find it easier to understand and use English more effectively in broader contexts.

Implementing an innovation in the management of contextual learning models based on local wisdom in English language learning is expected to be a solution to overcome these limitations. According to Berns and

Erickson in [8], contextual learning enables students to connect what they learn with real-life situations in which the knowledge can be applied. A similar view is expressed by Johnson in [9], stating that contextual learning is an approach that helps students understand what they are learning by connecting the subject matter to the context of their lives. Thus, this type of learning enables students not only to rely on memorizing word lists for examination purposes without clear context, but also to truly understand how to use them in daily life. Meanwhile, according to [10], local wisdom that has developed through the process of adaptation to the environment over generations is a highly valuable educational resource. Furthermore, [11] also states that to create more meaningful learning, educators need to integrate culture and local wisdom into the development of teaching materials. By integrating elements such as local traditions, culture, natural tourism, and regional cuisine into the learning materials, educators can make learning feel more relevant and directly impactful for students. This approach helps connect academic learning with students' daily lives while also fostering a deeper sense of appreciation for their community and surrounding environment.

Furthermore, to achieve more optimal results in the implementation of contextual learning, an effective and efficient learning management model is required. With proper management, this learning approach is expected to be more effective and have a greater impact on improving students' vocabulary mastery. Moreover, to achieve managerial goals optimally, integration among elements is essential. According to [12], a management system consists of interrelated and interacting elements. These elements work together to formulate clear objectives and support their achievement. In the context of English language learning with a contextual learning management model based on local wisdom, the management system includes elements such as concrete planning, implementation following the plan, integrating local wisdom-related materials, structured organization, continuous control, and mutually supportive evaluation to achieve learning objectives efficiently and effectively. Thus, this study presents a novelty in the form of innovation in contextual learning management by systematically combining teaching materials rooted in local wisdom, not only focusing on its contribution to students' learning outcomes but also emphasizing the comprehensive development of the learning management model.

Several previous studies have shown the effectiveness of contextual learning in English language instruction, particularly concerning improving students' vocabulary mastery. A study by [13] showed that students favored contextual learning strategies for teaching vocabulary because they helped improve their skills and increased their motivation in learning vocabulary. A similar finding was stated by [14] in their study, which showed that contextual learning effectively improves students' vocabulary mastery. Meanwhile, the results of a study conducted by [15] revealed that a contextual learning approach, or contextual learning that connects songs to students' real-life experiences, can significantly improve their listening skills and vocabulary mastery in each cycle. However, previous studies have mostly focused only on the

implementation of contextual learning in English language instruction, with limited attention to its application and contribution to the improvement of learning outcomes. Moreover, these studies have not addressed the managerial aspects of implementing contextual learning in English language instruction and are limited to the application of contextual learning without specifically considering the local wisdom of the community. This creates a gap in the literature regarding the English language learning management model based on local wisdom that includes these specific aspects.

This study aims to examine the innovation of contextual learning management models based on local wisdom and their contribution to improving students' vocabulary mastery at SMP Negeri 3 Numfor Barat. This study is also expected to provide insights into the challenges encountered in implementing this learning management model, as well as to offer recommendations for future improvement and development.

## RESEARCH METHOD

This study was conducted at SMP Negeri 3 Numfor Barat during March–April 2025, with research subjects consisting of the researcher as the English teacher implementing the contextual learning management model based on local wisdom, students involved in the learning process using the model, and the vice principal for curriculum affairs who plays a role in planning and learning policy at the school. Through a focus on the school where the researcher teaches, this study not only develops an understanding of the implementation of contextual learning management models but also identifies and addresses specific problems within the school and empowers the school community to enhance the quality of learning more effectively for students. This study used a mixed method, combining qualitative and quantitative approaches within a single study. This was intended to provide a more comprehensive understanding of the implementation of the contextual learning management model based on local wisdom in English language learning and its impact on students' vocabulary mastery at SMP Negeri 3 Numfor Barat.

Qualitative data were collected through in-depth interviews with the teacher, students, and the vice principal for curriculum affairs to explore and identify the implementation of the contextual learning management model based on local wisdom; participatory classroom observations to observe the interactions between the teacher and students, as well as how the contextual learning management model based on local wisdom was implemented in English language learning; and documentation, which included teaching modules, learning materials, and test results to analyze the implementation of the contextual learning management model based on local wisdom in the learning process.

Meanwhile, quantitative data in this study were collected through an instrument in the form of a test, which was used to collect data with the aim of measuring specific phenomena being observed [16]. The test instruments used consisted of a pre-test and a post-test to measure the extent of improvement in students'

vocabulary mastery after the implementation of the contextual learning model based on local wisdom. The type of test used was multiple-choice and completion items, consisting of 20 questions, with each correct answer awarded one point. To test the hypothesis regarding the effect of the contextual learning model based on local wisdom on students' vocabulary mastery, this study employed a pre-experimental design to compare the results of the pre-test and post-test. The sample selection was not conducted randomly but by selecting an existing group, namely a class already present at the school. This study involved Class VIII A as the experimental class, consisting of 19 students. The experimental class received treatment or intervention in the form of the implementation of the contextual learning management model based on local wisdom in English language learning.

To ensure the validity of the data in this study, source triangulation and method triangulation techniques were used. Source triangulation was conducted by using various data sources, namely the teacher, the vice principal, students, and school documents, to obtain a more accurate depiction. The method of triangulation was used by combining quantitative and qualitative methods to gain a more comprehensive understanding of the phenomenon being examined.

Data analysis followed the model of [17], which consists of: first, qualitative database analysis by coding the data and combining the codes into major themes; second, quantitative database analysis by examining the statistical results; and third, mixed-method data analysis, namely the analysis that integrates both databases. Qualitative data, obtained through interviews, observations, and documentation, were analyzed using thematic analysis techniques to identify and categorize themes that emerged from the data, thus providing an in-depth understanding of the implementation of the innovation in the contextual learning management model based on local wisdom. Meanwhile, quantitative data were analyzed using descriptive and inferential statistical techniques, namely the t-test, to determine whether there was a significant change in students' vocabulary mastery after the implementation of the contextual learning model based on local wisdom. The researcher then integrated the quantitative and qualitative findings to provide a more complete and comprehensive picture of the implementation and impact of the innovation in the contextual learning management model based on local wisdom. The qualitative results explain the implementation of the contextual learning management model based on local wisdom in the learning process, while the quantitative findings provide an overview of the degree of change in vocabulary mastery.

## RESULTS AND DISCUSSION

The results of this study were obtained through complementary qualitative and quantitative approaches to provide a comprehensive overview of the implementation of the contextual learning management model based on local wisdom in English language learning at SMP Negeri 3 Numfor Barat. The qualitative approach was used to explore in depth the processes of planning, organizing, implementing, controlling, and evaluating the learning

activities, while the quantitative approach was used to measure the tangible effect of the model's implementation on the improvement of students' vocabulary mastery.

Qualitatively, the results of interviews with the vice principal for curriculum affairs, teachers, and students indicated that lesson planning was carried out collaboratively and participatively. All school components were actively involved in this process, including the management team, teachers, and students. This collaboration created an open and supportive atmosphere for designing relevant and contextual learning. In the preparation of the plan, the school utilized internal information such as students' academic achievement data, teachers' potential and competencies, and experiences from previous learning implementations. This information was integrated with external information, including the distinctive and rich local cultural values of Numfor, the needs of the surrounding community, and government policies in the field of education. This approach ensures that the lesson plan not only aligns with the national curriculum but also effectively integrates meaningful local wisdom and helps create a more contextual learning experience connected to the local culture and the daily lives of the students.

The results of the SWOT analysis indicate that the school possesses strengths in the form of a rich local culture that is relevant to English language learning. The richness of local culture serves as a vital asset in the innovation of contextual learning based on local wisdom. The existence of cultural elements such as folklore, regional songs, and traditional practices provides authentic sources for English language teaching. In addition, the enthusiasm of the teachers strengthens the commitment to delivering more meaningful learning experiences for the students. In this context, local culture functions not only as content but also as a context for developing language skills.

Meanwhile, the weaknesses identified include the limited availability of local learning resources and the lack of teacher training. The scarcity of learning resources presents a major challenge in the implementation of contextual learning. Teachers often encounter difficulties in finding ready-to-use materials, thus requiring them to develop their own teaching materials based on local wisdom. In addition, the lack of formal training forces teachers to independently take the initiative to enhance their competencies, for example, through online training or learning communities. This condition indicates that, despite the limitations, teachers are motivated to seek alternative solutions.

The support from various parties and the diversity of local wisdom represent highly strategic opportunities. Support from multiple stakeholders opens significant opportunities to develop local wisdom-based learning. Members of the school community and parents support this effort because it is considered to enhance pride in their own culture while learning English. In addition, the cultural diversity surrounding the school enables teachers to have many options for contextual learning

themes, thereby increasing the relevance and attractiveness of the learning materials for students.

The flow of globalization poses its own threat, where students are more exposed to foreign cultures considered more modern, thus potentially decreasing their interest in local culture. This becomes a threat to efforts to integrate local wisdom into learning. In addition, changes in educational policies that overly focus on national and international standards without considering local wisdom can also hinder this innovative program. In facing these threats, schools need to creatively design learning so that local culture remains attractive and relevant to students.

Furthermore, in the aspect of organizing, teachers and students have a clear understanding of their respective roles. Teachers act as designers of learning as well as facilitators who guide students throughout the learning process. Meanwhile, students are actively involved in exploring local culture through various contextual tasks designed to develop their understanding and skills. The division of roles is conducted transparently, fairly, and adjusted to the abilities and responsibilities of each party. This process is supported by regular coordination that involves not only teachers and students but also fellow teachers as partners in strengthening the learning process. Open, intensive, and mutually respectful communication among all parties further enhances the effectiveness of this organization, thereby creating a conducive and structured learning environment that maximally supports the development of students' character and potential.

The implementation of classroom learning proceeded according to the plan that had been developed. Based on observations, the teacher facilitated discussions about local culture in English, encouraged group work, and was responsive to students' questions. Although there were challenges, such as the limited availability of contextual learning materials and differences in students' background understanding of local culture, the teacher addressed these by developing teaching materials independently and using concrete examples from the surrounding environment. As a

result, students showed high enthusiasm because the learning materials felt closer to their lives, thereby facilitating the understanding of vocabulary in English.

Control in the implementation of the contextual learning management model based on local wisdom was carried out periodically by the vice principal and the principal. This process was conducted through direct classroom observations and written reports from the teachers implementing the learning activities. In addition, informal coordination between teachers and school leadership was conducted flexibly, for example, through brief discussions after class hours or through internal communication groups. When obstacles were identified, such as limited time, teachers' lack of understanding of the contextual approach, or the scarcity of learning media, the school leadership actively provided solutions. These solutions included internal teacher training, adjustments to the lesson schedule, and the use of alternative learning media relevant to local culture. These control efforts ensured that the learning implementation remained aligned with its objectives, effective, and adaptive to field dynamics.

The evaluation was designed to measure students' vocabulary mastery within the context of local culture. The evaluation was conducted using specific instruments, and the results were discussed in evaluation meetings as a basis for improving the learning process. In addition, students received personal feedback to support their individual development. This evaluation system not only assisted in measuring learning outcomes but also strengthened continuous learning.

Furthermore, the quantitative research findings reinforce the qualitative findings. The quantitative research results were obtained from the pre-test and post-test administered to students before and after the implementation of learning through the contextual learning management model based on local wisdom, as presented in the following table.

**Table 1.** Pre-Test and Post-Test Results

| Category      | Pre-Test | Post-Test |
|---------------|----------|-----------|
| Total Score   | 480.00   | 1165.00   |
| Average Score | 25.26    | 61.32     |
| Highest Score | 70.00    | 100.00    |
| Lowest Score  | 0.00     | 35.00     |
| Median        | 20.00    | 65.00     |
| Mode          | 25.00    | 70.00     |

The results of data analysis show a significant increase between the pre-test and post-test scores given to the students. The average pre-test score of 25.26 increased to 61.32 in the post-test, indicating an improvement in understanding after the learning process took place. In addition, the highest score rose from 70 to 100, reflecting that there were students who were able to achieve full mastery of the material. The lowest score also showed improvement, from 0 to 35, indicating that no students completely failed to master the material after the learning process. The median and mode also shifted to higher values,

reaching 65 and 70, respectively, in the post-test. This shift indicates that most students achieved better scores more evenly. Overall, these data reflect the effectiveness of the contextual learning management model based on local wisdom in improving students' English vocabulary mastery.

The subsequent stage of data processing involved conducting a normality test. This test was performed using SPSS analysis with the One-Sample Kolmogorov-Smirnov Test. The decision criterion for this test stipulates that if the significance value (Sig.) exceeds

0.05, the data distribution is considered normal; conversely, if the significance value (Sig.) is less than 0.05, the data distribution is considered non-normal. Table 2 presents the

results of the One-Sample Kolmogorov-Smirnov normality test.

**Table 2.** Results of the Normality Test (One-Sample Kolmogorov-Smirnov Test)

| Variable  | N  | Mean  | Std. Deviation | Kolmogorov-Smirnov Z | Sig. (Asymp. Sig. 2-tailed) | Conclusion |
|-----------|----|-------|----------------|----------------------|-----------------------------|------------|
| Pre-Test  | 19 | 25.26 | 18.29          | 0.243                | 0.181                       | Normal     |
| Post-Test | 19 | 61.32 | 20.13          | 0.160                | 0.661                       | Normal     |

According to the results of the normality test conducted using the One-Sample Kolmogorov-Smirnov Test, as presented in Table 2, both the pre-test and post-test data are normally distributed. This conclusion is supported by the significance values of 0.181 for the pre-test and 0.661 for the post-test, both of which exceed the threshold of 0.05. Therefore, it can be inferred that the data satisfy the assumption of normality, allowing for the application of subsequent parametric statistical analysis. Hasil ini mendukung validitas pengukuran dalam penelitian, khususnya dalam mengevaluasi efektivitas inovasi manajemen model pembelajaran kontekstual berbasis kearifan lokal terhadap peningkatan hasil belajar Bahasa Inggris peserta didik.

After conducting the normality test, the next step was hypothesis testing. This hypothesis test employed the Paired Sample t-test to determine whether the implementation of the innovation in the contextual learning management model based on local wisdom could improve vocabulary mastery among students at SMPN 3 Numfor Barat. The basis for decision-making is that if the significance value (2-tailed) is less than 0.05, there is a significant difference between the pre-test and post-test scores. Conversely, if the significance value (2-tailed) is greater than 0.05, there is no significant difference between the pre-test and post-test scores. The results of the hypothesis testing are presented in Table 3 below.

**Table 3.** Results of Hypothesis Testing (Paired Sample t-Test)

| Test                 | t-Statistic | p-Value (2-tailed) | Conclusion                   |
|----------------------|-------------|--------------------|------------------------------|
| Paired Sample t-Test | 8.73        | 0.0000000688       | Significant difference found |

The results of the Paired Sample t-Test showed a p-value of 0.0000000688 ( $p < 0.05$ ), indicating a significant difference between the pre-test and post-test scores. This demonstrates that the intervention of the contextual learning management model based on local wisdom was statistically effective in improving students' vocabulary mastery. This finding is supported by previous research conducted by [18], which showed a significant improvement in vocabulary mastery and writing skills in classes that used the contextual learning model. Furthermore, research conducted by [19] stated that the English vocabulary skills and learning motivation of students in classes using the contextual learning model were higher compared to those of students in classes employing the conventional learning model. A similar finding was also reported by research conducted by [20], which showed that the use of the contextual learning method from Cycle I to Cycle II proved effective in improving students' English learning outcomes.

Thus, the implementation of this learning management model is not only culturally relevant but also empirically proven to be effective. The approach of integrating local contexts into English language learning not only enriches the learning process but also enhances students' understanding. These findings support the importance of local wisdom-based learning innovations as a strategy for improving the quality of contextual and sustainable education, particularly in underdeveloped, frontier, and outermost regions (Indonesian: *Tertinggal, Terdepan, dan Terluar*; 3T).

## CONCLUSION

Based on the results of the study, it can be concluded that the implementation of the contextual learning model based on local wisdom at SMP Numfor Barat has a positive

impact on students' English vocabulary mastery. The results of the SWOT analysis in this study revealed that SMP Negeri 3 Numfor Barat possesses a major strength in its rich local culture, which can be utilized as a source for contextual English language learning, such as folklore, regional songs, and traditional practices. The enthusiasm of teachers and the support from the school community served as reinforcing factors in the implementation of this model. However, weaknesses were also identified, namely the limited availability of local learning resources and the lack of teacher training. Opportunities arose from community support and the cultural diversity that enriches the teaching materials. On the other hand, threats emerged from the current of globalization and changes in educational policies that tend to overlook local wisdom.

In accordance with the research objectives, it was found that the implementation of the contextual learning management model based on local wisdom was effective in improving students' English vocabulary mastery. This was quantitatively proven by a significant increase in the pre-test to post-test results, from an average score of 25.26 to 61.32, as well as by the results of the Paired Sample t-Test, which showed a significance value of 0.0000000688 ( $p < 0.05$ ).

The innovation in the management of the contextual learning model based on local wisdom at SMPN 3 Numfor Barat includes collaborative planning, clear role organization, contextual learning implementation, adaptive control, and continuous evaluation. Local wisdom content is used as a fundamental teaching material that enriches the content, strengthens identity, and makes learning more meaningful. This approach is effective in improving

vocabulary mastery, enhancing the relevance of the material, and promoting cultural preservation within the context of global learning.

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