



Universitas Muhammadiyah Malang, East Java, Indonesia

## Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature

p-ISSN: 2622-738X, e-ISSN: 2622-7371 // Vol.7 No.2 Agustus 2024, pp. 231-248



<https://doi.org/10.22219/jiz.v7i2.31848>



<http://ejournal.umm.ac.id/index.php/izdihar/index>



[izdihar.jurnalpba@umm.ac.id](mailto:izdihar.jurnalpba@umm.ac.id)

# Linguistic Landscape in Arabic Writing Skills Learning: Project-Based Learning Approach

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### ARTICLE INFO

#### Article History:

Received: 19/01/2024

Revised: 08/08/2025

Accepted: 31/08/2024

Published: 31/08/2024

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### ABSTRACT

This research aimed to describe linguistic landscape portrays its project-based learning model to be used a formative test in Arabic writing skills.. The researcher deepens the explanation of the learning stages in a project-based learning approach to create a linguistic landscape project of students' Arabic writing skills. The researcher also analyzed the forms of linguistic landscape projects that are the result of students' Arabic writing skills. The researcher opted to follow Miles and Huberman model which are data collection, data condensation, data display, and conclusion drawing. Therefore, observations, interviews, and documentations are used to collect the data. The conclusion found that Rusydi Ahmad Thu'aimah's theory brought the level of the writing skills into intermediate level. The linguistic landscape, in a form of a flyer, underwent six synchronic stages of project-based learning. Then the linguistic landscape forms are used not only in the digital version but also in the hand writing version. The teacher offers various language skill models for all students

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### Keyword

Landscape Linguistic; Project Based Learning; Writing Skill

### مستخلص البحث

يجب أن يتبع تصميم التعليم مبدأ 4C (Four Cs) وهي (١) التفكير النقدي ، (٢) الإبداع ، (٣) التواصل ، و (٤) التعاون. يعد استخدام التعلم القائم على المشاريع باستخدام المشهد اللغوي الخطوة الصحيحة لأن الإبداع مطلوب في هذه العملية. ثم سيتم تشكيل لجنة دراسة بحيث يحدث الاتصال بين أعضاء المجموعة. يتم التواصل في العمل بحيث يتم تشكيل التعاون. سيناقش كل عضو في المجموعة معاً لتحقيق أقصى قدر من مشروع المشهد اللغوي. تعمق الباحثة شرحت مراحل التعليم في منهج التعلم القائم على المشاريع باستخدام المشهد اللغوي لمهارة الكتابة العربية لدى الطلبة. كما قامت الباحثة بتحليل أشكال مشاريع المشهد اللغوي التي هي نتيجة لمهارة الكتابة العربية لدى الطلبة. اختارت الباحثة اتباع نموذج مايلز وهوبرمان وهو جمع البيانات وتكثيف البيانات وعرض البيانات ورسم الاستنتاج. لذلك ، يتم استخدام الملاحظات والمقابلات والوثائق لجمع البيانات. يهدف هذا البحث إلى تصوير المشهد اللغوي الذي يصور نموذج التعليم القائم على المشاريع لاستخدامه كاختبار تكويني في مهارة الكتابة العربية. وجد الاستنتاج أن نظرية رشدي أحمد طعيمة جلبت مستوى مهارة الكتابة إلى المستوى المتوسط. خضع المشهد اللغوي، في شكل نشرة إعلانية، لست مراحل مترابطة من التعلم القائم على المشاريع. ثم يتم استخدام أشكال المشهد اللغوي ليس فقط في النسخة الرقمية ولكن أيضاً في نسخة الكتابة اليدوية. يقدم المعلم نماذج مهارات لغوية مختلفة للطلبة.

المشهد اللغوي؛ التعلم القائم على المشاريع (PjBL)؛ مهارة الكتابة

كلمات أساسية

Please cite this article as Muslimah, K.C., Huda, M., Taufiqurrahman, R, Affan, M. (2024). Innovation of Cognitive Diagnostic Assessment in Mahārah istīmā' in Class XII Arabic Textbook. *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature*, 7(2), 231-248. DOI:

<https://doi.org/10.22219/jiz.v7i2.31848>

## INTRODUCTION

We try and we get, this spirit must be firmly embedded in the minds of everyone in the world of education. The world is changing fast, and our way of thinking is evolving. In the 21st century, science and technology, including education, are going through big changes. However, time changes, and an education is a milestone in one nation's progress. Since then, education is crucial for a nation's progress, and teachers need to keep up with the changing times to make the most of opportunities and avoid problems.

In 1976, Munjid claimed that education comes from the word "عَلِّم-يعلم" - "to teach," meaning to make him teach. As for education in terminology, there are definitions, including education, which is the process of transferring information from books or from the mind of the teacher (Shihatah, 2008). Rusydi Ahmad Thu'aimah stated that education in general is the process of reconstructing experience through which the learner acquires the organization of the elements of the environment surrounding the learner, which represents the meanings of the word environment. To gain specific educational experiences, particularly with regard to the concept of education, it is an intentional activity carried out by another individual to communicate with a system of linguistic symbols that differs from that with which he is familiar and accustomed to communicating (Thu'aimah, 1989).

This research centers on language skill acquisition, which encompasses listening, speaking, reading, and writing. These skills must complement and influence each other. Related to the skill aspect to be achieved in this research is productive Arabic language skills, namely the scriptures according to the context. However, writing has a distinctive character that differentiates it from others. The active and productive nature of writing gives it a special characteristic in the variety of words it uses. Writing skills are an important skill in learning Arabic. In a similar vein, Taufik discovered in 2011 that writing activities allow a person to publicize his abilities and scientific specialization. Writing ability is a skill that requires consistent practice. The more you practice, the better your writing talents will get.

In Law Number 20 of 2003 concerning the National Education System which is further described in Government Regulation 3 Number 19 of 2005 concerning National Education Standards that the learning process in educational units is carried out in an interactive, inspiring, fun, challenging manner, motivating students to participate actively and providing sufficient space for creativity and independence. according to students' interests, talents, and physical and psychological development. Thus, learning planning that applies appropriate models, methods, and strategies, as well as the role of teachers in the learning

process that is able to motivate students so that students can produce written work are important things to manage.

21st century learning supports technology-based learning which is now growing rapidly (Wijaya, 2016). These technological developments have encouraged various developments, including learning to write Arabic. Previously, learning to write was only written on paper, but now writing in Arabic can take advantage of technology. This situation follows 21st century learning which has its characteristics and uniqueness, where learning carried out in educational institutions must focus on 21st-century skills. Similar to what Rosnaeni stated in his research in 2021, a learning design should follow the principle of 4C (Four Cs) which are (1) Critical Thinking, (2) Creativity, (3) Communication, and (4) Collaboration.

To attain the standards of learning in the 21st century, an education should be centered around four key skills. Hence, teachers need to formulate a teaching approach aligned with these 21st-century skills. It is crucial to establish a learning model that caters to the demands of 21st-century education, ensuring students receive relevant learning experiences. As if it was not enough, Handayani supported the above statement by writing in her research in 2021, that the strategies used must also increase student involvement in learning. Because, in this century, learning is no longer teacher-centered, but student-centered. Apart from using learning strategies that are more modern and include 21st century skills, teachers must also create ways to learn modern writing skills by utilizing various technologies that support the learning process.

Teaching Arabic for high school students should provide more opportunities for students to develop their writing skills, and there are many strategies that a teacher can implement, including forming tasks into groups. This method is known as project-based learning (PjBL). Project work is a multi-tasking work based on questions and problems that require students to think critically about finding solutions.

Student problem solving can also be used as a basis for assessing learning outcomes (Wena, 2010), Project-Based Learning Model (PjBL) affects student learning outcomes (Nurhadiyati, 2021), and for students who take part in project-based learning, it has been proven to be effective in increasing their perception of motivation, interests, the real world, it is useful to learn more, learning feels fun so that they learn more actively and give more time to study. It also develops students' soft skills, including teamwork, discussing projects, continuous communication, and strengthening interpersonal skills (Syahril, 2021).

Twenty-first-century teaching skills using project-based learning to create a linguistic landscape project are the right step because creativity is required in the process. Then because it is project-based, a study group will be formed so that

communication between group members occurs. Communication is carried out in the work of the linguistic landscape project so that collaboration is formed in the study group. Each member of the group will discuss together to maximize the linguistic landscape project.

Landscape Linguistics is seen as a subfield of sociolinguistics and applied linguistics which is concerned with the form of written language in the public space. Sociolinguistics is a science that studies social dialects or language strata that are adapted to the social levels that exist in a language community. Linguistic aspects take priority over social aspects. Meanwhile, applied linguistics is an advanced science that discusses the results of studies from pure linguistics. The theories in pure linguistics are attempted to be discussed by comparing pure linguistics with other fields of study (Taufiqurrochman, 2015). The term Linguistic Landscape was first used by Landry and Bourhis. This study focuses on language use in public spaces and examines various aspects of multilingualism (Landry & Bourhis, 1997).

The importance of Linguistic Landscapes is not just to describe the background and portrait of everyday life but is also a valuable language learning resource. In relation to efforts to achieve learning goals, learning media has a very important role and can help the learning process because it is related to the human senses. The presence of the Linguistic Landscape can be felt by the human senses because the Linguistic Landscape is concrete so the material is easily captured and firmly embedded in students.

Traditional teaching models are often applied in presentation-based and lecture-based ways, and students tend to listen more to the teacher's explanation, and carry out the task assigned to them, by looking for comparisons between their work and the work of others. This came in Law No. 20 of 2003 regarding the national education system, which was detailed in more detail in the three regulations in the government No. 19 of 2005 on national education standards in which the education process in educational units is interactive, inspiring, fun and challenging. Arabic language learning uses project-based learning with a linguistic landscape that goes far beyond monotonous learning activities to innovative, active and creative learning in accordance with government rules.

In conjunction with innovative learning media, it is imperative for educators to cultivate a conducive environment during the teaching process, fostering genuine student interest and active participation. The instruction of Arabic to high school students should prioritize the creation of opportunities that promote the development of proficient writing skills. There are many strategies that teachers can use, including forming assignments in groups. The teacher guides each process in the assignment so that students can produce a work. This method is

known as Project Based Learning (PjBL) (Thomas, 2000). Choosing this model allows students to build their knowledge by allowing students to build their knowledge. In this learning model, students can interact with friends to produce products in the form of written work. This learning model makes students more active in learning. The teacher's role is as a facilitator, evaluating students' work products displayed in the results of the project they are working on.

In the learning process, students carry out exploration, research, interpretation, synthesis and information to produce various forms of learning outcomes. The focus of learning lies on the core principles and concepts of a scientific discipline, involving students in problem-solving investigations and other meaningful tasks, giving students the opportunity to work autonomously in construction. Project Based Learning (PjBL) is a learning model that provides teachers with the opportunity to manage learning in the classroom by involving project work. Thus, Project Based Learning (PjBL) is a suitable strategy to use in improving writing skills because this strategy requires students to work together to solve a problem and think to produce a real product in the form of writing from the problem.

There has been a lot of research on linguistic landscapes or project-based learning. However, no one has yet integrated the linguistic landscape with project-based learning. Several previous studies will be explained by the researcher. First, research on linguistic landscapes in school areas was conducted by Hidayat Widiyanto (2021) regarding the existence of posters in school linguistic landscapes. The results of the research show that the existence of poster texts can also have implications for student learning in mastering poster text competencies in class VIII SMP. This research discusses the linguistic landscape in the educational environment. The difference is that previous research discussed posters, while this research does not discuss posters but a broader form of posters, namely the results of students' linguistic landscapes.

Second, research conducted by Handini (2021) described the linguistic situation in the linguistic landscape in the area of worship. In this research, language contestation in mosques was analyzed where data was obtained using monolingual and bilingual use as well as the language used as an information function. Previous research discussed the linguistic landscape, but if previous research discussed the linguistic landscape in the mosque area, this research discusses the linguistic landscape in the school area.

Third, Pengyue Guo (2020) uses project-based learning for student outcomes and measures. The results of this research found four categories and seven subcategories of student learning outcomes in PjBL in higher education and eight appropriate measurement instruments. This research does not measure learning outcome categories but how the learning stages in a project-based

learning approach to create a linguistic landscape. So, this research is new among research that has been carried out with the same variables.

The researcher deepens the explanation of the learning stages in a project-based learning approach to create a linguistic landscape project of students' Arabic writing skills. The researcher also analyzed the forms of linguistic landscape projects that are the result of students' Arabic writing skills. This explanation is important because in this study the position of the linguistic landscape is the result of a project that is carried out with a project-based learning approach. If in many previous studies, the linguistic landscape was analyzed in writing and the forms of the writing position, then in this study it focuses more on the forms of the linguistic landscape resulting from the students' Arabic writing skills project. The forms of the linguistic landscape are generated from the creativity, communication, collaboration and critical thinking of senior high school students. This is the uniqueness and novelty of the research from previous research.

## METHOD

When evaluating the data source, this study is classified as field research and is defined as qualitative research. The qualitative approach aims to comprehensively understand the phenomena experienced by research subjects, relying on descriptive methods involving words and sentences within specific natural contexts. This study employs diverse natural methods to achieve a nuanced understanding of the subject matter. Qualitative research is research that aims to describe phenomena and understand conditions in the research field in depth and completely, such as behavior, traits, motivation, and the like, and intends to study these phenomena in their circumstances and nature and in a scientific way (Moloeng, 2007).

This research seeks to describe the use of linguistic landscapes in project-based learning as a formative test. Therefore, this type of research is qualitative descriptive research. This research was conducted at SMA Muhammadiyah 1 Gresik. This private school had won 1st place and 2nd place in the Arabic Language Olympiad at the Gresik Regency level which was organized by the Arabic Language Subject Teachers' Conference (MGMP) which was held simultaneously nationally. This research is directed towards Generation Z, characterized by abundant facilities and access. High school students from this generation are noted for their open-mindedness, enthusiasm for new experiences, and active engagement in cyberspace. Growing up in a technology-rich environment, they exhibit a natural inclination towards utilizing technology



and the internet. The study utilized a purposive sampling technique to select participants. Purposive sampling is a sample determination technique with certain considerations in Sugiyono (2016). Therefore, the research was conducted involving 24 students divided into small groups. The researcher took half the sample, namely 12 students consisting of 6 male students and the remaining 6 female students.

The data in this research was collected through observation, interviews and documentation techniques. Observations were carried out to observe students during the process of creating a linguistic landscape with project-based learning (Ainin, 2007). The steps taken in project-based learning (PjBL) include the process of monitoring and evaluating project results which requires observation in its implementation. The next data collection technique is student and teacher interviews regarding the use of linguistic landscapes with project-based learning. When conducting interviews, researchers need to listen carefully and record what the informant says (Alazzawi, 2007). Interviews to determine students' abilities beliefs and students' roles during the implementation of creating a linguistic landscape with project-based learning.

The analysis technique used in this research is the technique from Miles and Huberman which is narrative descriptive and is divided into four paths, namely data collection, data condensation, data display, and conclusion drawing/verification (Miles & Huberman, 2014). The first stage is to collect all existing data during the creation of a linguistic landscape with project-based learning. Data condensation is the process of selecting and transforming raw data during the observation and interview process of creating a linguistic landscape with project-based learning up to the analysis stage as a formative test. The next stage is presenting data in the form of a linguistic landscape project design with hobby-themed project-based learning (الهواية), implementation of a linguistic landscape with project-based learning at SMA Muhammadiyah 1 Gresik as well as the results of the linguistic landscape project. The final stage is concluding to make it easier for readers to understand what happened during the creation of a linguistic landscape with project-based learning.

## RESULTS & DISCUSSION

### **The Learning Stages in A Project-Based Learning Approach to Create a Linguistic Landscape Project of Students' Arabic Writing Skills**

In a simpler sense, linguistic landscape is a form of language in a certain scope. Linguistic landscapes are used in studies in the form of sentences or texts. In this research, creating a linguistic landscape with project-based learning is

used for the hobby theme (الهواية). This linguistic landscape project is integrated with learning achievement indicators in the Arabic language textbook used, namely the Al-'Ashri book published by the Muhammadiyah East Java Regional Leadership Primary and Secondary Education Council, namely: a) Expressing words and sentences about hobbies (الهواية), b) make simple sentences using various kinds of *khobar* (أنواع الخبر). At first, students were asked to first mention some vocabulary items related to hobbies (الهواية) that they knew. Then, they started writing the vocabulary and developed it into short sentences. Writing short sentences, in guidance by Thu'aimah's theory (1985), is regarding various activities that can be carried out in writing skills. The twenty-three activities are classified into beginner, intermediate, and advanced level classifications as in the following table.

**Table 1. Analysis of classifications of writing skills from Rusydi Ahmad Thu'aimah's theory**

<b>Beginner</b>	<b>Intermediate</b>	<b>Advanced</b>
Writing from a correct starting point and punctuation	Writing a statement	Writing a report
Combining and separating the writing of <i>hijaiyah</i> letters	Writing questions	Writing various types of essays
Copying writing	Writing short paragraphs	Combining writing by paying attention to Arabic cultural patterns
Rewriting short sentences	Summarizing the topic read	Paying attention to the proportionality of writing, be quick and express himself easily

Project-Based Learning (PjBL) is a learning model that uses problems as the first step in collecting and integrating knowledge based on students' experiences in real activities. This project model is a combination of various learning models such as learning together and others. This project model learning is constructivist, namely students, also have multiple intelligences, because students use various intelligences in carrying out projects such as mathematical-logical, spatial-visual, kinesthetic, interpersonal, linguistic, environmental, etc (Yamin, 2004).

Project Based Learning is a learning model that is supported by or based on constructivist learning theory. Learning strategies that stand out in constructivist learning include collaborative learning strategies, prioritizing student activities rather than teacher activities, laboratory activities, field experiences, case studies, problem-solving, discussion panels, discussions, brainstorming, and simulations.

The project approach model is one of the learning models that helps



students explore information, ideas, skills, values, ways of thinking, and ways of expressing themselves by looking at projects that have been provided by the teacher. Apart from that, the teacher also teaches how to find ideas related to available projects. One teaching strategy that emphasizes student activity is the project approach method. According to this learning theory, students in the learning process build their knowledge through interaction with what they already have with their environment in new situations. The project approach learning model allows students to test their ideas.

The project-based learning model can be seen as a model for creating a learning environment that can encourage students to construct knowledge and skills personally. The opportunity to convey ideas, listen to other people's ideas, and reflect one's ideas on other people's ideas, is a form of knowledge empowerment experience (meaning-making process). Apart from that, students also experience a learning stage called the "Interactive Research Cycle" which consists of the stages of questioning, planning, collecting data, synthesizing knowledge, and evaluating (Sampurno, 2007).

The syntax of the six stages of project-based learning can be implemented in various ways. Examples of the six are summarized into three stages, namely beginning the project, developing the project, and concluding the project such as research from Helms and Katz (2001). Some carry out five stages such as research from Putry and Muassomah, namely determining the purpose of making the project and dividing students into groups, compiling a schedule for the implementation of the project, carrying out project creation, monitoring the project, and reflect evaluate project results. Meanwhile, Umar's research (2018) was carried out in the same six stages with the addition of two stages, namely pre-project and post-project.

The linguistic landscape project-based learning model in this research will be described as follows: First, the essential question stage, including steps to convey objectives and prepare students. Learning objectives that day forming simple sentences using various kinds of *khobar* (أنواع الخبر). The topic of discussion was hobbies (الهواية). The teacher opened the lesson with a question, 'My hobby is reading. I like reading'. 'Who knows this sentence in Arabic?'. Students raise their hands and answer. Some students don't know, so the teacher then explains the Hobby material well with a prologue giving an example of an incident that they often hear about in everyday life, namely about the first revelation to the Prophet Muhammad SAW. 'The first revelation that came down was the Qur'an surah al-Alaq verses one to five which read Iqro'. So, what does Iqro' mean?', the students answer 'Read', and the teacher continues with a more detailed explanation starting from the basic question.

The second stage of designing the project includes the step of offering

linguistic landscape project ideas. Even though the big concept of the linguistic landscape comes from the teacher, the ideas for the content of the writing, the choice of vocabulary, and the photo editing templates all come from the students. At this stage, the teacher also divides students into groups. The number of members in a group depends on the number of students in the class. The teacher ensures that there are members who can operate photo editing applications, some are experts in Arabic, and other skills in each group. So each member has their own role.

The third stage, create a schedule, includes steps to create a schedule based on a priority scale. Project creation is targeted in two meetings. The first meeting is to provide directions regarding hobby material and various hobby vocabulary (الهواية) as well as example sentences. The second meeting is where students start to create a linguistic landscape project, copy writing ideas about their hobbies (الهواية) on photo editing applications, until the process of presenting the project results. Teachers provide a deadline for completing each project due to the limited time to learn Arabic at the high school level.

The fourth stage, monitoring the progress, includes steps to monitor writing progress. Students discuss with their respective groups and also ask the teacher about things they have not mastered. The teacher monitors the progress of the linguistic landscape project about hobbies (الهواية) and discusses if there are any obstacles in the learning process. Teachers actively communicate with students then students also actively communicate and collaborate with other students in their group so that a lively and not boring learning atmosphere is created.

The fifth stage assesses the outcome, including steps for preparing the project and collecting tasks. Students complete their linguistic landscape project and then begin to present their linguistic landscape project work about hobbies (الهواية) in front of other groups in turn. Teachers pay attention to each role of students in the completion of linguistic landscape projects. Teachers also value every role in the group. This makes students not afraid to learn Arabic and can attract students' interest in learning Arabic.

The sixth stage, evaluating the experiment, includes steps to evaluate the process and results of projects about hobbies (الهواية). Students provide feedback to each other on the results of each group's linguistic landscape project. Then the teacher also provides reviews, input, and corrections to the results of the students' linguistic landscape project about hobbies (الهواية). The project results are then uploaded to existing social media.



Figure 1. Linguistic landscape outcomes in project-based learning

These two images show that the linguistic landscape in based learning can support student creativity as evidenced by the variety of photo designs, increase students' self-confidence as proven by them daring to use their own photos in the given project assignments, train students' abilities to utilize contemporary applications such as Canva editing photo in a positive light. The resulting video can be shared on other social media owned by students such as WhatsApp, not only students but teachers also upload it so that it reaches more and more of the wider community. So that the benefits can not only be by students, but the wider community connected to students' social media who read their posts also benefit. The activity of sharing photos on WhatsApp has been confirmed to increase digital literacy, according to research from Sahidillah and Miftahurrisqi (2019).

Because students' learning of writing skills is at an intermediate level, the linguistic landscape consists of writing short sentences related to a given theme. In the process of creating a linguistic landscape in the form of a flyer landscape, six project-based learning stages were carried out in groups. The results of the linguistic landscape project are then uploaded to social media which can be accessed, seen and read by the wider community which is part of increasing digital literacy.

### Analyzed The Forms of Linguistic Landscape Projects of Students' Arabic Writing Skills

The linguistic landscape is used not only in the digital version but also in the handwriting (manual) version. The teacher offers various language skill models

for all students. Of course, there are different forms of the linguistic landscape produced by the students. The forms of the language landscape based on project-based learning is different in each learning material. In the variation of the linguistic landscape shape, students adjust to each learning material. Some focus on deepening new vocabulary in each learning material, some have emphasized writing sentences according to the rules of the sentence being studied.



**Figure 2. The linguistic landscape of vocabulary in project-based learning in the digital version**

The linguistic landscape in table 2 is the time of learning material about school canteens (المقصف). Tasks are performed in groups because there are many types of food and drink. All vocabulary about the school canteen is adjusted to the food and drinks available in the school canteen. It is important to know this material because one of the places that students often visit during school breaks is the canteen. So they find different types of food and drinks every day. Students should know the Arabic language through the food and drinks they eat in this canteen. During the process of making the project, of course, students are allowed to observe directly to the school canteen so that Arabic learning is not only in the classroom.





**Figure 3. The linguistic landscape of vocabulary in project-based learning in the handwriting version**

The linguistic landscape used uses traditional methods, namely handwriting. This shows that whether using the old method of handwriting or using the new method with the tool, the linguistic landscape can be used. Explanation of the top image it vocabulary is mountains, sea, river, city, bus, manor, villages and train. The bottom image also shows a series of images by categorizing the different objects mentioned in the holiday address in the village such as river, farm, house, farm, tree, bus, train, car and bike.

In this form of linguistic scene, the teacher presents a variety of diverse images. Each group also brings paper and other stationery to write and stick to photos students take based on their names. For example, the teacher gives students activities to create vocabulary for the words involved in going on holiday to the village. Students then choose an image and then write the vocabulary according to the image they chose. The vocabulary is then glued in an orderly manner according to the appropriate image. There are also those who use

handwriting directly below the image in question. Why is this material important to turn it into a landscape? Because in this activity students learn to group words according to their names.

The analysis of these two forms is that each learning material has a focal point that must be highlighted so that students can create a framework of thought as the initial stage to learn the entire learning material. The linguistic landscape project of Arabic writing skills Students using a project-based learning approach in the manual version can increase creativity in using technology and the internet as well as practicing Arabic writing speed with a gadget keyboard. The linguistic landscape project of Arabic writing skills, students using a project-based learning approach in the handwritten version (manual) can train hand dexterity in writing hijaiyah letters and are more original in handwritten form.

## CONCLUSIONS

Consequently, the linguistic landscape takes the shape of brief written sentences related to a specific theme. To construct this landscape, six project-based learning stages are applied in groups, resulting in a flyer format. The outcomes of this linguistic landscape project are then shared on social media, allowing the broader community to access, view, and read them. Due to the extensive reach of social media, the project plays a role in enhancing digital literacy.

The forms of the linguistic landscape resulting from the students' Arabic writing skills project. The linguistic landscape is used not only in the digital version but also in the handwriting (manual) version. The teacher offers various language skill models for all students. Of course, there are different forms of the linguistic landscape produced by the students. The forms of the language landscape based on project-based learning is different in each learning material. In the variation of the linguistic landscape shape, students adjust to each learning material. Some focus on deepening new vocabulary in each learning material, some have emphasized writing sentences according to the rules of the sentence being studied.

The analysis of these two forms is that each learning material has a focal point that must be highlighted so that students can create a framework of thought as the initial stage to learn the entire learning material. The linguistic landscape project of Arabic writing skills Students using a project-based learning approach in the manual version can increase creativity in using technology and the internet as well as practicing Arabic writing speed with a gadget keyboard. The linguistic landscape project of Arabic writing skills, students using a project-



based learning approach in the handwritten version (manual) can train hand dexterity in writing hijaiyah letters and are more original in handwritten form.

The researcher concludes that future research should begin with a comparative study to examine the efficiency of various instructional styles on students' writing skills. For example, by comparing the outcomes of project-based learning with traditional instructional methods to determine which approach yields better results in terms of writing proficiency and digital literacy. Furthermore, it will be helpful to conduct a study focused on teacher training and professional development in promoting digital literacy and effective writing instruction. Investigate the effectiveness of specific training programs or interventions in equipping teachers with the necessary skills to implement project-based learning and assess writing skills effectively. Last but not the least, exploring the role of student engagement in project-based learning and its impact on writing skills development. Investigate how different aspects of student engagement, such as motivation, collaboration, and ownership of learning, influence the outcomes of linguistic landscape projects and overall writing proficiency.

## ACKNOWLEDGMENT

The researcher expresses her gratitude towards all supporting parties involved in the completion of this research.

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