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## THE IMPLEMENTATION OF CONTEXTUAL LANGUAGE LEARNING THROUGH FIELD TRIP ACTIVITIES IN ARABIC VOCABULARY LEARNING

Naim Hikmatut Thoyibah<sup>1</sup>, Nur Faiz Habibah<sup>2</sup>, Ba'iq Kurnia Buana<sup>3</sup>

<sup>1</sup>Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember; Indonesia

<sup>23</sup>Universitas Dr. H. Sumarno Banyuwangi; Indonesia

Correspondence E-mail; naim.hikmatut.thoyibah@gmail.com

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### Abstract

This study aims to analyze the implementation of Contextual Language Learning through field trip activities in Arabic vocabulary (mufradat) learning at MTs Silahul Muslimin Banyuwangi, East Java. The research was conducted at the Tegaldlimo Village Hall area, which provides a contextual environment including gazebos, open fields, highways, rice fields, and a stadium. The method used is descriptive qualitative research with data collection techniques including observation, interviews, and documentation. The research subjects consisted of 18 students, teachers, and the principal. Data analysis employs the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. The results of the study indicate that before the intervention, students experienced boredom, low motivation, and passivity in memorizing mufradat. However, implementing a field trip with the theme "Natural Beauty" significantly increased students' activeness and curiosity. Students felt a higher sense of engagement as the learning process felt like a recreational activity rather than a formal lesson. Despite minor weather challenges such as light rain, the availability of gazebos ensured the learning process remained efficient. The study concludes that field trip activities transform a monotonous atmosphere into an enjoyable, game-like experience, enhancing students' confidence in identifying Arabic terms in a real-world environment. This approach makes the learning process more contextual, meaningful, and effective for junior high school students.

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### Keywords

Arabic Language Learning; Contextual Language Learning; Field Trip Activities; Vocabulary.



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## INTRODUCTION

The current condition of Arabic language instruction at MTs Silahul Muslimin Banyuwangi is characterized by persistent pedagogical barriers, particularly regarding student motivation and active classroom engagement. Direct field evidence from initial observations indicates that classroom instruction remains heavily teacher-centered, creating a passive atmosphere in which educators rely almost exclusively on standard lecturing procedures and the mechanical memorization of disconnected vocabulary lists extracted from standard textbooks. As a direct consequence of this rigid routine, the eighteen eighth-grade students serving as the primary subjects in this class exhibit profound levels of intellectual boredom, a complete lack of learning enthusiasm, and a strong tendency to remain entirely unresponsive during regular teaching and learning interactions. The root academic dilemma identified during the field observation is the acute inability of these junior high school students to establish cognitive connections between the abstract mufradat material they are forced to memorize and the functional reality existing around their immediate environment. This foundational disconnect causes the overall foreign language acquisition process to feel completely abstract, isolated, and fundamentally meaningless to their daily life experiences.

This severe discrepancy between formal curriculum targets and the actual psychological reality on the ground demands an immediate shift in instructional strategy, moving away from conventional rote learning methods toward a more meaningful and experiential learning paradigm (Faiqoh & Huda, 2018). The implementation of conventional in class group learning frameworks at the institution has so far proven completely insufficient in stimulating student enthusiasm or breaking academic passivity, primarily because the physical learning environment remains entirely static and unchanged day after day (I Nengah Widiarsa, 2020). Therefore, introducing a Contextual Language Learning framework becomes highly relevant and operationally urgent at MTs Silahul Muslimin. Within a well-designed Contextual Language Learning approach, students are no longer forced to process linguistic structures through mechanical or superficial drilling. Instead, they are actively encouraged to construct their own cognitive understanding of the foreign language through direct, physical interaction with concrete objects in real-world settings (EL Puang & Suprianti Weka, 2022). Shifting the learning locus to realistic domains is crucial to mitigate learner burnout, renew emotional motivation, and optimize the overall effectiveness of Arabic vocabulary mastery through authentic and tangible sensory experiences (Habibah, 2025).

As a concrete, actionable solution to these physical constraints, this study implements a localized field-trip method focused on the Tegaldlimo Village Hall area in Banyuwangi (Wiratama et al., 2022). The strategic selection of this specific location is based on the pragmatic consideration that the village hall complex offers a wide variety of rich, tangible objects, including administrative buildings, open highways, agricultural rice fields, and a local sports stadium, which strongly support the instructional delivery of the theme Natural Beauty (Kusen, 2017). Unlike a conventional study tour that typically requires traveling long distances, incurs high financial costs, and demands complex logistical preparation, this localized field trip proves highly efficient because the site remains easily accessible from the school facilities while still offering a fresh, open-air atmosphere that students instinctively view as a learning while traveling activity (Maesaroh & Riyadi, 2025). Through the systematic execution of this near-distance field trip, the eighteen eighth-grade students can directly observe and identify core mufradat from the physical objects they encounter on-site, which drastically increases their intellectual curiosity, elevates situational engagement, and makes the foreign language acquisition process feel thoroughly enjoyable, collaborative, and far from monotonous (Ilham, 2023).

Several previous studies have comprehensively examined the implementation of field trips and contextual approaches in modern language instruction, providing a solid baseline for this methodology. Initial investigations demonstrate that contextual learning strategies deployed within outdoor settings significantly enhance students' overall mastery of Arabic vocabulary by directly bridging the deep gap between abstract conceptual words and physical realities (Batmang, 2023). In addition to vocabulary enhancement, related research indicates that structured field trip activities successfully reduce cognitive load, minimize performance anxiety, and lower stress in foreign language classrooms, thereby encouraging initially passive learners to become far more expressive and communicative (Helmiati, 2013). Furthermore, utilizing immediate community environments, such as local village facilities and administrative centers, provides highly accessible, functional, and cost-effective authentic learning resources that are particularly beneficial for junior high school students. This integration is heavily supported by findings showing that contextualized outdoor activities strengthen students' long-term memory retention of foreign vocabulary because the cognitive language acquisition process is paired with active physical movement and immediate sensory experiences (Thoyibah et al., 2025). Finally, contemporary studies conclude that game-based outdoor language activities are an effective tool for preventing student burnout and significantly

boosting communicative confidence compared to conventional, repetitive textbook drills.

## **METHOD**

This study is designed as a qualitative field research paper, using a descriptive pedagogical approach to provide a profound understanding of the implementation of Contextual Language Learning. To ensure high data validity and comprehensive exploration, the researcher employed an integrated triangulation of qualitative data collection instruments, including non-participant observation, semi-structured interviews, and systematic documentation.

Empirical data collection began with structured non-participant observation to directly assess students' behavioral shifts and engagement levels during outdoor learning. Rather than relying on passive tracking, the researcher utilized field notes and a specialized observation checklist to monitor how the eighteen eighth-grade students interacted with physical objects around the Tegaldlimo Village Hall. During this field trip, the traditional teacher-centered pattern was dismantled, allowing the Arabic language educator to function primarily as a learning facilitator rather than a rigid lecturer. Students were equipped with blank observation sheets provided by the teacher to independently discover, identify, and write down the foreign vocabulary (*mufradat*) based on the real-world objects they encountered. When students faced linguistic difficulties or did not know the exact Arabic terms for specific objects like administrative buildings, public highways, agricultural rice fields, or the sports stadium, the facilitator stepped in to guide their phonetic and semantic understanding, turning the spatial environment into an active language laboratory.

To complement these observational insights, semi-structured interviews were conducted to capture the educators' and learners' psychological and pedagogical reflections. The researcher conducted face-to-face interviews with the primary Arabic language teacher and a selected representative from the eighteen-student cohort to gain contrasting vertical perspectives. During the interview, the Arabic teacher explicitly stated that conventional indoor instruction consistently created a monotonous classroom climate, leading to severe student passivity and emotional boredom. Conversely, the student representative provided highly positive feedback on the field trip intervention, stating that learning vocabulary in an open environment significantly boosted their enthusiasm for learning. The student emphasized that the contextual outdoor approach altered their academic perception, making the vocabulary acquisition process feel like an engaging, recreational, and game-like activity rather than a stressful academic chore.

The empirical investigation was operationally conducted at MTs Silahul Muslimin, located in the Tegaldlimo district of Banyuwangi Regency. The field intervention specifically utilized the immediate public infrastructure of the Tegaldlimo Village Hall complex as an open-air educational environment. The subjects selected for this qualitative inquiry were 18 eighth-grade students who were actively enrolled during the academic period. This specific student cohort was selected through purposive sampling because they demonstrated the highest levels of classroom passivity, severe learning burnout, and persistent vocabulary retention difficulties during conventional, indoor Arabic instruction.

The field trip intervention was executed through a systematic, three-stage pedagogical framework designed to optimize contextual language acquisition without disrupting institutional schedules. The process began with a comprehensive pre-activity briefing in the classroom, during which the language facilitator explained the core instructional objectives for the theme "Natural Beauty." During this preparatory phase, students were provided with blank observation sheets specifically structured for spontaneous vocabulary logging, and the teacher established clear safety and ethical guidelines for exploring the public facility.

The phase involved physically mobilizing the 18 students to the Tegaldlimo Village Hall complex, located close to the school. Upon arrival, the classroom boundaries were removed, allowing students to independently explore the spatial environment to detect, identify, and analyze concrete objects. For a designated period, learners actively mapped linguistic concepts to tangible realities, documenting Arabic terms for public administrative infrastructure, open highways, agricultural fields, and the adjacent sports stadium. The language educator continuously patrolled the site, acting as an interactive facilitator, providing immediate phonetic guidance, correcting orthographic errors on students' blank sheets, and scaffolding semantic connections whenever students encountered unfamiliar environmental objects.

The instructional sequence concluded with a structured post-activity evaluation phase. Students reassembled at a designated point within the village hall complex to finalize their field notes and verify their vocabulary spelling through peer discussions. All completed observation sheets, which now contained localized vocabulary lists mapped from direct sensory experiences, were systematically collected by the educator for qualitative analysis. This final stage allowed the teacher to assess immediate comprehension levels, provide collective feedback on vocabulary use, and reinforce the cognitive transition from temporary environmental observation to permanent

retention of the foreign language.

Validation of these observational and interview accounts was achieved through systematic documentation, which served as empirical evidence to ensure strict data triangulation. The researcher meticulously gathered multiple physical and digital records throughout the research timeline. This documentation package included high-resolution photographs documenting student movements and object identification tasks across the Tegaldlimo Village Hall complex. Additionally, the researcher archived authentic samples of the students' written work completed on the blank field sheets to analyze their immediate vocabulary mastery. Finally, institutional documents, including the official Arabic instructional modules (*modul ajar*) and the teacher's lesson plans, were thoroughly analyzed to verify the alignment between field trip tasks and formal curricular targets.

This study employs a qualitative, descriptive design to comprehensively describe the implementation of Contextual Language Learning through field trip activities at MTs Silahul Muslimin Banyuwangi. The research data consists of descriptive data sourced from real events, documents, and oral accounts from informants in the field. To achieve empirical depth and ensure data validity, this study implemented a comprehensive data triangulation framework comprising structured observation, interviews, and systematic documentation. The field observation phase was rigorously executed over two weeks from April 15 to April 29, 2026, capturing the real-time behavioral shifts and linguistic engagement of the eighteen eighth-grade students during their outdoor activities at the Tegaldlimo Village Hall complex. To gain deeper pedagogical and psychological insights, interviews were conducted with key informants selected for their functional status rather than their personal identities. These included the primary eighth-grade Arabic language teacher to assess instructional challenges, and a talented student representative, selected purposively for their high cognitive capacity, to contrast the field trip method with conventional indoor learning critically.

'This dual perspective interview data was systematically cross-verified through factual documentation gathered directly from MTs Silahul Muslimin, which explicitly included the official Arabic instructional module under the Kurikulum Merdeka framework, students' worksheets or LKS, and high-resolution photographs documenting the vocabulary identification process at the village hall. Semi-structured, in-depth interviews were conducted with key informants, including the Arabic language teacher to identify learning constraints, the school principal regarding institutional policies, and 18 eighth-grade students as the action subjects to determine their

responses. Passive participatory observation was conducted directly in the Tegaldlimo Village Hall area to observe students' activity, interaction, and focus on environmental features such as buildings, highways, rice fields, and the stadium during the mufradat identification process (Sugito & Suparmi, 2025). Meanwhile, documentation techniques were used to collect supplementary data, including field trip activity photos, student worksheets, field notes, and detailed materials related to the theme of Natural Beauty (Habibah, 2019).

The implementation of this outdoor learning model demonstrated significant differences compared to conventional indoor instruction. During the preparatory phase at school the eighteen students were divided into small learning groups before marching toward the Tegaldlimo Village Hall complex. Throughout the journey from the school to the location each group actively captured environmental phenomena and logged every encountered object such as cars or motorcycles in Indonesian to be subsequently translated into Arabic. When students faced linguistic barriers they temporarily passed the objects or noted them down for later consultation. Upon arrival at the village hall students continued their vocabulary mapping by observing public infrastructure including agricultural fields and the sports stadium. Field observation proved that students successfully logged numerous new vocabulary items independently. This process sparked high curiosity, prompting students to ask the teacher directly when they did not know the Arabic terms for the concrete objects they saw. This contextual approach effectively blurred the boundary between formal learning and recreation, making the students feel happy and enjoying themselves without realizing they were undergoing a rigorous academic evaluation. In the final session, the teacher evaluated the group's products based on the quantity and accuracy of the vocabulary collected during the journey and during the activities at the village hall.

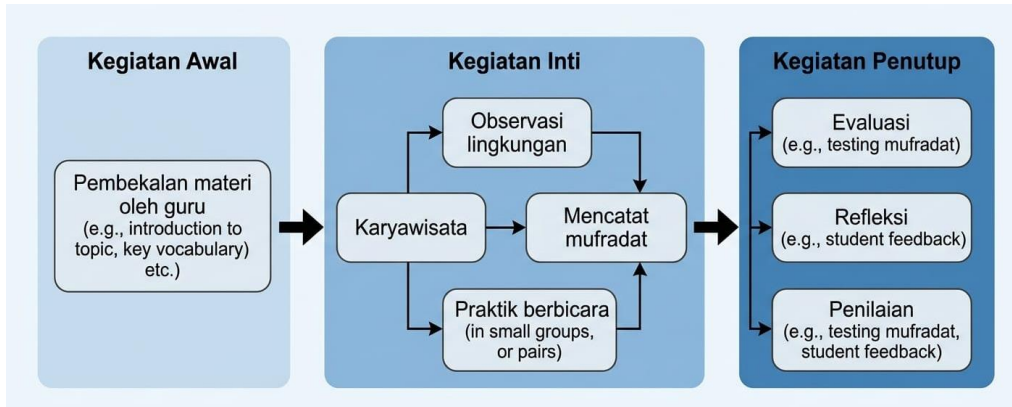
## **FINDINGS AND DISCUSSION**

### **Findings**

The implementation of mufradat learning through field trip activities at MTs Silahul Muslimin began with direct observations of objects surrounding the school environment relevant to the theme of natural beauty. The researcher found that shifting the learning space from the classroom to the open area of the Tegaldlimo Village Hall provided significant visual stimulation for students in identifying new vocabulary. The research findings indicate a spontaneous increase in student engagement when they interact directly with real objects. The data regarding the details

of activities and mufradat identification achievements during the field trip are presented in the following table:

**Figure 1.** Implementation of Contextual Language Learning through Field Trip Activities in Arabic Vocabulary Learning



**Table 1.** Field Trip Activity Matrix and Mufradat Identification

Activity Unit	Observation Objects	Mufradat Output	Student Response
Village Hall Area	Building Gazebo Flag	Al-mabna Al-mikshof Al-alam	Students actively asked about the names of objects inside the gazebo.

*Source; Field Data Processed (2026)*

Based on the data presented in the table, it is evident that each visited location provided the eighth-grade students of MTs Silahul Muslimin with distinct direct learning experiences. In the rice field unit, rather than memorizing the vocabulary for 'rice field' through abstract rote learning, the students directly observed the vast green landscape. This visual engagement significantly reinforced their memory retention of vocabulary related to the natural environment.

Meanwhile, during the session at the Village Hall, public facilities such as the gazebo (al-mikshof) were used as both practical shelters and interactive learning objects. Despite the slight drizzle during field observations, the learning activities at the village office remained highly effective and conducive. The students showed great enthusiasm, actively asking for the Arabic equivalents of tangible objects they encountered around the site, such as the building (al-mabna) and the flag (al-alam).

Furthermore, the learning interactions conducted in the stadium and along the main road revealed substantial progress in students' psychological responses. In these open spaces, the 18 students serving as research subjects appeared notably more confident and courageous in exploring and pronouncing new vocabulary. They no longer felt constrained by rigid memorization targets

typical of a classroom setting, as the outdoor learning atmosphere was designed to be relaxed yet remain deeply purposeful.

### **Discussion**

The empirical findings at MTs Silahul Muslimin demonstrate that implementing contextual language learning through a field trip to the Tegaldlimo Village Hall complex effectively alleviates severe learning burnout and enhances vocabulary mastery. By shifting the educational environment from indoor spaces to an open-air context, the eighteen eighth-grade students experienced a direct connection between linguistic concepts and physical reality. During the journey and at the village hall, students actively mapped their visual surroundings by logging concrete objects, such as agricultural fields, highways, and the sports stadium, in their worksheets for the Jamalul Alamin theme. This field process directly summarizes how authentic learning experiences accelerate vocabulary acquisition because students are forced to translate what they visually experience into immediate Arabic production. The fact that students could consult the teacher when encountering linguistic difficulties during the observation further enriched their independent vocabulary mapping.

In the context of academic dialogue this field trip implementation strongly affirms previous studies regarding the psychological and pedagogical benefits of outdoor language instruction. This study shares a clear similarity with prior research which argues that experiential journeys provide a powerful stimulus for Arabic vocabulary memorization compared to traditional classroom boundaries. However a distinct difference lies in the environmental setting where previous research focused on general tourism spots while this study utilizes local public infrastructure (Faiqoh & Huda, 2018). Furthermore the high engagement observed during the mapping of public infrastructure at Tegaldlimo supports the experiential learning framework where knowledge is continuously created through the transformation of direct experience. This concept aligns with classic educational theories which state that learning occurs best when individuals interact directly with concrete reality rather than abstract concepts (David A. Kolb, 2020).

The active group work dynamics during the journey also reinforce the argument that task-based language teaching outside the classroom fosters natural communication and vocabulary expansion. The similarity lies in the emphasis on student collaboration to solve communication problems but the difference appears in the structural execution where this study directly connects tasks with physical outdoor objects (rod ellis, 2024). This positive outcome is further supported by

pedagogical principles that state that vocabulary mastery is highly sustainable when embedded in meaningful contextual practices rather than isolated word lists (Scott Thornbury, 2023). These foundational methods share a common goal of prioritizing situational comprehension over mechanical translation (Jack C. Richards and Willy A. Renandya, 2019).

It also strengthens the notion that utilizing the surrounding environment as a learning medium can drastically boost student outcomes (EL Puang & Suprianti Weka, 2022). Both studies show a similarity in leveraging out-of-class contexts to eliminate boredom but the difference lies in the subject matter and the age level of the subjects where previous studies applied it to social science for elementary school students while this study implements it for foreign language acquisition at the Islamic junior high school level (Seftiani, 2020). The implementation of progressive outdoor learning strategies requires solid teacher readiness to structure activities outside the classroom effectively (Batmang, 2023). Both frameworks emphasize shifting the teacher's role from a lecturer to an active environmental facilitator. However the divergence appears in the operational focus where general training focuses on basic presentation skills while this study demands direct lexical guidance under dynamic outdoor circumstances (Helmiati, 2013).

However this study introduces a crucial antithesis and a unique case dynamic that contrasts with conventional Arabic instruction models often found in modern Islamic institutions or boarding schools. While several scholars highlight that vocabulary mastery in modern boarding schools relies heavily on structured problem-based learning and intensive indoor drilling practices the reality at MTs Silahul Muslimin offers a different alternative (Abdul Hafidz bin Zaid et al., 2025). The point of convergence is the target of vocabulary enrichment but the fundamental divergence is that modern boarding schools still confine students within formal indoor schedules while this study fully deconstructs those spatial limitations (Fitriani & Hilmi, 2023).

Indoor drilling methods often trigger cognitive fatigue and persistent classroom passivity which decreases the efficiency of mufradat mastery (Nurhayati et al., 2025). This traditional indoor model differs sharply from the outdoor approach because it heavily demands repetitive auditory-vocal imitation without providing physical sensory engagement with the real world. The structural similarity lies in the pursuit of lexical memory retention but the divergence shows that indoor peer discussion settings lack the immediate environmental trigger found in field activities (Abeywickrama, 2019).

The field trip method counteracts this issue by utilizing a unique psychological mechanism where students feel happy and enjoy the spatial exploration without realizing they were undergoing a rigorous academic evaluation (Ahmad Fuad Effendy, 2020). Unlike the rigid environment where students face severe anxiety and grammatical difficulties in language tasks the outdoor approach at the village hall effectively blurred the line between recreation and formal education. While conventional texts focus on abstract grammatical translation rules this study focuses on immediate lexical production based on direct visual stimuli (Ariyanto & Nurhayati, 2023). The anxiety induced by traditional structural learning often stems from abstract semantic complexities that students cannot visualize. Both scholarly observations agree that linguistic confusion arises when students fail to connect lexical meanings to real-world contexts. However the distinction lies in the research focus where previous studies analyze grammatical errors in text translation whereas this study solves conceptual vocabulary gaps through spatial visualization (Azhar Arsyad, 2022).

While alternative digital solutions such as virtual tours or mobile applications attempt to simulate reality they still lack the physical sensory experiences found in a real village environment. The similarity between the two approaches is the effort to introduce contextual vocabulary variations but the difference is that digital simulations keep students sedentary in front of screens whereas the field trip method involves actual physical movement across streets and fields (Setiawan et al., 2023). The digital intervention inside classroom frameworks often presents interactive word games and dictionary lookups to increase student engagement during independent study sessions (Fridayanti, 2021). The point of convergence is the use of non-conventional media to eliminate the learner's passive attitudes. Nevertheless the critical divergence is that digital screen interactions isolate students from direct human interaction whereas the outdoor village trip sparks authentic face-to-face consultation with instructors (Riana et al., 2022).

Other modern distance media configurations, such as audiovisual video streaming channels, attempt to bridge vocabulary instruction gaps by displaying contextual imagery on screens. Both instructional variations share a common objective in presenting real-world illustrations to support vocabulary mastery. Yet the substantial difference remains that video consumption leaves students as passive observers of someone else's experience while the village hall assignment requires students to become active discoverers within their own physical space (Salsabila & Fithriyana, 2025). The shift toward independent student exploration aligns with current flexible curriculum movements that prioritize contextual freedom over strict classroom orientation. Both educational perspectives

emphasize deconstructing the monopoly of teacher-centered information delivery. However the operational difference lies in the setting where general curriculum modifications emphasize virtual learning flexibility while this field model emphasizes concrete physical exploration of the surrounding environment (rod ellis, 2024).

Therefore, the physical interaction with local public infrastructure stands out as a superior contextual catalyst to overcome vocabulary-learning barriers and eliminate pedagogical boredom. This study shares a strong similarity in proving that field activities drastically improve language skills but it presents a clear operational difference by focusing specifically on the immediate mastery of natural beauty vocabulary through the exploration of real public facilities. The active validation of lexical items gathered from field experiences effectively minimizes orthographic and literal translation errors when students compile their final reports. Both analytical viewpoints agree that exposure to real-world objects reduces the likelihood of incorrect word choices during language production. However, the difference is that previous papers focus on evaluating errors in academic journal translations or advanced student essays, while this study focuses on immediate oral and written vocabulary generation at the lower secondary school level.

The integration of contextual environmental exposure ultimately influences the broader spectrum of language instruction management and student emotional endurance during difficult learning processes. Both structural views confirm that supportive learning settings prevent students from developing negative attitudes toward complex foreign language tasks. The operational difference is that general institutional studies focus on teacher administrative resilience and curriculum grading structures. In contrast, this study targets the direct psychological relief students experience during outdoor vocabulary mapping. Alternative pedagogical designs, such as station rotation models within blended learning frameworks, also aim to diversify vocabulary delivery through structured student movement. The similarity lies in rejecting stationary, teacher-centered seating arrangements in favor of active student engagement. Nonetheless the clear distinction remains that rotation models restrict student movement within fixed classroom corners and digital devices whereas the field trip configuration allows open movement across real public areas.

Traditional reliance on rigid information technology infrastructures without spatial field execution often encounters limitations in regional areas where equipment access is constrained. Both descriptive investigations note that technology integration requires substantial facility preparation to run successfully. The fundamental difference is that while IT-based models rely on technological

networks to deliver content, this field trip method uses village infrastructure directly, without requiring digital dependence. Clear qualitative frameworks must guide the systematic collection of field data during outdoor language activities to ensure that student behavioral changes are accurately recorded. Both methodological guidelines emphasize that field observations must capture authentic student interactions to maintain scientific validity. The distinction appears in the application where general handbooks provide global research designs while this discussion applies the qualitative framework specifically to analyze vocabulary mastery during outdoor public facility mapping.

The final evaluation of vocabulary mastery gained from field experiences can be strengthened by utilizing standardized language evaluation principles that measure functional communication skills. Both testing approaches share a commitment to ensuring that classroom assessments measure students' actual linguistic capabilities rather than mere memorization. The operational difference is that standardized manuals focus on institutional assessment designs while this study implements direct short vocabulary quizzes immediately after the field trip session. The long-term maintenance of Arabic vocabulary mastery requires a shift from mechanical repetition toward comprehensive instructional methodologies that treat language as a living communicative tool. Both methodological concepts argue that traditional grammar-translation methods fail to develop spontaneous communication skills among learners. The difference lies in the execution: classic methodology books propose internal classroom modifications, while this study provides an empirical outdoor solution by exploring local public facilities.

The expansion of vocabulary knowledge through direct community interaction also supports variations in translation training, where students learn to bridge foreign concepts with local culture. Both training models emphasize that effective language acquisition must connect cultural terms with local realities. The fundamental difference is that translation workshops focus on advanced cross regional language conversion skills while this field trip method focuses on basic vocabulary identification for junior high school students.

## **CONCLUSION**

The implementation of Contextual Language Learning through near-distance field trip activities at MTs Silahul Muslimin successfully achieves the research objective of overcoming student burnout and improving Arabic vocabulary mastery. By transforming the instructional locus

from a static classroom setting to the multi-functional environment of the Tegaldlimo Village Hall, this approach provides students with direct sensory experiences and real-world visual stimulation. The field trip method effectively shifts the traditional teacher-centered learning pattern into an active, exploratory process in which students can directly identify and map Arabic mufradat from tangible objects such as buildings, rice fields, and public facilities. Consequently, this experiential strategy significantly minimizes student passivity, sparks high curiosity, and enhances their ability to connect language components with practical daily realities.

In conclusion, the findings demonstrate that a localized, low-cost field trip is an innovative and highly efficient pedagogical alternative for regional schools with limited resources. This method demonstrates that meaningful language acquisition does not depend on expensive or distant study tours, but rather on the creative utilization of the immediate surrounding environment. The integration of movement, social collaboration, and direct object identification within this contextual approach not only boosts students' learning motivation but also reinforces their long-term memory retention of foreign vocabulary. Therefore, these results offer a practical framework for Arabic language educators to design dynamic, contextualized learning experiences that enhance student engagement and maximize instructional outcomes in junior high school education.

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