



Teachers Adaptation of Methods in Teaching Arabic at Ar-Rohmah High School in Malang: A Contextualism Philosophy Perspective

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Abstract

Arabic language learning in modern pesantren-based schools requires adaptive strategies to address students' diverse abilities and the dynamic nature of the learning environment. This study is motivated by the need to understand how Arabic teachers at Ar-Rohmah High School Malang adjust their teaching methods to the characteristics of Generation Z, the context of modern Islamic boarding schools, and the demands of a bilingual curriculum. The study aims to describe the forms of instructional adaptation employed by teachers and analyze these practices through the lens of contextualism philosophy. This research applied a descriptive qualitative approach using observation, in-depth interviews, and documentation as data collection techniques. Data were analyzed thematically by considering students' social, cultural, and religious contexts. The findings reveal that teachers adapt methods through the integration of communicative approaches, contextualization of materials with pesantren life, utilization of digital technology, and flexible responses to classroom conditions. These adaptations are supported by the school's bilingual culture, rich language exposure in the pesantren environment, institutional support, and digital media aligned with Generation Z characteristics. The study concludes that adaptive teaching practices reflect contextualism principles, making Arabic learning more relevant, engaging, and meaningful.

Keywords: Adaptation of Methods, Arabic Learning, Contextualism Philosophy, Education.

مستخلص البحث

يتطلب تعلم اللغة العربية في المدارس الحديثة القائمة على نموذج معهد استراتيجيات تكيفية لمواكبة القدرات المتنوعة للطلاب والطبيعة الديناميكية لبيئة التعلم. وقد انطلقت هذه الدراسة من الحاجة إلى فهم الكيفية التي يكتف بها مدرسو اللغة العربية في مدرسة الرحمة الثانوية في مالانج أساليبهم التعليمية مع خصائص جيل Z، وسياق المدارس الإسلامية الداخلية الحديثة، ومتطلبات المنهج الثنائي اللغة. تهدف الدراسة إلى وصف أشكال التكيف التعليمي التي يستخدمها المعلمون وتحليل هذه الممارسات من منظور فلسفة السياقية. طبقت هذه الدراسة نهجاً نوعياً وصفيًا باستخدام الملاحظة والمقابلات المتعمقة والتوثيق كأساليب لجمع البيانات. تم تحليل البيانات حسب الموضوع من خلال النظر في السياقات الاجتماعية والثقافية والدينية للطلاب. وتكشف النتائج أن المعلمين يقومون بتكييف الأساليب من خلال دمج المناهج التواصلية، وربط المواد الدراسية بسياق الحياة في المدرسة الدينية، واستخدام التكنولوجيا الرقمية، والاستجابة بمرونة

لظروف الفصل الدراسي. وتدعم هذه التكييفات الثقافة ثنائية اللغة في المدرسة، والتعرض الغني للغة في بيئة المدرسة الدينية، والدعم المؤسسي، والوسائط الرقمية التي تتوافق مع خصائص جيل Z. وتخلص الدراسة إلى أن ممارسات التدريس التكميلية تعكس مبادئ السياقية، مما يجعل تعلم اللغة العربية أكثر صلة بالموضوع، وجاذبية، وذات مغزى.

كلمات المفتاحية: تكييف الأساليب، تعلم اللغة العربية، فلسفة السياقية، التربية

Introduction

Arabic language teaching in the context of modern education is experiencing increasingly complex dynamics, especially in institutions that combine the tradition of Islamic boarding schools with formal school systems such as Ar-Rohmah High School Malang. As a bilingual educational institution that places Arabic and English as the two main language pillars, the school faces pedagogical challenges that are not light. On the one hand, the demands of globalization and the development of 21st-century competencies place English as an international language that is often prioritized by both students and teachers (Sawalmeh & Dey, 2023). On the other hand, the institutional identity based on Islamic boarding schools and Islamic values makes Arabic remain in a strategic position as a language of religion, Islamic culture, and academia (Juliana et al., 2025; Umam, 2021). This tension then gives birth to various fundamental problems in the practice of learning Arabic, a situation that demands in-depth evaluation, study, and methodological reconstruction.

Empirically, one of the main problems that arises is the incompatibility between the teaching methods used by teachers and the characteristics of modern students (Cheng & So, 2020). In the context of this study, teachers identified the need for changes in learning methods through classroom indicators, such as low student activity, limited interaction during learning, and students' difficulties in understanding the material presented with conventional approaches. Based on the findings of the interview, the decision to adapt the learning method is based on the teaching experience that has been had, the institution's expectations for the implementation of more student-centered learning, and the teacher's professional consideration in choosing the strategy that is considered most suitable for the learning needs of students. Thus, adaptation of learning methods is a form of pedagogical decision-making based on empirical evidence in the classroom and teachers' professional reflections (Arnaningsi, 2023). These methods, although they have certain historical and scientific value, are often unable to answer the cognitive, affective, and social needs of students living in the digital age. Students who are familiar with visual media, quick information, collaborative interactions, and experiential learning often view learning Arabic as a heavy, abstract, and irrelevant activity. This is exacerbated by the perception of some people and even students themselves that English is more "useful" practically, both for further study and international career opportunities.

This issue becomes increasingly crucial because the low relevance of methods not only hinders learning motivation, but also affects the overall achievement of learning outcomes. In the midst of the development of modern education that

demands a holistic, dialogical, and humanist approach (Muttaqo & Erawati, 2025), teachers are faced with the need to adapt teaching methods to be more responsive to the socio-psychological context of students (Kotherja & Skilja, 2025). It is in this situation that the philosophy of Education, especially contextualism, offers a rich conceptual framework for re-reading the learning process. Contextualism emphasizes that knowledge is not just a collection of objective information, but must be understood in its relation to the student's experience (Hanani, 2020), his social environment, and the concrete situations he or she faces on a daily basis. Unfortunately, this philosophical principle has not been widely applied in learning Arabic. Previous studies have focused more on the effectiveness of methods, communication strategies, or teaching materials, without reaching deeper philosophical dimensions regarding the meaning of adaptation, meaning relations, and pedagogical awareness.

This research was carried out due to the lack of studies that link the practice of learning Arabic with a philosophical approach that allows reinterpretation of the process of method adaptation. Many previous studies have focused on the effectiveness of specific learning strategies, such as communicative methods, direct methods, or integrative approaches, but few have seen method adaptation as a reflective process influenced by subjective context and meaning. (Afifah dkk., 2025) Ar-Rohmah High School as a modern educational institution based on pesantren is an ideal context for this kind of study. The school meets two major currents of education: a strong Islamic scientific tradition and dynamic modern academic demands. This interaction between tradition and modernity is what makes this research academically as well as contextual.

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To overcome this gap, this study proposes the use of a descriptive-interpretive qualitative approach, with classroom observation techniques, in-depth interviews, and documentation analysis (Syamsijulianto & Pranata, 2025). The data was analyzed by interpreting teachers' actions based on the social, cultural, and spiritual context that surrounds them. In the final stage of the analysis, the principles of contextualism are used to interpret how the adaptation of the method occurs, what it means for teachers and students, and what factors influence its success.

Until now, the state of the art research shows that most studies related to Arabic language learning still focus on communicative learning strategies, direct approaches, integrative approaches, and the effectiveness of learning media. There is very little research that raises the philosophical dimension of method adaptation, even though learning Arabic is strongly intertwined with Islamic values and the cultural structure of Islamic boarding schools. On the other hand, the study of contextualism has developed a lot in Western educational philosophy and has not

been widely applied to Arabic learning based on Islamic values (Al Farabi dkk., 2023). This article seeks to bring together these two areas: methodological practice and philosophical reflection.

Through this process, this research produced an innovative concept called "Philosophical Contextual Methods in Arabic Language Teaching". This concept emphasizes the importance of adapting teaching methods to the social and religious context of students, as well as integrating teaching practice with philosophical reflection. This concept also proposes a reinterpretation of the meaning of "effective methods" in Arabic learning, shifting the focus from mere outcomes to meaning, context, and student learning experience.

The research questions offered include: (1) What is the form of adaptation of teachers' methods in teaching Arabic at Ar-Rohmah High School Malang? (2) How does the philosophy of contextualism explain the meaning and process of adaptation? (3) What factors affect the success of method adaptation in the context of modern Islamic boarding school-based schools? The purpose of the research is in line with this question, namely to describe the pattern of adaptation methods, analyze the adaptation process through the perspective of contextualism, and formulate a conceptual model of Arabic language learning that is responsive to the socio-cultural context of students. As a follow-up plan, this research is directed to develop an Arabic teacher training model based on contextualism and philosophical reflection. The hope for the next researcher is to conduct comparative research in other educational institutions, as well as integrate contextualism studies with constructivism theory or postmethod pedagogy, so that Arabic learning can continue to develop as a dynamic, relevant, and contextual pedagogical discipline.

Method

This research is designed using an interpretive descriptive qualitative approach with the foundation of contextualism philosophical thinking (Matta, 2022). This approach was chosen because it allows researchers to explore in depth the process of adapting learning methods carried out by Arabic teachers in the real context of the school environment (Mujtahidin & Oktariato, 2022). Interpretive descriptive qualitative provides space for researchers to not only photograph phenomena as they are, but also interpret the meaning behind teachers' pedagogical actions in relation to the social, cultural, religious, and institutional values of modern pesantren based schools such as Ar-Rohmah High School. Thus, the design of this research is directed to present a comprehensive understanding that is not only technical, but also philosophical, so that it can explain how method adaptation occurs as a form of response to a dynamic learning environment.

The subject of this study is an Arabic teacher at Ar-Rohmah High School who was selected purposively based on direct involvement in the learning process. The selection of teachers as subjects aims to obtain data on learning method adaptation strategies, pedagogical considerations, and adjustments to approaches to student characteristics and school contexts.

This study also pays attention to ethical aspects by providing informed consent to participants before observations and interviews are conducted. Participants have the right to refuse or terminate engagement at any time. The confidentiality of the identities of teachers, students, and institutions is maintained through the use of codes or identity disguise. During the research process, the researcher still respects the norms, culture, and religious values that apply in the Islamic school environment based on Islamic boarding schools.

Data collection techniques are carried out through three main methods, namely observation, interviews, and documentation. Observations are carried out in a participatory manner of teaching and learning activities in the classroom to capture the real practice of method adaptation, teacher-student interaction, the use of learning media, and the pedagogical atmosphere that develops during the learning process (Daruhadi & Sopiati, 2024). Interviews were conducted in depth with teachers to explore their perspectives on the reasons for adapting methods, teaching experience, contextual considerations, and values that influenced their pedagogical decisions. Meanwhile, documentation is used to obtain written data that supports interpretation, such as lesson plans, syllabus, evaluation notes, student worksheets, or teacher reflections. These three techniques allow researchers to understand phenomena from various perspectives and sources of information.

Data analysis is carried out through three stages, namely data reduction, data presentation, and conclusion drawn (Haris et al., 2021). Data reduction is carried out by selecting and simplifying data that is relevant to the focus of the research (Fife, 2020). The data is then presented in the form of narratives and thematic matrices to facilitate the identification of relationships between categories. Conclusions are drawn gradually from the beginning of data collection to the end of the study. To ensure the validity of the data, the research uses triangulation of sources and methods. Source triangulation is carried out by comparing observation, interview, and documentation data, while method triangulation is used to ensure the consistency of findings through various data collection techniques.

Result and Discussion

Forms of Adaptation of Teachers' Methods in Arabic Language Teaching

Based on the results of the interview, the Arabic teacher at Ar-Rohmah High School Malang described that students at the school have distinctive characteristics that greatly affect the teaching strategies applied. In general, students in this school do not have adequate Arabic language skills. They tend to favor general lessons or English lessons, so their attention to Arabic still needs to be strengthened through approaches that are more relevant to them. Realizing this condition, teachers choose to adapt the learning method to the character of their generation, namely Gen-Z. This generation is known to be more responsive to digital media, communicative approaches, and methods that integrate technology. Therefore, teachers do not stick

to conventional methods, but try to present an interactive learning approach that is close to the daily world of students.

The teacher also said that changes in methods often need to be done spontaneously in the classroom. For example, when Arabic lesson hours are after a fairly heavy lesson such as mathematics, the classroom conditions become less conducive. Students appear tired or unfocused, so the originally planned method is no longer appropriate. In such situations, teachers immediately adjust strategies, changing the method to lighter, practical activities, and allowing students to stay engaged without feeling overwhelmed. This flexibility is one form of adaptation that continues to be carried out in daily teaching practices.

One of the most commonly applied forms of method adaptation is through *muhadatsah* (conversation) activities. Teachers use the school environment as a real context for language practice. Students are invited out of class, asked to interact directly while practicing dialogue in Arabic out loud, and directed to use real objects or situations around them as learning aids. The teacher also creates a dialogue based on the authentic experiences of the students. For example, when students tell about their experiences going to the market on vacation, the teacher makes it the subject of a market-themed Arabic conversation. A similar thing is done when students have experience on the beach or other situations that they are familiar with. In this way, teachers ensure that language activities are not abstract, but close to students' lives and allow them to build an emotional as well as cognitive connection with the material being studied.

According to teachers, relevant learning is learning that has a real and useful impact on students' lives in the future. Therefore, all method adaptation activities are directed so that students feel that Arabic is not just a subject to be learned, but a skill that can help them in Islamic boarding school life, religious activities, and Islamic studies.

The adaptation of the method carried out by Arabic teachers in the context of modern schools-Islamic boarding schools such as SMA Ar-Rohmah Malang can be understood as a process of adjusting learning strategies to the unique learning environment, diverse student needs, and institutional goals that are Islamic and modern. In modern pedagogical theory, the adaptation of methods is closely related to the concept of *differentiated instruction*, which is the adjustment of learning materials, processes, and products to be able to accommodate students' ability levels, interests, and learning styles (Gheyssens et al., 2023), (Gheyssens et al., 2022). In Arabic language learning, forms of adaptation can be seen in:

1. Adjustment of the difficulty level of material based on students' initial abilities varies between new students, alumni of MI/SD Islam, or public school graduates.
2. A variety of teaching methods, such as a combination of *Communicative Language Teaching* (CLT), direct methods, mufradat memorization techniques based on dormitory activities, to the use of multimedia.

3. Contextualization of Arabic material with pesantren life, such as the use of vocabulary (مَسْجِد، وُضُوء، دُعَاء), dialogues based on worship activities, and simple texts with the theme of morals.
4. Language *exposure through* tamyiz programs, daily conversations, morning assemblies, and the use of Arabic posters in the school environment.
5. The use of educational technology, especially digital dictionary applications, *Google Classroom*, learning videos, and interactive exercises.

In the philosophy of contextualism, knowledge is understood as something that does not stand alone, but is always born from and bound to the social, cultural, historical, and individual contexts (Fife, 2020), (Bingham, 2023). In this perspective, meaning is not absolute, but changes according to the situation in which it is used. This basic principle explains that language learning cannot be separated from the real conditions of students, because language, both as a system and a social practice, is part of human life that continues to move according to its context.

In learning Arabic, the adaptation of methods by teachers reflects the application of the principle of contextual (Nashfati & Salamuddin, 2025), , (Haq et al., 2025). When teachers adjust learning strategies based on students' abilities, religious background, Arabic literacy levels, and classroom dynamics, teachers are actually linking linguistic knowledge with the social reality in which it will be carried out. At this point, adaptation is not just technical, but has an epistemological dimension, teachers understand that language knowledge is only meaningful if it is connected to students' experiences and needs (Suh et al., 2023).

Contextualism also emphasizes that every effective pedagogical action is born from the teacher's awareness of the learning environment (Fahriyiah, 2024). Thus, changes in methods, selection of relevant media, or modification of materials are not considered as inconsistencies in teaching, but as a form of philosophical response to concrete situations. Method adaptation is a manifestation that teachers read context, interpret students' needs, and build a living learning space in the interaction between text, context, and experience.

The Meaning and Process of Adaptation in the Perspective of Contextualism Philosophy

The teacher provides a strong picture of how the principles of contextualism shape the way he understands and carries out the process of adapting learning methods. In his view, learning cannot be separated from the social, cultural, and religious context of students. Contextualism emphasizes that meaning does not stand alone, but is always influenced by situations and experiences (Motala dkk., 2021) . This approach is clearly reflected in the way teachers read classroom situations, student needs, and the dynamics of the learning environment based on modern Islamic boarding schools.

The teacher revealed that there are two aspects of the context that he pays the most attention to in teaching: the social context and the religious context. The social context is very important because Ar-Rohmah High School implements a bilingual culture (Arabic and English) that is present in students' daily lives, both at school

and in the dormitory. Arabic is not only studied as a subject, but is used in both formal and informal interactions. Meanwhile, the religious context also has an important role because Arabic subjects are closely related to the ability to read the yellow book and classical texts, especially in the field of fiqh. By understanding these two contexts, teachers can choose methods that not only help students understand the language technically, but also relate it to the religious and cultural needs of the school.

The teacher also emphasized that the application of the principle of contextualism makes him more sensitive in choosing the method that best suits the student's condition (Hastuti, 2024). She admits that there are still obstacles such as students' uneven interests and different basic abilities, but contextual understanding helps her adjust her approach more flexibly (Ge et al., 2025). He sees a direct relationship between the student's context and the chosen method. When students have certain experiences, teachers use them as learning materials so that there is a connection between what they learn and what they experience.

Furthermore, the teacher said that the understanding of educational philosophy, especially contextualism, influenced the way he taught today. Philosophical reflection helped him realize that learning cannot be done carelessly without considering the student's circumstances. With this philosophical foundation, he feels better able to make the right pedagogical decisions, choose relevant strategies, and provide meaningful learning that is inseparable from the reality of students. Overall, the teacher's adaptation process is very much in line with the principle of contextualism: learning must be rooted in the student's context to be truly effective.

The philosophy of contextualism views that the meaning of knowledge, including language, is always related to the social, cultural, and actual context (Saumantri & Saefuddin, 2025). In Arabic teaching, contextualism explains that the effectiveness of the method depends on the suitability of the strategy with the learning environment in which the knowledge is practiced. The Meaning of Adaptation According to Contextualism, there are three types, *First*, language knowledge is not neutral, but is always influenced by the culture and social practices of students. *Second*, the learning process takes place in a real context, not in an abstract space. *Third* Method should be flexible, there is no single strategy that is valid for all situations.

Thus, the adaptation of teachers' methods at Ar-Rohmah Malang High School can be understood as an effort to make Arabic learning meaningful according to the Islamic context, the boarding environment, and the demands of the modern curriculum. The Adaptation Process According to Contextualism is close to the theory of situated learning (Aptyka dkk., 2022), which asserts that learning is effective when a) The material is associated with real practice, b) Students learn through social interaction, c) Teaching emphasizes hands-on experience.

In the context of modern Islamic boarding schools, students are in a religious culture that is rich in passive Arabic practices, so teachers need to associate the

material with activities such as prayer, dhikr, book studies, dormitory conversations, or everyday terms. This adaptation process is not just a variation of technique, but an epistemological adjustment so that students understand the language according to the context of their lives (Moraczewska, 2026).

Arabic language learning at Ar-Rohmah High School is not only within the scope of modern pedagogy, but also within the cultural ecosystem and Islamic values typical of modern Islamic boarding schools. This makes the teaching process a meeting point between contemporary scientific approaches and Islamic scientific traditions. Modern pedagogies such as student-centered learning, contextual teaching and learning, communicative approach, and active learning are widely used in learning the world's languages today. In the modern pesantren environment, this approach is combined with values such as manners, discipline, teacher example, and worship orientation in learning activities. This integration makes learning Arabic not only focus on linguistic competence, but also on character formation and spirituality (Arifin dkk., 2023).

In practice, teachers can use modern communicative strategies but still insert Islamic texts, religious vocabulary, dialogue exercises based on pesantren activities, or learning themes that are relevant to the life of students. Thus, the learning process becomes a space of interaction between two dimensions: a) The theoretical dimension of pedagogy that emphasizes the active involvement of students, b) The ethical-religious dimension of Islam emphasizes the depth of meaning, manners, and moral relevance.

This two-dimensional collaboration enriches students' learning experiences and emphasizes that Arabic teaching is not just a language transfer, but also a conveyance of values and identity. This interaction between modern theory and Islamic values shows that language teaching can be a process of enculturation, as well as an effective academic learning process.

Factors Affecting the Success of Method Adaptation in the Context of Pesantren Based Modern Schools

Teachers identified several important factors that influenced the success of the adaptation of methods in learning Arabic at Ar-Rohmah High School. One of the main factors is the uneven readiness of students. Some students have sufficient motivation and basic skills, while others still face difficulties in understanding certain concepts. This imbalance requires teachers to always look for approaches that can reach all students, so that adaptation is an important aspect of learning.

However, the school environment based on modern Islamic boarding schools actually provides a lot of support for the success of the adaptation. One of them is the inherent bilingual commitment of students from the beginning of school. Because students are already given the understanding that they will learn two foreign languages (Arabic and English) from the beginning, their motivation tends to be stronger even though their initial abilities vary. This bilingual commitment is not only a formal demand, but also a school culture that leads students to become accustomed to using both languages in their daily lives (Ritonga et al., 2025).

The teacher also emphasized that the modern pesantren culture at Ar-Rohmah High School, such as *the Hiwarus Shabah* program every morning, book learning activities in the dormitory, and the use of Arabic and English in daily interactions, greatly supports the success of the modification of the learning approach. Constant language interaction in a school environment reinforces what students learn in the classroom, so that method adaptations can be applied more effectively.

In addition, another important factor is the existence of Islamic values and the atmosphere of the pesantren that strengthen the learning objectives. Arabic is not only studied as an academic competence, but also as a means of understanding religious science and getting closer to the Islamic intellectual tradition. With this kind of value context, the adaptation of the method is not only directed to technical interests, but also to build the spiritual and intellectual awareness of students.

The teacher closed his reflection by affirming that understanding of educational philosophy, especially contextualism, has a great influence in improving the quality of learning. Reflections on students' social context, school culture, motivation, and classroom dynamics make teachers more confident in choosing appropriate methods and strategies. In other words, the success of method adaptation is determined not only by the teacher's technical skills, but also by the ability to read the context and apply the right philosophical foundation (Rahmah et al., 2023).

The success of teacher method adaptation is determined not only by the teacher's ability, but also by the systemic environment and supportive learning culture. The educational literature shows that effective adaptation is influenced by the following factors:

A. Pedagogical and Linguistic Competence of Teachers

Teachers who have mastery of Arabic and good teaching methodologies are better able to adjust the method (Zaki dkk., 2024). The pedagogical and linguistic competence of teachers is the main foundation for the successful adaptation of methods in teaching Arabic in modern schools such as Ar-Rohmah High School. Teachers who have a strong mastery of the structure of the Arabic language while understanding the latest pedagogical theories are more flexible in choosing the approach that suits the student's condition. Recent research by Richards (2021) confirms that teachers' effectiveness in adapting is greatly influenced by their ability to combine linguistic skills with Pedagogical Content Knowledge (PCK), especially in the context of language learning (Richards, 2022). With a good pedagogical understanding, teachers are able to read the needs of the classroom, such as the heterogeneous abilities of students, the dynamics of generation Z, or the demands of bilingualism and then adjust methods such as communicative approaches, task-based learning, or digital media integration. This is in line with the revision of the PCK concept by Gess-Newsome (2020) which emphasizes that teachers who are able to modify strategies according to the context will produce a more adaptive, relevant, and meaningful learning process (Park & Chan, 2025).

B. Islamic Boarding School Learning Environment

Religious contexts and daily activities such as prayer, halaqah, and dormitory activities provide natural language exposure that greatly supports the adaptation of methods. This is in line with the theory of ecological linguistics which sees language as part of the social ecosystem (Harrison, 2023). The environment of modern Islamic boarding schools such as the one at Ar-Rohmah High School provides a very rich language learning ecosystem, which naturally reinforces the successful adaptation of teachers' methods. The life of the students who are full of religious activities such as congregational prayers, halaqah, talaqqi books, and dormitory interactions creates *language exposure* that lasts all day, not only in class. The perspective of *ecological linguistics*, which was updated through Huang's analysis based on van Lier's thought, views language as part of the social ecosystem in which students live and interact (Chong dkk., 2023). Teachers can take advantage of this atmosphere to align learning methods with the daily reality of students, for example by designing contextual dialogues about worship activities, dormitory activities, or social situations in Islamic boarding schools. Thus, the adaptation of methods does not only occur in the classroom, but also utilizes the pesantren environment as an authentic learning resource.

C. Student Readiness and Diversity

The different backgrounds of students between graduates of madrasas, public schools, or pesantren demand the adaptation of diverse methods. This is reinforced by the idea of *learner-centered teaching*. The diversity of students' backgrounds is a significant factor that affects how teachers adjust learning methods. At Ar-Rohmah High School, students come from different academic environments, there are madrasah graduates with a relatively strong Arabic base, and some from public schools who are new to Arabic. This difference in initial ability requires teachers to apply differentiation strategies according to *the principle of learner-centered teaching*. emphasizes that student-centered learning must be responsive to each learner's needs, interests, and readiness level (Bhardwaj dkk., 2025). In this context, teachers at Ar-Rohmah High School often adjust the method by providing a visual approach for beginners, dialogue exercises for middle students, and text discussions or book readings for advanced students. This flexibility allows students to learn optimally according to their abilities, so that the adaptation of the method is more effective.

D. Institutional Support

Modern schools such as Ar-Rohmah High School usually have a structured curriculum, multimedia facilities, and boarding school programs that affect the flexibility of teachers' methods. Institutional support plays a big role in strengthening or weakening teachers' ability to adapt. Ar-Rohmah High School is known as a modern pesantren based school that has a structured curriculum, a bilingual Arabic English policy, multimedia facilities, and a systematic parenting and boarding program. This condition provides ample space for teachers to innovate. Stated that institutions with a healthy culture of change

and adequate facilities will encourage teachers to apply more varied, reflective, and contextual teaching methods (Chakraborty & Biswas, 2019). With facilities such as language labs, LCDs in every classroom, internet access, and school e-learning platforms, teachers can develop technology-based methods, combine face-to-face learning with digital media, and utilize online resources to enrich materials. Structural support like this strengthens the success of teacher adaptation in the classroom.

E. Language Culture Outside the Classroom

The learning community factor also strengthens teacher adaptation, because students naturally practice language in daily interactions. This is in line with the community of practice (Holmes dkk., 2022). The Arabic and English-speaking cultures that live in school and dormitory environments make a great contribution to the successful adaptation of teachers' methods. At Ar-Rohmah High School, students are used to participating in the *Hiwarus Shabah* program, daily muhadatsah activities, and the use of language in dormitory interactions, thus creating a *community of practice* as explained by Wenger-Trayner (Clarke dkk., 2021). In this community, students learn a language not only as a subject, but as a communication tool used in daily life (Kim, 2020). Teachers can adapt methods by leveraging the momentum of existing language use, for example encouraging students to create dialogues based on experiences in dormitories, markets, beaches, or certain social situations. In other words, a naturally living language culture enriches the learning context and accelerates the effectiveness of teacher method adaptation.

F. Technology and Digital Media

Access to learning apps, e-learning, and digital dictionaries expands adaptation alternatives. Technological advances and the availability of digital media have opened up new opportunities for teachers to adapt Arabic learning methods. Access to learning applications, digital dictionaries, interactive videos, and e-learning platforms allows teachers to develop more varied learning that is in accordance with the character of Generation Z. Koehler & Mishra's (2021) revised version of the TPACK model emphasizes that effective technology integration must harmoniously combine aspects of content, pedagogy, and digital tools (Whitewolf, 2022). In practice, teachers can use applications such as Al-Maany, Google Classroom, Quizizz, Arabic conversation videos, and visual materials to support student understanding. Technology also helps teachers address the heterogeneity of students' abilities, provides additional materials for individual exercises, and supports project-based learning and communication. Thus, technology expands the space for adaptation and provides high flexibility for teachers in teaching.

The philosophy of contextualism explains that flexibility in choosing or changing methods is not a form of pedagogical weakness, but rather the core of meaningful teaching. In language learning, the entanglement between meaning and context makes teachers need to adjust methods to be able to capture the reality of students' lives (Aguliera & Nightengale-Lee, 2020). Contextualism

rejects a mechanical or uniform approach, because the reality of every class and every student is different. Therefore, effective Arabic teaching methods in modern Islamic boarding schools must be aligned with:

1. Student's academic background,
2. School culture and religious atmosphere,
3. Communication needs in pesantren life,
4. Bilingual curriculum that requires Arabic and English competencies,
5. Daily experiences involving Arabic texts (worship, book study, memorization).

When the teacher reads this context carefully, he will be able to determine the most appropriate strategy: when to use a communicative approach, when to emphasize grammar, when to use visual media, or when to practice hands-on. Each choice of method is a response to the situation, not a random action (Wudkk., 2024). This flexibility has a philosophical basis: the meaning of language is present through use in context, not through the memorization of rules. Therefore, the teacher's ability to adapt methods is at the heart of learning effectiveness. From a contextualism perspective, a flexible teacher is a teacher who understands that the primary goal of language learning is meaningfulness, not just structural accuracy. In other words, the suitability of the context is the main orientation in the process of selecting, adapting, and evaluating the method. This shows that the teaching of Arabic cannot be treated as a purely technical system, but as an interpretive activity that always moves according to social, cultural, and religious dynamics.

Conclusion

This study shows that the adaptation of teachers' methods in teaching Arabic at Ar-Rohmah High School Malang takes place as a dynamic pedagogical process and is greatly influenced by the socio-religious context of modern Islamic boarding schools, the characteristics of generation Z, and changing classroom conditions. Teachers apply adaptation through the flexibility of methods, especially contextual muhadatsah activities, the use of students' authentic experiences, and the integration of technology which is entirely in line with the philosophy principle of contextualism that meaning and knowledge are only effective when linked to the context of students' real lives. The philosophy of contextualism provides an epistemological framework that asserts that language teaching must be rooted in social, cultural, religious, and individual experiences so that any change in method is not a purely technical action, but a philosophical response to the reality of learning. The success of adaptation is also determined by a number of systemic factors, including the pedagogical competence of teachers, the pesantren environment that is rich in *language exposure*, the diversity of student readiness, the institutional support of modern schools, the language culture outside the classroom that forms a *community of practice*, and the use of digital technology as an expansion of learning spaces. Overall, these findings confirm that the adaptation of methods in Arabic language teaching is an integrative process that connects modern pedagogy,

pesantren contexts, and the philosophical foundation of contextualism so as to produce relevant, meaningful, and sustainable learning in the modern pesantren-based school education ecosystem.

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Declaration of Using AI

Authors used ChatGPT to improve language and readability. The authors reviewed and edited the output and take full responsibility for the content.

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