

# Project-Based Learning Model in Improving Student's writing skills in the Department of Arabic Language Education in Higher Education

Abdul Muid<sup>1\*</sup>, Firman Afrian Pratama<sup>2</sup>

<sup>1,2</sup>Universitas Jambi, Jambi, Indonesia

abdulmuid02@unja.ac.id<sup>1\*</sup>, firman.afrian@unja.ac.id<sup>2</sup>

\*corresponding author

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## Abstract:

This study aims to optimize students' ability to write Arabic sentences (*maharah kitabah*) through a project-based learning model in the *Mabadi 'al-Insha'* course. This research uses a qualitative method. The study subjects were students in the second semester of the Arabic Language Education Study Program from PBA 1 and PBA 2 classes. Data were collected through tests, observations, and interviews with performance instruments, observation guidelines, and interview guidelines. The data collected from the results of this study will be analyzed using qualitative data analysis. The results showed: 1) The application of the project-based learning model to al-quantity material was carried out in several stages, ranging from determining the theme of writing, determining sources, collecting material (writing rules) and *mufradat* (vocabulary), composing sentences and discussing them collaboratively with team members, to presentations in front of other teams. 2) Students can generally create sentences based on the elements of sentences that have been learned. For example, making sentences in the form of *al-Jumlah Ismiyah* consisting of *mubtada'* and *khabar*, *al-Jumlah al-Fi'liyah* consisting of *fi'il*, *fa'il*, and *maf'ul* using sentences that correspond to the attached image and also being able to write with the correct writing and *harakat*. Based on the study results, the project-based learning model can improve student achievement in writing skills.

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## Introduction

Learning Arabic as a skill, then learning Arabic can be clarified into four *Maharah* (skills), namely listening (*maharah al-istima'*), speaking (*maharah al-kalam*), reading (*maharah al-qiraah*), and writing (*maharah al-kitabah*). Listening and reading skills are categorized into receptive skills (*al-maharat al-istiqbaliyyah*) while speaking and writing skills are categorized into productive skills (*al-maharat al-intajiyah*)<sup>1</sup>. Of the four *maharabs*, *maharah kitabah* is the most complicated language skill

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<sup>1</sup> Mai Zaki, "Self-Correction through Corpus-Based Tasks: Improving Writing Skills of Arabic Learners," *International Journal of Applied Linguistics (United Kingdom)* 31, no. 2 (July 1, 2021): 193–210.

among other types of language skills<sup>2</sup>. This is because writing is about copying words and sentences and developing and expressing thoughts in an orderly writing structure<sup>3</sup>.

In writing skills, we must master micro-skills, including using orthography correctly, including the use of spelling; choosing the right word, using tenses correctly; sorting words correctly, using a sentence structure that is appropriate and clear to the reader; choosing the right genre of writing, according to the intended reader; seek to have key ideas or information supported by additional ideas or information; strive for the creation of paragraphs and overall coherent writing so that readers quickly follow the path of thought or information presented; make guesses about how much knowledge the target reader has about the subject being written and make assumptions about things they do not know and are essential to write<sup>4</sup>.

In addition, writing can be a very complex activity because it demands the ability to organize and organize ideas coherently and logically, as well as the ability to present writing in a variety of written languages and different writing rules. In this case, Syamsuddin Asyrofi stated, there are at least two aspects in this writing activity, namely proficiency in forming letters and mastering spelling and the ability to give birth to thoughts and feelings in the form of deaf Arabic<sup>5</sup>. That is, behind its complexity, writing skills have significant benefits in order to be an essential supporter of language activities, especially its contribution in helping the development of initiative and creativity to find, collect, process and organize information which is then presented in the form of quality writing<sup>6</sup>.

Studies on PjBL in learning have been carried out by many previous researchers. Zulyusri in his study of PjBL to improve students' creativity and critical thinking skills. The results of the study explain that project-based learning strategies can improve students' basic reasoning and imaginative skills in obtaining science. The syntax of project-based learning methods can help students in optimizing their creative and critical mindset by starting to learn with important questions, working together to plan, develop project completion schedules, schedules, and deadlines<sup>7</sup>.

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<sup>2</sup> Rahmat Linur and Mahfuz Rizqi Mubarak, "Facebook Sebagai Alternatif Media Pengembangan Maharah Kitabah," *Jurnal Kajian Pendidikan dan Bahasa Arab* 2, no. 1 (2020), <https://journal.iaimsinjai.ac.id/index.php/naskhi>.

<sup>3</sup> Ida Suryani Wijaya and Luluk Humairo Pimada, "Ta'lim al-Imla' Bi Al-Wasit al-Muta'addidah Li Tarqiyah Maharah al-Kitabah Fi al-Lughah al-'Arabiyah," *Jurnal Jurusan Pendidikan Bahasa Arab* 11, no. 2 (2019): 320–339, <https://doi.org/10.21093/di.v18i2.1158>.

<sup>4</sup> Izdihar Yunis et al., "Acquiring Reading and Writing Skills Among Beginner Learners of Arabic Language, An Applied Analytical Study of the First and Second Books of the University of Jordan's Arabic Curriculum for Non-Native Speakers," *Dirasat: Human and Social Sciences* 49, no. 5 (2022), <https://doi.org/10.35516/hum.v49i5.3474>.

<sup>5</sup> Nasiru Mainasara et al., "The Use of Arabic Loanwords in Teaching Writing Skills for Hausa Learners of Arabic," *Scientific Journal of King Faisal University Basic and Applied Sciences* 22, no. 2 (2021): 308–315.

<sup>6</sup> Mohammad Fasha et al., *A Hybrid Deep Learning Model for Arabic Text Recognition, IJACSA International Journal of Advanced Computer Science and Applications*, vol. 11, 2020, [www.ijacsa.thesai.org](http://www.ijacsa.thesai.org).

<sup>7</sup> Zulyusri Zulyusri et al., "Literature Study: Utilization of the PjBL Model in Science Education to Improve Creativity and Critical Thinking Skills," *Jurnal Penelitian Pendidikan IPA* 9, no. 1 (January 31, 2023): 133–143.

In line with that, Made also revealed the PjBL study in an effort to improve the learning outcomes of mechanical engineering students in higher education. The results of the study show that using the Project Based Learning model can help students in improving their activeness and learning outcomes in the machine tool and production courses<sup>8</sup>. Nurhayati in her article titled The Influence of the PjBL Learning Model on Student Learning Outcomes in Elementary School revealed that from the results of the analysis, it was obtained that there was an influence of learning with the PjBL model on the learning outcomes of elementary school students<sup>9</sup>.

Based on the relevant study above, there are several similarities between this study and the previous researchers' study, namely the application of PjBl in learning. while the difference lies in terms of learning objects that can be used as a novelty of this research, namely the writing ability of students of the Arabic Language Education Study Program. To improve students' ability to write, a suitable learning model is needed, namely learning that can provide space for students to be able to express their ideas and thoughts with sentences that are by the rules of writing Arabic sentences so that learning is not just teaching<sup>10</sup>. Learning is not only from lecturers but also from peers, the environment, and other learning resources<sup>11</sup>.

This can be done with project-based learning, namely innovative learning that emphasizes contextual learning through complex activities designed to be used on complex problems<sup>12</sup>. This learning model provides space for students to work autonomously in constructing their knowledge and reach the peak of producing natural products. Implementing a project-based learning model of various characteristics supported by constructivist learning theories. Constructivism is a widely supported learning theory that rests on the idea that learners build their knowledge within the context of their own experiences.

From a constructivist perspective, learning is not purely a stimulus-response phenomenon as conceived by behaviorists. However, it is a process that requires self-regulation and the construction of conceptual structures through reflection and abstraction. Actual activities in the project provide learning experiences that can help reflect and bring closer the relationship between real-world activities and the conceptual knowledge behind them, which is expected to develop

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<sup>8</sup> Abdul Malik Made et al., "Implementasi Model Project Based Learning (PjBL) Dalam Upaya Meningkatkan Hasil Belajar Mahasiswa Teknik Mesin," *Edukatif: Jurnal Ilmu Pendidikan* 4, no. 4 (June 3, 2022): 5162–5169.

<sup>9</sup> Alghaniy Nurhadiyati, Rusdinal Rusdinal, and Yanti Fitria, "Pengaruh Model Project Based Learning (PjBL) Terhadap Hasil Belajar Siswa Di Sekolah Dasar," *Jurnal Basicedu* 5, no. 1 (December 30, 2020): 327–333.

<sup>10</sup> Adnan Gutub and Khaled Alaseri, "Hiding Shares of Counting-Based Secret Sharing via Arabic Text Steganography for Personal Usage," *Arabian Journal for Science and Engineering* 45, no. 4 (April 1, 2020): 2433–2458.

<sup>11</sup> Abdul Muid, Salman Jufri, and Salman Hasani, "The Impact of Jambi Malay Interference on Arabic Language Students in Indonesia," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab LAIN Palangka Raya* 11, no. 2 (December 8, 2023): 155–166.

<sup>12</sup> J. L. Sanchez-Romero et al., "Design and Application of Project-Based Learning Methodologies for Small Groups Within Computer Fundamentals Subjects," *IEEE Access* 7 (2019): 12456–12466.

broader and deeper. This suggests that project-based learning, which is based on real-world activities, has the potential to broaden and deepen conceptual and procedural knowledge<sup>13</sup>, which in other repertoire is also called knowing that and knowing how<sup>14</sup>. Knowing 'that' and 'how' is only possible with the disposition to 'do'<sup>15</sup>. The expansion and deepening of the understanding of knowledge can be observed by measuring the increase in academic skills<sup>16</sup>.

## Method

This type of research is qualitative descriptive research consisting of three variables: Writing Skills, Project-based learning model, and al-Amount. The subjects of this study are students in the third semester of the 2023/2024 academic year, namely PBA 1 and PBA 2, with a total of 40 students. The data collection methods in this study are tests, observations, and interviews with research instruments in the form of performances, observation guidelines, and interview guidelines.

The performance was carried out by doing a project in the form of several sentences in the form of *al-Jumlah al-Ismiyah* and *al-Jumlah al-Fi'liyah*, each equipped with *syibhu al-number*. Observations are made on student activities while completing the project assignments, ranging from looking for themes, covering, and compiling to presenting the results. Interviews were conducted independently during the activity process.

## Result and Discussion

### Application of Project-Based Learning Model to Improve Student's Writing Skills on *Al-Jumlah* Material

The results of observations on student activities during the application of the project-based learning model in writing *al-Jumlah* at the first, second, and third meetings have shown the progress of the project that has been assigned. Student activities show a proactive and responsible attitude, as seen by the formation of the organizational structure of each group, followed by the formulation of project themes.

After determining the theme to be written, students collaboratively compile a project-making plan, starting from determining the source of the material, collecting material, phrasing,

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<sup>13</sup> Daniel Spikol et al., "Supervised Machine Learning in Multimodal Learning Analytics for Estimating Success in Project-Based Learning," *Journal of Computer Assisted Learning* 34, no. 4 (August 1, 2018): 366–377.

<sup>14</sup> Kati Sormunen, Kalle Juuti, and Jari Lavonen, "Maker-Centered Project-Based Learning in Inclusive Classes: Supporting Students' Active Participation with Teacher-Directed Reflective Discussions," *International Journal of Science and Mathematics Education* 18, no. 4 (April 1, 2020): 691–712.

<sup>15</sup> Mohammed Abdullatif Almulla, "The Effectiveness of the Project-Based Learning (PBL) Approach as a Way to Engage Students in Learning," *SAGE Open* 10, no. 3 (July 1, 2020).

<sup>16</sup> Ahmad M. Mahasneh and Ahmed F. Alwan, "The Effect of Project-Based Learning on Student Teacher Self-Efficacy and Achievement," *International Journal of Instruction* 11, no. 3 (July 1, 2018): 511–524.

and finally, the presentation schedule of the project work. Next is data retrieval. The data collection stage is carried out by visiting several places related to the theme that has been determined, then continued by recording the essential words that will be used as sentences in the form of *al-ism* and *al-fi'il*. This is completed by taking documentation in the form of photographs at the location. This will be made into several sentences and paragraphs.

In the process of compiling sentences, there is a process of guidance by colleagues when one of the team members does not agree or even does not understand the structure of the sentence. This is quite effective in helping students who still do not understand the material about *al-Amount*. However, in situations like this, they still get lecturers' assistance to ensure that their colleagues' explanations are correct. At the presentation stage, *al-Jumlah* that has been assembled is displayed together with photo documentation so that the sentences are more descriptive of the existing images. The presentation is carried out in the form of discussion to exchange sentence material, at least giving each other new vocabulary.

### **Application of Project-Based Learning Model in Students' Writing Skills on *Al-Jumlah* Material**

Student performance in writing skills through a project-based learning model shows students' ability to write several sentences, both in the form of *al-Jumlah al-Ismiyyah* and in the form of *al-Jumlah al-Fi'liyyah*, which is equipped with *syibhu al-Jumlah* with forms as described earlier. Of the sentences made and written, some are still standing alone (not yet explained in one paragraph), and some have been explained as a paragraph. *Al-Jumlah* written in general, already includes the essential elements of *al-Amount*, namely *Mubtada'* and *Khabar* in *al-Jumlah al-Ismiyyah*, *Fi'il*, *Fa'il*, and *Ma'ful* in *al-Jumlah al-Fi'liyyah* as well as the placement of the position of each of these elements.

In addition, these sentences have also been refined with complementary elements of sentences such as time information (*dwarf al-zaman*) and place description (*dzarf al-makan*). Likewise, with the use of *syibhu al-Nomor*, some students can apply it in writing. Such as *al-sifah wa al-mausuf*, *mudhaf wa mudhaf ilaih*, and *jar wa majrur*. In addition, the performance also shows that students have been able to give the right harakat to the *al-Jumlah* element. For example, a *mubtada*, *khabar*, and *fa'il* must be domma if they are *isim mufrad*, *jama' taksir*, and *jama' muannas salim*.

Morphologically, the element *al-sum* has been formed well and correctly in *alangka al-ismiyah* in the form adjustment between *mubtada* and *khabar*. However, it is not the same in the form of *fi'liyyah*. In the second form, there is often a discrepancy in the form of the word between *fi'il* and *fa'il*. The sentences written from the project result from descriptions of student activities in several places and then collected in the form of photos. In the sense that these sentences are the result of

their actual experiences/activities, it provides much memorization of new mufradat and also, at the same time, new sentences that they can use in everyday conversation.

Based on the research results mentioned above, learning with a project-based model positively influences students' *mabarab Kitabab* abilities; through this learning, they can build their knowledge according to plan by investigating real-world experiences. This learning model is applied collaboratively, innovatively, and creatively so that it becomes a stimulation that can motivate student learning<sup>17</sup>. This is in line with the opinion expressed by Santyasa that the application of project-based learning models has several reasons<sup>18</sup>, including 1) offering the potential for collective knowledge production and action in social projects, 2) knowledge development that involves the development of thinking, 3) can open creativity in composing actual sentences<sup>19</sup>. This is in line with the opinion expressed by Sanyasa, which states that learning with a project-based model has enormous potential to make learning experiences more exciting and meaningful for learners and can improve their scientific performance. While educators only function as facilitators and mediators.

In addition to the above, in the application of this learning model, students actively ask questions both related to task implementation procedures and the preparation of sentences so that learning becomes more active and responsive; students seem to play an active role in each task that has been given by their group<sup>20</sup>. This is in line with the results of interviews with several students about learning with this project-based model; they generally feel happy because they think the project-based learning model makes Arabic learning more actual; they can learn outside the classroom, the sentence content is more interesting because the theme is determined by themselves, it is easier to apply the sentence structure that has been learned. The project-based learning model can motivate them to find new vocabulary because they try to make sentences that fit what is around them.

## Conclusion

In the learning process, it is essential for the creativity of a lecturer to determine the suitable learning model to be used by considering the level of student ability and the material to be taught so that the learning objectives are achieved optimally and optimally. One indicator of successful

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<sup>17</sup> Adnan Abdul Aziz Gutub and Khaled Aydh Alaseri, "Refining Arabic Text Stego-Techniques for Shares Memorization of Counting-Based Secret Sharing," *Journal of King Saud University - Computer and Information Sciences* 33, no. 9 (November 1, 2021): 1108–1120.

<sup>18</sup> I. Wayan Santyasa, Ni Ketut Rapi, and I. Wayan Windu Sara, "Project Based Learning and Academic Procrastination of Students in Learning Physics," *International Journal of Instruction* 13, no. 1 (2020): 489–508.

<sup>19</sup> Izzuddin et al., "The Curriculum Development of Arabic Instruction to Improve Student's Writing Skills," *Universal Journal of Educational Research* 8, no. 9 (September 1, 2020): 4261–4272.

<sup>20</sup> Chaouki Boufenar, Mohamed Batouche, and Marc Schoenauer, "An Artificial Immune System for Offline Isolated Handwritten Arabic Character Recognition," *Evolving Systems* 9, no. 1 (March 1, 2018): 25–41.

learning about al-sum is the ability of students to write perfect sentences, which in Arabic terms is called *al-sum al-mufidab*. Lecturers must help students achieve these learning goals. This can be achieved by using one of the learning models that is considered appropriate, namely the project-based learning model.

The results showed that this learning model could be a space for students to practice making many sentences to stimulate them to understand al-Total material well. It can optimize students' ability to write several sentences, both those composed of *mubtada* and *kehabar* (al-sum al-ismiyah) and those composed of *fi'il*, *fa'il*, and *maf'ul* (*al-total al-fi'liyah*). In addition, based on the results of observations in general, students are actively involved in completing projects. This indicates that the project-based learning model motivates students in *maharah kitabah*.

However, apart from the steps of this learning model that require students to learn independently, lecturers still have to assist with the word formation process (morphology) because it often occurs incorrectly in its use.

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