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Contextual Learning Based on Visual-Spatial Intelligence to Improve Beginner-Level Understanding of Mufradat Arabic

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Abstract

By utilizing visual media such as videos and picture cards, this method aims to enhance students' understanding of Arabic vocabulary. This study was conducted at As-Salma Bahrul Ulum Tambakberas Jombang, involving class A as the control group and class B as the experimental group. Using a quantitative approach and quasi-experimental design, the instruments employed were multiple-choice test, and data analysis was performed using the t-test. The results demonstrate that contextual learning based on visual-spatial intelligence successfully aids students understanding arabic vocabulary. Class B achieved a perfect score of 28.57%, while the control class had no students reached a perfect score. Additionally, 14.29% of students in class B required further guidance, whereas 38.1% of students in the control class needed assistance. The t-test results showed a t-value of 3.40 with a p-value of 0.0008, which is lower than the significance level. This indicates that contextual learning based on visual-spatial intelligence is effective to improved the understanding of Arabic vocabulary among beginner students.

Keywords: Contextual Learning, Visual-Spatial Intelligence, Mufradat, Arabic

Abstrak

Dengan memanfaatkan media visual seperti video dan kartu gambar, metode ini bertujuan untuk meningkatkan pemahaman siswa terhadap mufradat bahasa Arab. Studi ini dilakukan di As-Salma Bahrul Ulum Tambakberas Jombang, dengan melibatkan kelas A sebagai kelompok kontrol dan kelas B sebagai kelompok eksperimen. Menggunakan pendekatan kuantitatif dan desain quasi-experimental, instrumen yang digunakan adalah tes pilihan ganda, dan analisis data dilakukan dengan uji t. Hasil penelitian menunjukkan bahwa pembelajaran kontekstual berbasis visual-spasial berhasil membantu siswa memahami mufradat. Kelas B menunjukkan perolehan nilai sempurna sebesar 28,57%, sementara kelas kontrol tidak ada siswa yang mencapai nilai sempurna. Sebanyak 14,29% siswa di kelas B memerlukan bimbingan lebih lanjut, sedangkan di kelas kontrol, 38,1% siswa membutuhkan bantuan. Hasil uji t menunjukkan t-hitung sebesar 3,40 dengan p-value 0,0008, yang lebih rendah dari tingkat signifikansi. Ini mengindikasikan bahwa pembelajaran kontekstual berbasis visual-spasial efektif dalam meningkatkan pemahaman mufradat bahasa Arab di kelas pemula.

Kata kunci: *Pembelajaran Kontekstual, Kecerdasan Visual-Spasial, Mufradat, Bahasa Arab.*

A. INTRODUCTION

Language education is vital for supporting students' intellectual, social, and emotional development (Akbar, 2022; Alpian et al., 2019; Aritonang, 2021; M. Nuha, 2021). Effective language teaching goes beyond mere communication skills it plays a significant role in shaping students' mindsets (Adawiyah et al., 2022; Ahmala et al., 2021; Bugis, 2019; M. Nuha, 2022). To achieve meaningful learning outcomes, it is essential to implement effective teaching strategies that engage students and allow them to apply their knowledge in real-life contexts.

Despite the importance of vocabulary (mufradat) in mastering Arabic, many educational settings still rely heavily on traditional methods such as lectures and rote memorization (Muhammad Ulin Nuha, 2022; M. A. U. Nuha & Musyafa'ah, 2022). Observations at As-Salma Bahrul Ulum Islamic Boarding School reveal a lack of innovative teaching practices and insufficient use of learning media, resulting in monotonous lessons. Consequently, students struggle with mufradat comprehension, which is compounded by the structural differences between Arabic and their native languages (Aflisia & Hazuar, 2020; M. Nuha & Faedurrohman, 2022; M. Nuha & Musyafa'ah, 2022).

Research indicates contextual learning approaches, particularly those that incorporate visual-spatial intelligence, can enhance students' understanding of complex concepts. Such methods encourage students to connect classroom learning with their daily experiences, fostering a deeper grasp of the material (Arifin & Wardani, 2020; Azzahra & Ambarwati, 2021; Bugis, 2019; Malo, 2020; Wahyuni, 2021). However, there is limited research focusing specifically on how these approaches can improve Arabic vocabulary acquisition among beginner learners.

This study aims to address this gap by investigating the effectiveness of a contextual learning model based on visual-spatial intelligence in enhancing students' understanding of Arabic mufradat. By integrating innovative teaching strategies, the research seeks to provide a framework for better vocabulary mastery (Buana, 2020). Ultimately, the goal is to improve the Arabic language learning experience for beginner students at As-Salma Bahrul Ulum Islamic Boarding School. The findings may contribute

to developing more effective teaching practice and better educational outcome in language acquisition.

B. RESEARCH METHODOLOGY

This study employs a quantitative approach with a quasi-experimental (Anshori & Iswati, 2019; Fitri & Haryanti, 2020) design to evaluate the effectiveness of contextual learning based on visual-spatial intelligence in enhancing students' understanding of Arabic vocabulary (mufradat). The subjects of the study consist of students at As-Salma Bahrul Ulum Tambakberas Jombang Islamic Boarding School, with a sample of 42 students divided into two groups: beginner class A (21 students) as the experimental group and beginner class B (21 students) as the control group. The experimental group received special treatment through contextual learning, while the control group was taught using conventional method.

Data were collected through three techniques: test, observation, and interview. For the test instrument, the researcher developed multiple-choice questions validated by subject matter experts. The reliability of the instrument was tested using Cronbach's Alpha, with a value above 0.70 considered reliable. This ensures that the test instrument can provide accurate data regarding students' understanding of mufradat.

Observation were conducted during the learning process to document the situation and interactions occured in the classroom. The researcher acted as both an active and passive observer, focusing on the learning models used and the interactions between students and the teacher. This observation provided deeper context for the quantitative data obtained (Hamzah, 2021; Hardani et al., 2020).

Unstructured interview were conducted with the Arabic language teacher, Mrs. Hanik, to gain insights into teaching practices in the beginner class. This approach allowed the researcher to gather broader perspectives on the challenges faced in teaching mufradat (Jaya, 2020; Kusumastuti et al., 2020).

Data analysis was performed in several steps. First, normality testing was conducted using Microsoft Excel to determine the distribution of the data. If the p-value was greater than 0.05, the data were considered normally distributed. Next, a

homogeneity test was performed to ensure the uniformity of variances between groups. Afterward, analysis continued with a t-test to compare test results between the experimental and control groups. Through this method, the study aims to provide valid data on the effectiveness of contextual learning in enhancing students' understanding of Arabic vocabulary.

C. RESULT AND DISCUSSION

Result

1. Understanding of *Mufradat* Arabic for Beginner Classes at As-Salma Bahrul Ulum Islamic Boarding School, Tambakberas, Jombang

The researcher researched the understanding of Arabic *mufradat* and divided it into two groups, namely the experimental class group and the control class group. First, the researcher validated the instrument to determine the feasibility and accuracy of the device used in the study. The researcher then conducted a post-test on the two groups to assess the student's level of understanding before and after being given treatment during Arabic learning activities.

The assessment is based on the scores above the KKM (Minimum Completeness Criteria) agreed upon and determined by Islamic Boarding Schools. This is a reference to determine the level of Arabic *mufradat understanding* for beginner class students. The test instrument consisted of 20 multiple-choice questions, scoring 5 points for each number. The scores obtained by the students are then categorized according to the KKM (Minimum Completeness Criteria) as follows.

Table 1. Assessment at As-Salma Tambakberas Islamic Boarding School, Jombang

No	Value	Criteria
1	91 – 100	A (Very Good)
2	81 – 90	B (Good)
3	71 – 80	C (Enough)
4	< 70	D (Less)

The researcher carried out the stages of giving treatment to the experimental group and giving post-tests to both classes, namely the experimental and control classes.

Research data from the results obtained by students after working on multiple choice questions on *mufradat* material in the library room. After the researchers obtained the data, they would be categorized based on the minimum completeness criteria of learning Arabic at the As-Salma Bahrul Ulum Tambakberas Jombang Islamic Boarding School.

Table 2. Distribution of Control Class Posttest Scores

No	Value	Criteria	Total	
			F	Percentage
1	91 – 100	A (Very Good)	-	-
2	81 – 90	B (Good)	5	23,8%
3	71 – 80	C (Enough)	8	38,1%
4	≤ 70	D (Less)	8	38,1%
Total			21	100%

Table 3. Distribution of Experiment Class Posttest Scores

No	Value	Criteria	Total	
			F	Percentage
1	91 – 100	A (Very Good)	6	28,57%
2	81 – 90	B (Good)	6	28,57%
3	71 – 80	C (Enough)	6	28,57%
4	≤ 70	D (Less)	3	14,29%
Total			21	100%

Based on the table, the distribution of students' scores obtained from the post-test results for the experimental and control classes. The experimental class demonstrate perfect criteria with an increase of 28.57%, good grades reached 28.57%, 28.57% achieved exceptionally well, and students who needed further guidance reached 14.29%. In the control class, relatively good grades went, 23.8%, 38.1% achieved moderately good grades, and 38.1% of students needed guidance. Based on the data, the beginner class is divided into two categories: beginner class A as the control class and beginner class B as

the experimental class. The results obtained from the post-test led to differences between the experimental and the control classes, where the experimental class received treatment. The acquisition criteria also increased from 0% to 28.57% excellent value.

2. The Effectiveness of Contextual Learning Based on Visual-Spatial Intelligence

Based on the data that the researcher has described in the presentation, the effectiveness of students' learning on Arabic *mufradat* understanding shows the difference in the distribution of test score between the two classes or groups. The criteria at the time of the post-test for the experimental and control classes were perfect, good, good enough, and needed guidance. The classification criteria are obtained from the results of the post-test questions that have been done. The visible difference is from the increase in the value received and the behavior of the researchers and teachers for each group. Researchers used the treatment of the experimental class by using contextual learning based on visual-spatial intelligence. The learning activities carried out by researchers are the lessons taught by the teacher in the control class so that they remain continuous.

Whether or not the effectiveness of contextual learning based on the visual-spatial intelligence of students can be seen from the data obtained by researchers after conducting research. The researcher first tested the normality and homogeneity, then tested the hypothesis.

a. Normality Test

The following normality test is based on the Microsoft Excel test obtained from this study using the Shapiro-Wilk test, with an accuracy of 0.05%.

Table 4. Posttest Normality Test Calculation Results

Class	Number of Sample	L_{count}	L_{table} a = 0.05	Conclusion
Control	21	0.13751456	0,193341051	Normal Distribution Data
Eksperiment	21	0.09400045	0,193341051	Normal Distribution Data

The table above shows that the Lcount of the experimental and control classes is higher than the Ltable. The conclusion of both is a normal distribution.

b. Homogeneity Test

Researchers conducted a homogeneity test to determine the uniformity of sample variations from the same population. A homogeneity test was performed using Microsoft Excel with a degree of confidence of 5% or 0.05.

Table 5. Homogeneity Test Results

Mean	74,047619	84,5238095
Variance	111,547619	87,2619048
Observations	21	21
df	20	20
F	1,27830832	
P(F<=f) one-tail	0,29406385	
F Critical one-tail	2,12415521	

The table shows the calculated F value of 1.27830832; this value is smaller than the F table of 2.12415521. So the data is declared homogeneous.

c. Hypothesis Test

Researchers carried out hypothesis testing to find out whether there was effectiveness in contextual learning based on visual-spatial intelligence to improve students' understanding of *mufradat* Arabic. After the researchers carried out the normality and homogeneity tests, the results were normally distributed, and the two variants were homogeneous; the hypothesis was tested using parametric statistical tests. The parametric statistical test used is the t-test—data processing with the help of Microsoft Excel.

Table 6. T-test results

Mean	74,047619	84,5238095
Variance	111,547619	87,2619048
Observations	21	21
Pooled Variance	99,4047619	
Hypothesized Mean Difference	0	

df	40
t Stat	3,4048222
P(T<=t) one-tail	0,00075911
t Critical one-tail	1,68385101
P(T<=t) two-tail	0,00151822
t Critical two-tail	2,02107539

From the results of t count (3.4048222) > t table (1.68385101), it means we reject H0 (accept Ha) or p-value (0.00075911) < alpha (0.05) means we reject H0 (accept Ha). So the conclusion is that contextual learning based on visual-spatial intelligence can improve understanding of Arabic *mufradat*.

Discussion

1. Contextual Learning Process Based on Visual-Spatial Intelligence on Understanding *Mufradat*

The process of contextual learning based on visual-spatial intelligence on *mufradat* understanding is interesting for students and a new experience, seeing that previous education was carried out traditionally, namely lectures and doing assignments from learning books. Researcher use a new learning process to provide an enjoyable learning atmosphere. The following is the implementation of the seven principles of contextual learning based on Arabic visual-spatial intelligence at the As-Salma Bahrul Ulum Tambakberas Jombang Islamic Boarding School:

The constructivism component of its implementation is the learning process by building new knowledge based on the unique experiences of students (Al & Sholikhah, 2021; Al-Ghozali & ..., 2021; Iswinar, 2019). Researcher are trying to apply this learning at the As-Salma Bahrul Ulum Tambakberas Jombang Islamic Boarding School. The material being taught is about *Maktabat al-Madrasah* (School Library); before that, the researcher delivered the material and the learning objectives. After that, provide a complete video introduction to the library at school. The researcher directs how students can observe the video and predict what students see in the video so students can find out what library facilities the school has; this aims to provide new knowledge to students. Then dig up information that students know about what objects are in their school

library. Essential knowledge acquisition, then presented pictures related to the library, as well as images that are not associated with library materials. This is done to make it easier for students to mention more vocabulary about the library. Then the students were asked to write down the results of their observations of known objects. The first stage carried out aims to increase the interest of students to find out more about what things are in the library to find out their *mufradat*

In the process, students discover what is known and not the result of what the teacher gave (Abidin, 2022; M. Nuha, 2020; Palinda, 2021). This stimulus provided so that students feel motivated to explore information independently and systematically. Each student has a different level of understanding, so the dexterity of experience is also extra. Some objects often seen and found in the school library will make it easier for them to name the appropriate ones. Still, it won't be easy when students don't feel they know these objects and are not recognized because the school library does not have complete facilities.

Based on the results of observations made regarding the school library introduction video, students were asked to write down vocabulary or mention objects that were not yet in their respective schools. The researcher gave a card with a picture to propose a reasonable conjecture about the topic given. With this strategy, students can use Arabic to mention objects unknown by their *mufradat*. The result obtained is that students can add new *mufradat* knowledge.

During the research, the students were enthusiastic and tried to mention what they knew about the library. The selection of videos that are not boring and the pictures shown are colorful and not monotonous so that students are interested and guess well. It also makes it easier for students to understand the mufradat being studied. That improve Arabic *mufradat* understanding and learning outcomes.

The process of asking questions and learning is not dynamic if there are no question-and-answer activities about the material being taught. Students can explore knowledge by asking; therefore, asking is an essential aspect of learning. In the process, asking has two meanings: if asking means that the students are trying to explore their knowledge and are curious. At the same time, the student's answer is the process of

reflecting on the ability to think. First, the researcher asked questions about what books could be found in the school library. Students were asked to write a list of *mufradats*; then, the researcher gave some descriptions of books as example. After providing an example, students can continue the books they know in the library.

It should be underlined that asking questions, in this case, students ask about *mufradats* that are not yet known; if the researcher gives an example, students are asked to do and try the same thing after asking about what they do not understand. So that they don't rely on the *mufradat* from the teacher or look at the dictionary; by understanding, they can follow the appropriate *mufradat* themselves by combining the vocabulary they have obtained first. This activity seeks students to find the answers to their questions.

The principle of this learning community is based on the learning process in collaboration with groups; however, in the whole process carried out by researcher, they cannot divide groups or carry out collaborative activities due to constraints on the learning process carried out at home (online) covid 19. Based on the rules, there is no reason to eliminate the unique principle of forming contextual learning based on visual-spatial intelligence. Learning objectives can be achieved maximally if the process is carried out correctly and precisely; what is the right way to get around these constrained processes? The researcher carried out a strategy of guessing the pictures whose groups were divided among students who joined the learning process with video calls; by answering quickly and accurately, the researcher could find out what level of understanding students had been obtained by applying previously known *mufradat*. The acquisition of these activities has shown an increase in students' knowledge of the material *mufradat* of *Maktabat al-Madrasah* (School Library).

The principle of this model is carried out by researcher when stimulating by trying to build students' thoughts about new things they need to know. For example, if the researcher uses this object to borrow books at the library, he must have a library card, but the researcher does not directly mention the thing in question; the student answered by guessing the picture the researcher has prepared. Not only that, modeling is done using storytelling techniques; this technique is done by inserting *mufradats*. The story must be engaging, related to the material taught, and detailed. If the tale is too long, it will change the modeling principle. One example taken from storytelling as a model; the

researcher told a story about how to enter the library room, what to do and what things are prohibited in the library, that in the library, there is someone who guards the room so that it can be supervised, specifically by having a librarian.

After the students can mention it, then the students can add it to their *mufradat* list. The reflection process is very influential in learning, involved recalling what material has been obtained during education to determine the level of students' understanding and whether it needs to be repeated or can continue to the following material. Reflection activities aim to increase knowledge from experience gained during learning. The process is to ask questions about what lessons have been studied and what conclusions have been written from library materials. Then the teacher allowed the students to answer according to what they know. Beside to being able to conclude the knowledge gained, students are also confident in answering it. The questions asked were in the form of oral questions, for example, *fi maktabat al-madrasah*. The teacher only conveys the title; students can get and relate the learning obtained previously. Students can correct the results of *mufradat* in their respective *mufradat* books whether there is anything that needs to be corrected or if there are errors in writing.

This evaluation activity is carried out conditionally; when the learning process occurs, the researcher inserts short questions and does not have to be directly asked. In this case, the researcher administered a test for students to answered 20 multiple-choice questions to determine students' level of understanding in Arabic *mufradat* of the actual school library material. The students' learning activities at the first meeting were shallow because some were unfamiliar with the learning model used. Then, there was an increase in the students' learning activities in the second meeting. This is because the students begin to understand by applying the model and increasing Arabic *mufradat*. The increase in learning activities and students' understanding of material shows that contextual learning based on visual-spatial intelligence positively impacts students' *mufradat* performance.

2. The Effectiveness of Contextual Learning Based on Visual-Spatial Intelligence to Improve Understanding of *Mufradat*

Contextual is a learning concept associated with real-world situations involving students actively participating in learning (Akbar, 2022; Amin & Sulistiyono, 2021). Visual-spatial intelligence is intelligence that can combine visual forms and thoughts (Ainyn & Dwiningsih, 2022; Anggraini et al., 2022; Aries, 2020; Ferdianto, 2019). This intelligence is entirely related to descriptive objects, utilize meaningful depictions, so in its application to understanding a theory, it requires the help of a visual object—the effectiveness of contextual learning based on visual-spatial intelligence to increase understanding of *mufradat*. Learning related to contextual concepts help students understand and remember things more easily (Alpian et al., 2019; Avania, 2021). Knowledge based on visual-spatial intelligence improves visualization skills through videos and pictures to help understand Arabic *mufradat*. A lesson that is used with the right concept and adapts to the characteristics of the students can facilitate the understanding of the material, in this case, related to the knowledge of Arabic *mufradat*. Contextual learning based on visual-spatial intelligence in understanding Arabic mufradat provides a concrete experience and makes it easier for students to remember and understand *mufradat*.

Based on Piaget's theory, there are four stages of cognitive development (Asiyah et al., 2021; Badi'ah, 2021; Ekawati, 2019; Isbir, 2021). Each step is related to age. The concrete operational stage enters the age of 7-11 years; at this age, most children have begun to understand shape and size in real terms. One of the characteristics of this stage is that children are still unable to understand without physical objects, and their cognitive development is still low in thinking logically. One of the factors in increasing students' understanding of *mufradat* is the formation of visual material; in general, children prefer and are more interested in things such as images, visualizations, videos, or objects that can be directly interact with (Budiman, 2019; Fasrita et al., 2020). Thus students can easily understand the *mufradat* being taught; students will quickly form the concept when applied contextually.

Contextual learning based on visual-spatial intelligence is one way or effort that helps students understand *mufradat* Arabic. The application was carried out in stages,

and after the treatment, the researcher arranged a test to find out the understanding achieved by students. Based on the results of the research and the post-test scores for understanding Arabic *mufradat* between the control class and the experimental class that had been given contextual learning based on visual-spatial intelligence for the beginner class of Pondok Pesantren As-Salma Bahrul Ulum Tambakberas Jombang, it showed that there were differences between the two groups. The following is the assessment of the control group according to the learning conducted by Arabic subject teachers 0% for perfect criteria, meaning that there is still no maximum score, as much as 23.8% for suitable measures, as much as 38.1% with reasonable enough requirements, and 38.1% of students who need guidance means that there are still quite a lot of children who do not fully understand the *mufradat* that has been taught during everyday lesson. Then the difference can be seen from the acquisition of the experimental class as much as 28.57%, 28.57% excellent assessment with a good predicate, 28.57% sufficient value, and 14.29% students need further guidance and assistance. It can be interpreted that the effectiveness of contextual learning based on visual-spatial intelligence is very influential in understanding Arabic language *mufradat* for beginners at the As-Salma Bahrul Ulum Tambakberas Jombang Islamic Boarding School.

The findings of this study have similarities with researchers conducted by Afriani with the title "Pembelajaran Kontekstual (Contextual Teaching and Learning) dan Pemahaman Konsep Siswa" (Afriani, 2018). The results of this study show that understanding is a systematic way of interpreting, translating, or applying something in its proper context after it has been learned, remembered and given meaning in real life. Another finding is research from Buana with the title "Pengaruh Kecerdasan Spasial Visual Dan Motivasi Belajar Terhadap Prestasi Belajar Matematika (Survei Pada Siswa SMAN Di Kota Tangerang Selatan)." This study is a significant influence of visual-spatial intelligence on the mathematics learning achievement of SMA Negeri Tangerang Selatan City students. The acquisition of Sig evidences this. 0.012 < 0.05 and th = 2.555. 3). There is a significant influence of learning motivation on the mathematics learning achievement of SMA Negeri Tangerang Selatan City students. The acquisition of Sig evidences this. 0.000 <0.05 and th = 3.768.

D. CONCLUSION

Contextual learning process based on visual-spatial intelligence to improve the understanding of the Arabic language *mufradat* for beginner class students at the As-Salma Bahrul Ulum Tambakberas Jombang Islamic Boarding School. The learning activities conducted were well received and appreciated by the students, who were enthusiastic and active, than previously, where learning session was done traditionally. Using different learning applications was enough to attract the attention of students. Researcher did not provide a lot of material but focused on student to explored their knowledge and curiosity. Stimulating students with visualization in videos and picture cards makes it easier for students to understand a certain *mufradat*. Insert learning by asking questions, telling stories, and guessing. The responses shown by the students varied greatly with their respective characteristics but did not pose any obstacles to increasing their understanding. Learning success factors are influenced by the principles applied in contextual learning: constructivism, inquiry, asking, learning communities, modeling, reflection, and authentic assessment. Besides that, based on visual-spatial intelligence combined with the concept of picture cards that are not monotonous, the images used reflect the characteristics of primary students. Contextual learning based on visual-spatial intelligence Arabic for beginner class students at the As-Salma Bahrul Ulum Tambakberas Jombang Islamic Boarding School effectively increased understanding of Arabic *mufradat*. This is based on the values and results of the t-test analysis, which are presented in the discussion.

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