



## The Implementation of Project-Based Learning to Improve Students' Participation and Interaction in Learning Arabic Language: A Focus on Writing Skills

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<b>ABSTRACT</b> <p>One of learning models that has recently been widely applied is Project-based Learning (PJBL). PJBL is a learning model that provides space for educational actors who are directly involved in the classroom, namely teachers and students, to be jointly involved in a project to solve a problem. PJBL is widely applied to learning hard sciences such as Physics. So far, discussion of learning models that use PJBL in Arabic subjects is still relatively limited. This research aims to fill in the gaps in research and knowledge related to how to apply PJBL in learning Arabic in secondary education, especially in writing skills with the topics "School" (المدرسة) and "Hobbies" (هواية). This research was conducted at an Islamic Junior High School (SMP) located in the city of Malang, East Java in the 2021/2022 academic year using quantitative and qualitative research methods. The data in this study were obtained using written tests, interviews, and observations. The results showed that only about 12.6% of students scored above 70 for writing skills based on assessments on essay writing. Students also experience some difficulties in learning Arabic, both academically and psychologically. After implementing PJBL, students were known to have a positive response to PJBL and there was an increase in students' writing skills. However, this improvement can also be an aspect of improvement in future research because in this study, researchers looked at the results of students' writing that was worked on in groups, not on the results of individual work as during the initial assessment before PJBL was implemented.</p> <p><b>Keywords:</b> <i>Blended Learning, Learning Outcomes, Science.</i></p>			

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## INTRODUCTION

In line with the goals of Indonesia's national education, which are also contained in the preamble to the 1945 Constitution, the Ministry of Education and Culture of the Republic of Indonesia states that the goals of Indonesian National Education are to educate the life of the nation and develop the whole person (Prentice dkk., 2020). The phrase about the whole human being is then explained as a human being who has faith and is devoted to the Almighty One and has noble character (Rahmah dkk., 2022), has

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knowledge and skills. This lofty goal is a guide in determining the direction of education and making policies that apply in Indonesia (Rohmalimna dkk., 2022a). For example, Curriculum 13 which was initiated several years ago also reflects and translates these educational goals into the curriculum that was developed. One aspect of Curriculum 13 is how educational institutions can produce students with noble character and character (Dianovi dkk., 2022). We can find the same thing in the Merdeka Curriculum which was recently implemented in almost all education units in Indonesia, from elementary to university levels.

In general, teaching practices in the classroom, learning methods used by a teacher, and teaching materials used by students are inseparable from several factors. Among them are the type of curriculum and objectives rather than education itself. In addition, another factor that is no less important is the environmental, social and social context in which the education is carried out. The national curriculum is only a general guideline, for the rest, teachers are given the freedom to implement these guidelines (Nopiana dkk., 2022). In Curriculum 13, the main goal to be achieved is to prepare superior and quality Indonesian people. There are several important characters of this curriculum. One of them is the development of balanced competencies. Learning in this curriculum is expected to be able to provide a balanced place for the development of spiritual, social, knowledge, and skills attitudes (Najeed dkk., 2022). Therefore, teachers are expected to be able to design the subjects taught by considering these four aspects (Safitri dkk., 2022). As for the Independent Curriculum (Firman dkk., 2022), student teachers are given the opportunity and flexibility to develop quality learning and teaching in accordance with the needs of students (Ilham dkk., 2022). This curriculum has the characteristics of a flexible learning model while still prioritizing the development of soft-skills and character.

Regardless of the type of curriculum used, the role of a teacher is clearly very important in determining the quality of learning and teaching (Anoum dkk., 2022). Likewise with the role of students in their participation in the success of educational goals as initiated by the government. Therefore, a teacher must pay attention to the character of students, teaching methods, and these things that can help students learn optimally (Demina dkk., 2022). In conjunction with teaching/learning methods/models, one of the learning models that has recently been widely applied is Project-based Learning (PJBL) (Hikmah dkk., 2022). PJBL is a learning model that provides educational actors who are directly involved in the classroom, namely teachers and students, to be involved in a project together to solve a problem (Dewi S dkk., 2022). For teachers, PJBL can be a place to hone class management skills and guide students to think critically and solve problems given. For students, PJBL is a means to learn to work in groups, find solutions to a problem, and convey their results or ideas to peers and other groups outside the classroom.

PJBL focuses on student participation and activeness in learning. There are many kinds or steps taken by a teacher to implement this learning model. However, what is important to understand is that this PJBL model also needs to pay attention to topics, subjects, and student profiles (Keshav dkk., 2022). This is mainly to avoid disparities in

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learning, or even the possibility of mismatches in class participation (Kartel dkk., 2022). Among the several steps that can be taken are to brainstorm ideas, ask questions that can be product oriented. Sularmi, Utomo, and Ruja (2018) state that the steps in the PJBL learning model can include 1) determining the initial questions, 2) designing the project to be carried out, 3) arranging the schedule for the implementation of the design, 4) monitoring carefully and meticulously aspects of implementation project design, 5), provide an assessment of the product, and 6) evaluate and reflect on the process that has been undertaken from start to finish.

This PJBL model has been extensively researched by several researchers in Indonesia, both at the basic education unit level (e.g. Rina, Mustadi, & Rahayuningsih), secondary (e.g. Putri, Nuroso, & Khoiri, 2015), to university (Almujab et al., 2018 ). The theme of previous research on the topic of PJBL is very closely related to aspects of effectiveness, both for increasing student creativity, critical thinking, or creative thinking (e.g. Fitriyah & Ramadani, 2021; Hartono & Aiyah, 2019;; Rezeki et al., 2015). In terms of subjects, PJBL is mostly applied to learning hard sciences such as Physics (Aini, Lesmono, & Wahyuni, 2018) and to a lesser extent in the humanities such as Languages and Arts (Rohmalimna dkk., 2022b). Of the few who discussed PJBL in language subjects, what was still being widely discussed was Indonesian and English. So far, discussion of learning models that use PJBL in Arabic subjects is still very limited.

This research aims to fill in the gaps in research and knowledge related to how PJBL is implemented in learning Arabic at secondary level education (Qureshi dkk., 2022). This research gap is important to study because what is not widely researched is not necessarily or not because the field is not interesting or even less useful (Aaij dkk., 2019). It is hoped that the results of this research can contribute to PJBL's knowledge, especially in the areas of Language and Arts subjects (Muhammadong dkk., 2023), how it is implemented, its impact, and the challenges faced by a teacher and students (Minarti dkk., 2023). Differences in knowledge groups and subjects are of course a challenge in itself, and the results of this study can provide useful information in the future. In addition, the selection of research sites and student profile demographics is also an important element why this research is feasible and important to do.

This study aims to determine the effectiveness of PJBL in increasing student activity in Arabic lessons. In other words, the aspects of the discussion in this study include the use of the PJBL learning method in increasing the active participation of students in Arabic lessons, especially in maharah kitabah or writing skills (Pathurohman dkk., 2023). A detailed description of PBJL activities is explained in the research methods section below (Yeltriana dkk., 2023). The formulation of the problem to be answered in this study is as follows:

1. How is the implementation of project-based learning in the Arabic language classroom?
  2. To what extent does the implementation of project-based learning improve students' writing skill and thus enhance the participation?
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## LITERATURE REVIEW

The PJBL learning model follows the flow of student-centered learning models, or student-centered learning. Students are expected to be actively involved in learning in the classroom (Makniyah & Khotimah, 2023). This is also actually aligned with the goals of education as manifested in the applied curriculum. The teacher is no longer the only source of knowledge, nor is it the center of learning. The teacher acts more as a facilitator in learning. The PJBKL learning model has been widely applied in western countries such as the USA. This is inseparable from the learning culture of the local community which tends to like to express opinions, be creative, and be active in the classroom . Thus, the size of the success of a lesson is related to how many opportunities students get to be able to produce knowledge through language production. For example, by asking, discussing, and dialogue in class (Afifah dkk., 2023). The classroom atmosphere like this is slightly different from classroom conditions in ASEAN countries, where the teacher is usually still the center of learning, and students tend to listen more than talk (Yennizar dkk., 2022).

Previous research regarding the use of PJBL as a learning method in class has documented several research topics such as how to use PJBL to increase student learning engagement (Al mujab et al., 2018; Wulandari et al., 2021) and the effectiveness of PJBL in increasing students' critical thinking (Lumban Gaol dkk., 2023). In addition, other researchers are interested in developing a PJBL learning model for Indonesian Language Editing courses based on Technology and Information , and in developing active learning models (Eliyanti, 2018). In addition, the PJBL learning model is also often used to determine its impact on students' creative and critical thinking skills (Fitriyah & Ramadani, 2021; Irham, 2018).

Al Mujab et al. (2018) use PJBL to explain how implementing a comprehensive lesson study can help improve the effectiveness of classroom learning. They used the action research method with two cycles. Lesson study has four stages which include preparation, implementation, reflection, and follow-up (Dewan dkk., 2019). The results of their research concluded that students and teachers were happy with the use of PJBL as a learning method. The attitude of the students shows that the students' analysis and evaluation activities on the given problems provide quite a lot of benefits for them to learn and understand the problems (Amirudin dkk., 2022). Different from Al Mujab et al., (2018), Wulandari et al. (2021) examined the effect of using PJBL on student learning engagement. The case study taken by Wulandari et al. (2021) is on thematic learning at the elementary school level. Wulandari et al. (2021) used the experimental one group pre- and post-test research methods. The research sample was taken from 34 elementary school students in Dalangan and Sumberagung. Their research found that there was a significant influence between the PJBL learning model and student activity.

Project-based learning, PJBL, has been extensively researched from the perspective of its effectiveness on several variables. For example, the effectiveness of PJBL in improving critical thinking skills (Fitriyah & Ramadani, 2021; Putri et al., 2015), on students' interest in learning (Hamidah & Citra, 2021), on literacy skills (Faridah, Afifah, Lailiyah, 2022), and on students' creativity and understanding . The ability to think

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critically or critical thinking is an important aspect in today's learning. However, Fitriyah and Ramadani (2021) see that there are still few approaches being taken to find out how PJBL can help improve students' critical thinking abilities. They used a quasi-experimental research approach and applied a pretest and posttest control group by taking a research sample at one of the Madrasah Aliyah in Pamekasan, Madura (Gusvita & Alon, 2021). The students in their research were class X students. Using ananakov analysis, Fitriyah and Ramadani (2021) said that PJBL-based learning had a significant impact on improving students' critical thinking skills. The results of this study support the findings of previous studies conducted by Putri et al. (2015), where learning with the PJBL model was also found to have an influence on students' creative thinking abilities.

With regard to student learning interest, Hamidah and Citra (2021) suggest that classes that use the PJBL learning method can increase student interest in learning higher than classes that do not use this method. They used a quasi-experiment on students in class XI IPA 1 and XI IPA 2, where class XI IPA 2 became the control class and class XI IPA 1 became the experimental class. The use of the PJBL learning model was also found to be effective not only in improving the ability of students at the secondary and high school level, but also at the lower level, or elementary school. Farida et al. (2022) examined the implementation of PJBL in an Islamic elementary school in Surabaya. Specifically, they wanted to find out whether PJBL was effective in improving the numeracy and digital literacy skills of elementary school students. They said that there was a significant effect of using PJBL to improve students' numeracy and digital abilities. With the context of the same educational level, Yulaikah et al. (2022) examined how effective STEM learning is using PJBL. They wanted to find out whether PJBL was able to improve elementary school students' conceptual comprehension skills. Yulaikah et al. (2022) used ANCOVA and effect size analysis, and found that STEM learning using the PJBL method can improve elementary school students' conceptual comprehension abilities in quite large categories.

The studies described above show that the learning model that uses PJBL can have a significant impact on students' abilities, both critical thinking skills, creative thinking, conceptual understanding, and students' learning interest. Nevertheless, there is still very little research related to PJBL in language learning, especially learning Arabic. Thus, this study aims to fill this research void by examining the effectiveness of PJBL in learning Arabic, and specifically in the case of teaching Arabic writing skills to middle-grade students at a junior high school in Malang, East Java.

## **RESEARCH METHODOLOGY**

This research was conducted in one of the high schools in the city of Malang, East Java in the 2021/2022 academic year. In line with the research objectives of wanting to know the effectiveness of using the PJBL method in learning Arabic, especially in writing skills, and understanding the PJBL learning model applied in the class, this study used quantitative and qualitative research methods (Creswell, 2013; Mertens, 2017) . Quantitative research is a derivative of the post-positivism research paradigm which sees

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reality as a single thing (Mertens, 2014). On the other hand, quantitative research methods tend to prioritize aspects of generalization or confirmation of a theory (Creswell, 2013). On the other hand, qualitative research is a derivative of the constructivist thinking paradigm. This perspective sees reality as something that is not singular (Creswell, 2013). The use of these two models of methods is expected to be able to explain the phenomena in this study in a more comprehensive and credible manner.

The data in this study were obtained using written tests, interviews, and observations. Written tests were obtained from essays made by students and assessed using a rubric for assessing student activity and participation. The number of students who participated in this PJBL research activity was 28 people, consisting of 18 female students and 10 male students. Researchers also conducted interviews with teachers and students. Besides that, observations were also made to see firsthand how the PJBL learning model can increase student participation and activeness in learning Arabic writing skills. Aspects seen in the observation process include student-teacher and student-student question-and-answer activities, student-to-student interactions in groups and individually, and communication in group work and discussion in class.

## **RESULT AND DISCUSSION**

### **Implementation of the Project-based learning learning model on writing skills**

The topics or themes used in this PJBL learning model are about "School" (المدرسة) and "Hobbies" (هواية) in Arabic subjects. Researchers and class teachers jointly design learning activities in two cycles, where in each cycle there are three meetings. The first two meetings were used by the teacher to explain material about school" (المدرسة) and "hobbies" (هواية). As for the third meeting, the teacher used this opportunity to evaluate students' understanding of the material that had been presented. In the second cycle, the teacher used the PJBL learning model with the material explained in the first cycle. The stages of the PJBL learning model consist of several phases. The first phase is the planning stage. Researchers and teachers together plan teaching materials and student learning activities in the classroom. The second phase is the observation stage, both for teacher activities, student learning activities, group learning activities, and observation of the application of the PJBL learning model. The last phase is the reflection stage carried out by the teacher and students on learning models that use Project-based learning for writing skills on topics about School" (المدرسة) and "Hobbies" (هواية).

Included in the activities carried out by the teacher in the first and second meetings in the first cycle were the teacher conveying information about the topics to be studied, learning objectives, and drilling important vocabulary around the topics being taught. The teacher gives an example of the vocabulary given, then students are asked to imitate the pronunciation of the vocabulary. The material was presented again at the second meeting with a few additional activities in the form of group work. If at the first meeting students listened more to lectures from the teacher and worked on student worksheets, at the second meeting, students started working in groups. At the third meeting, the teacher evaluates students' understanding. In the second cycle, which also consists of several

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phases as mentioned above, the learning model used by the teacher is PJBL, after evaluating the learning outcomes in the first cycle. At the first meeting, the teacher did drilling on learning Arabic rules regarding isim dhomir. The teacher gives definitions and examples using whiteboards and LCD media. Students are then asked to form groups to do the next task. The teacher tells each group to make a paragraph about "School" (المدرسة) and "Hobbies" (هواية). Each paragraph consists of at least 3 sentences, and a maximum of 7 sentences. These sentences can be written on large drawing paper, A3 size folio paper, and the like. Students are also allowed to provide pictures that match the description of the contents of the sentences in the paragraphs made. In the second meeting, students were asked to present their group's work in turn. At the third meeting, the teacher invited students to reflect together on the PJBL model learning activities that had been implemented.

### **Students' writing skills**

The stages of implementing learning activities using the PJBL model indicate that students experience some difficulties in Arabic lessons, especially those related to writing skills. This has an impact on the lack of student participation in learning activities in class. In the first cycle, students seem to encounter problems in writing Arabic, specifically how to write Arabic which is separated and connected. In addition, most students are able to memorize vocabulary but often make mistakes in writing. In addition to academic obstacles, students also feel less confident when asked to carry out presentations of their work.

The results of this study are supported by pre-test data conducted on students before the PJBL learning model is implemented. The students' writing skill scores as a whole were still below the Minimum Completeness Criteria (KKM), which was 70. The average student score was 56.5, with around 12.6% of the 28 students scoring above 70. After the learning model was implemented, there were several changes in attitude. Learning and improving learning outcomes in writing skills. Students gave a positive response to the use of PJBL in Arabic lessons because they thought it could motivate them more in learning. Students also tend to be more active in asking questions during the process of implementing these project-based activities. Students can also practice to be more independent and work in groups to complete the tasks that have been given.

Researchers also found an increase in students' skills. Students can already know when Arabic letters must be written in conjunction and when they must be written separately. Group activities also help them to discuss with each other. Nevertheless, there are also obstacles encountered in implementing this PJBL. This includes the impression they still have to choose the group they want, and are still reluctant to mingle with friends or groups with new friends. It is still quite evident how students, when asked to choose a group, only want to be with friends who are used to being friends to play and study with.

From the results of writing, the paragraphs they produce have met the criteria determined together with the class teacher. In general, after the researcher and the class teacher discussed the results of the student's written paragraphs, we believed that there was an increase in students' writing ability. Nevertheless, this argument needs to be

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supported with further data, such as by conducting an assessment of the writing results of each student in the group. In other words, the use of the PJBL learning model in hobbies and school topics in Arabic subjects shows a fairly effective effect in improving students' writing skills.

These results are consistent with the findings of several previous studies (e.g., Faridah et al., 2022; Hamidah & Citra, 2021). The use of project-based learning models can increase students' interest in learning, which is indicated by the increasing number of student participation and their enthusiasm in working on group assignments. As mentioned earlier, students seem more enthusiastic in asking questions to the class teacher, discussing with groups, and presenting the results to friends in front of the class. As Setiawan et al. (2021) found in their research, the use of PJBL in learning for students can reduce fear when presenting, and can increase students' self-confidence in conveying the results of their group work.

The results and discussion in this study reinforce previous research related to the effectiveness of PJBL in increasing student participation (Eliyanti, 2018; Hamidah & Citra, 2021; Octaviani & Marliana, 2021). In other words, the application of the PJBL learning model in Arabic lessons, especially in writing skills, has a positive impact on students and teachers. Reflections made by students and teachers after the implementation of PJBL showed a positive attitude towards this learning model. For teachers, the implementation of PJBL gives them the space to be creative and find ways to convey their teaching material efficiently. For students, PJBL is considered to be able to actualize their abilities not only in Arabic subjects, but also in other abilities and skills. In group activities, for example, students can practice soft skills in the form of team work and public speaking. Likewise, the freedom given by the teacher to students to include pictures or illustrations if deemed necessary. Thus, students are more independent and confident

## **CONCLUSION**

The application of learning models using project-based learning is believed to be able to improve students' learning abilities and activeness. This research has explained how PJBL is used in Arabic learning classes on students' writing skills with the topic "School" (المدرسة) and "Hobbies" (هواية). The activities or stages carried out in this study consisted of two cycles, where in each cycle there were three meetings as described above. The stages carried out include the stages of planning, implementing, observing, and reflecting. Before the teacher implemented PJBL learning, the results of students' writing ability showed that only about 12.6% of students scored above 70. Students also experienced some difficulties in learning Arabic, both academically and psychologically. After implementing PJBL, students were known to have a positive response to PJBL and there was an increase in students' writing skills. However, this improvement can also be an aspect of improvement in further research because in this study, researchers looked at the results of students' writing done in groups. The next researcher can re-test or give a score on the results of individual student writing.

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