Project-Based Learning (PBL) Method in Arabic Language Learning to Develop Students' Literacy Skills

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Abstract:

This study aims to analyze the application of the Project-Based Learning (PBL) method in Arabic language learning to develop students' literacy skills. PBL is applied as an innovative approach that encourages students to actively learn through relevant and contextual projects. This study uses a qualitative method with data collection techniques in the form of observation, interviews, and documentation. The results of the study indicate that the application of PBL improves literacy skills, such as reading, writing, speaking, and listening in Arabic while motivating students to learn collaboratively and creatively. PBL also helps students develop 21st-century skills, such as problem-solving and critical thinking. However, this study has limitations in terms of sample coverage and duration of implementation. Therefore, further research is recommended to expand the scope and explore the integration of technology in PBL. The contribution of this study is to provide new insights into the application of PBL in the context of Arabic language learning to improve students' literacy skills as a whole.

Keywords: *Project-Based Learning, Arabic Language Learning, Literacy*

Abstrak:

Penelitian ini bertujuan untuk menganalisis penerapan metode Project-Based Learning (PBL) dalam pembelajaran Bahasa Arab untuk mengembangkan kemampuan literasi peserta didik. PBL diterapkan sebagai pendekatan inovatif yang mendorong peserta didik untuk aktif belajar melalui proyek yang relevan dan kontekstual. Penelitian ini menggunakan metode kualitatif dengan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan PBL meningkatkan keterampilan literasi, seperti membaca, menulis, berbicara, dan mendengarkan dalam Bahasa Arab, sekaligus memotivasi peserta didik untuk belajar secara kolaboratif dan kreatif. PBL juga membantu peserta didik mengembangkan keterampilan abad ke-21, seperti pemecahan masalah dan berpikir kritis. Namun, penelitian ini memiliki keterbatasan pada cakupan sampel dan durasi pelaksanaan. Oleh karena itu, penelitian lanjutan direkomendasikan untuk memperluas cakupan dan mengeksplorasi integrasi teknologi dalam PBL. Kontribusi penelitian ini adalah memberikan wawasan baru mengenai penerapan PBL dalam konteks pembelajaran Bahasa Arab untuk meningkatkan kemampuan literasi peserta didik secara menyeluruh.

Kata Kunci: *Project-Based Learning, Pembelajaran Bahasa Arab, Literasi*

INTRODUCTION / المقدمة

In the era of globalization that continues to develop, literacy skills are essential skills that must be possessed by every individual. Literacy is not only limited to the ability to read

and write, but also includes understanding, analyzing, and applying information in various contexts of life (Wahid et al., 2020; Yong & Saad, 2023). Unfortunately, in Indonesia, student literacy still faces quite a big challenge. The results of the Programme for International Student Assessment (PISA) survey show that the literacy level of Indonesian students is still below the international average. In the context of Arabic language education, the challenges are increasingly complex because students must master language skills that are different from their mother tongue. Therefore, an effective learning method is needed to improve students' literacy skills in Arabic, one of which is through a project-based approach or Project-Based Learning (PBL)(Al-Busaidi & Al-Seyabi, 2021).

Theoretically, the Project-Based Learning (PBL) method has been widely studied in various educational research. PBL is a student-centred learning approach, where they engage in an in-depth exploration of a topic through relevant and meaningful projects (Alshehri, 2024; Benlaghrissi & Ouahidi, 2024; Zubair, 2024). According to research conducted by Tran, PBL has been proven to improve the critical thinking, collaboration, and communication skills of students. In the context of language learning, this method has also been proven effective in improving literacy skills because it encourages students to actively seek information, discuss, and present their learning outcomes. Another study by Aldobekhi & Abahussain, (2024)shows that the application of PBL in language learning can significantly increase motivation and language skills. Thus, the application of PBL in Arabic language learning is expected to provide positive results in the development of student literacy.

This study aims to analyze the effectiveness of the application of the Project-Based Learning (PBL) method in Arabic language learning to develop students' literacy skills. The formulation of the problem in this study is: (1) How is the application of the PBL method in Arabic language learning in schools? (2) To what extent can the PBL method improve students' literacy skills in Arabic? (3) What are the supporting and inhibiting factors in the application of the PBL method in Arabic language learning? By answering these questions, it is hoped that this study can provide practical recommendations for educators in improving the quality of Arabic language learning.

This study assumes that the Project-Based Learning (PBL) method can be an effective approach to improving students' literacy skills in Arabic. This is based on the argument that PBL provides a more in-depth and contextual learning experience compared to conventional methods (Kemaloglu-Er & Sahin, 2022). In addition, this approach also allows students to develop 21st-century skills such as problem-solving, collaboration, and communication (Al-Bahadli et al., 2023). The temporary answer from this study is that the application of PBL in Arabic language learning can significantly increase students' learning motivation and literacy skills, as long as it is supported by careful planning and active involvement from teachers and students.

RESEARCH METHOD / المنهجية

The unit of analysis in this study is students who are studying Arabic in one of the junior high schools in Indonesia. This study uses a qualitative design with a case study approach (Assyakurrohim et al., 2022). The case study was chosen to deeply understand the application of the Project-Based Learning (PBL) method in the context of Arabic language learning in a particular class. This design allows researchers to explore the dynamics that occur in the implementation of the PBL method, including the interaction between teachers and students, as well as the challenges faced in improving literacy skills

(Waruwu, 2023). This research was conducted in schools that have implemented the PBL method for at least one year so that more comprehensive data can be obtained regarding its effectiveness.

The source of information in this research involved 26 informants consisting of 5 teachers with educational backgrounds, 20 students, and 1 school principal who was involved in implementing the PBL method. Arabic language teachers and teachers with educational backgrounds were chosen because they have experience in designing and implementing project-based learning, while students are the main subjects in this research because they directly experience the learning process. School principals were chosen as informants because they have insight into educational policies and support for the implementation of this method in schools. The educational backgrounds of the informants are varied, with Arabic language teachers most of whom have a bachelor's degree in Arabic language education, school principals with a background in educational management, and students with various levels of literacy skills in Arabic.

Table 1. List of Informants

No	Informant Category	Number of Informants	Educational background
1	Teachers	5 peoples	Bachelor of Education Degree
2	Learners	20 peoples	Different levels of literacy skills in Arabic
3	Headmaster	1 people	Background of educational management
	Total Informants	26 peoples	

Data collection in this study was carried out using three main techniques, namely in-depth interviews, direct observation, and documentation (Fadli, 2021). Interviews were conducted with teachers, students, and principals to explore their understanding of the implementation of the PBL method, the challenges faced, and its impact on literacy skills. Observations were conducted to see directly how the PBL method was implemented in the classroom, including interactions between teachers and students and the effectiveness of the strategies used. Documentation includes analysis of the lesson implementation plan (RPP), student project results, and evaluation reports made by teachers. The data obtained were analyzed using data reduction techniques to filter relevant information, data presentation in thematic form to facilitate interpretation, and data verification through source triangulation to ensure the validity and reliability of the research results.

FINDINGS AND DISCUSSION / نتائج البحث و المناقشة
Challenges and Limitations of Implementing PBL in Arabic Language Learning

The implementation of Problem-Based Learning (PBL) in Arabic language learning faces various challenges and limitations that need to be considered to optimize learning outcomes. Based on the results of interviews with teachers in several schools, several major obstacles were found, such as limited resources, limited time, and the readiness of teachers and students to adopt this method. Teachers said that the implementation of PBL requires careful planning and adequate facility support, which are often obstacles in environments with limited resources. In addition, there are difficulties in directing students to be active in finding solutions to the problems given. Low learning motivation is also a

factor that inhibits the effectiveness of this method. By understanding these challenges, it is hoped that there will be strategic steps to overcome these obstacles, such as more intensive teacher training and the provision of appropriate teaching materials.

Based on the results of the interviews that have been conducted, there are several main challenges faced in implementing the Project-Based Learning (PBL) method in Arabic language learning. The first challenge is limited resources, where the available facilities and infrastructure are considered inadequate to support the implementation of PBL optimally. A teacher who was interviewed stated, "We often have difficulty providing tools or supporting materials for projects so that PBL-based activities are less than optimal." The second challenge is limited time because PBL requires a longer time allocation than traditional learning methods. One student said, "Sometimes we don't have enough time to complete the projects given because of the busy lesson schedule." This challenge has forced many projects to be simplified so that the results are less than optimal. In addition, the readiness of teachers and students is also a major obstacle. The interviewed teacher revealed that there are still many teachers and students who do not understand the concept and implementation of PBL effectively. "Some teachers are still confused about how to design relevant projects, and students often have difficulty understanding what to do," said a source. Finally, low student learning motivation is also a significant challenge. Many students appear to be less active in the project work process, making it difficult to achieve the goal of PBL as an interactive and collaborative method. A teacher added, "Students often just wait for directions without showing initiative or creativity in completing the project."

Interpretation of the interview results shows that the main challenges in implementing PBL do not only come from limited facilities but also from pedagogical and psychological aspects. From a pedagogical perspective, teachers still have difficulty in designing learning scenarios that suit students' needs (Heru & Bali, 2024). This is due to the lack of in-depth training related to the implementation of PBL. Meanwhile, from a psychological perspective, the low motivation of students to learn indicates the need for a more interesting and interactive approach to learning (Munawwaroh, 2024). Therefore, strategic steps that can be taken include providing ongoing training for teachers, improving supporting facilities, and developing learning methods that are more based on students' needs and interests. Thus, the implementation of PBL is expected to provide maximum benefits in improving students' Arabic language skills.

Findings on the challenges and limitations of implementing Project-Based Learning (PBL) in Arabic language learning indicate that various existing obstacles need to be addressed immediately to increase the effectiveness of this method. Limited resources such as inadequate facilities and infrastructure are the main obstacles, so there needs to be better facility support. In addition, limited time for implementing PBL often reduces the quality of project results, so schedule adjustments or more flexible time allocation are needed (Abdullah & Java, 2024). The lack of understanding of PBL concepts by teachers and students highlights the importance of intensive training for teachers and clear guidance for students (Putri, 2024). Low student learning motivation is also a major concern, so strategies are needed that can increase students' active participation in projects, such as the use of more relevant and interesting themes (Arifin et al., 2024). By understanding and overcoming these obstacles, the implementation of PBL in Arabic language learning can be carried out more optimally and have a positive impact on learning.

PBL Contribution to the Development of Students' Literacy Skills in Arabic Language Learning

The Project-Based Learning (PBL) method has become a relevant learning strategy for developing students' literacy skills, especially in learning Arabic. Based on observations made, the implementation of PBL has a positive impact on students' ability to read, write, speak, and understand Arabic texts in more depth. PBL helps students relate the learning context to real life through projects that require collaboration, research, and communication. For example, a simple storybook project in Arabic encourages students to develop creativity while improving their understanding of grammar and vocabulary. Observations also show that students involved in PBL tend to be more motivated to participate actively compared to traditional learning methods. This reflects that the project-based approach not only enriches students' literacy skills but also builds self-confidence and teamwork skills that are important in the era of globalization.

Table 2. Observation results regarding the contribution of PBL to students' literacy skills in Arabic language learning.

Literacy Aspects	Improvement (Scale 1-5)	Information
Read	4	Students can understand the text better.
Write	5	The ability to construct Arabic sentences increases.
Speak	3	Some students still have difficulty with pronunciation.
Hear	4	Students are more focused on understanding simple dialogues.
Collaboration	5	Improved thanks to group discussions in the project.

From the table data above, it can be seen that the writing and collaboration aspects show significant improvements while speaking still requires more attention. This visualization reflects that PBL has great potential to support the development of student literacy in various dimensions, while still considering the specific challenges that need to be addressed.

The observation results strengthen the argument that the Project-Based Learning (PBL) method provides a significant contribution to the development of students' literacy skills in learning Arabic. Problem-based project activities encourage students to be more active and involved in the learning process while honing their reading, writing, speaking, and listening skills in an integrated manner. In addition, students get the opportunity to work collaboratively, which improves their ability to convey ideas and discuss using Arabic (Sain, Zohaib Hassan, 2025). However, although many aspects of literacy have improved, students' speaking skills still require special attention. This emphasizes the need for adaptation in project planning that focuses more on speaking activities (Hashanah, 2024). Overall, PBL contributes to creating a more relevant and contextual learning environment, where students not only learn Arabic as a subject but also use it as a tool for critical and creative thinking.

Based on the observation results, the application of PBL in Arabic language learning not only develops students' literacy skills but also strengthens their ability to practice

Arabic in real contexts. Projects involving the creation of products such as short stories, dialogues, or Arabic presentations provide students with authentic experiences in using the language (Faisol et al., 2024). Significant improvements in writing and collaboration aspects indicate that students benefit from the opportunity to think critically, work collaboratively, and express ideas creatively (Husni et al., 2021). However, the constraints in mastering speaking skills indicate that there is a need to integrate more oral exercises into the designed projects. This interpretation highlights the importance of a balanced project design, focusing on various aspects of literacy (Putri, 2023). Thus, PBL acts as a holistic approach to integrate language skills and encourage active learning in Arabic language learning.

Potential Benefits of Integrating PBL into Arabic Language Learning Curriculum

The integration of Project-Based Learning (PBL) methods into the Arabic language learning curriculum has the potential for significant benefits in improving the quality of education. Based on the documentation results, PBL offers a learning approach that is oriented towards the development of 21st-century competencies, such as critical thinking, creativity, communication, and collaboration. In the context of Arabic language learning, PBL allows students to learn the language more contextually through relevant projects, such as compiling interactive dialogues, producing simple written works, or creating digital-based learning media. In addition, the documentation also shows that the integration of PBL into the curriculum encourages students to participate more actively in the learning process, improve their understanding of the material, and build independence in completing tasks. With structured implementation, PBL can overcome the limitations of traditional methods that tend to be passive and facilitate learning that is more interactive, meaningful, and relevant to students' needs.
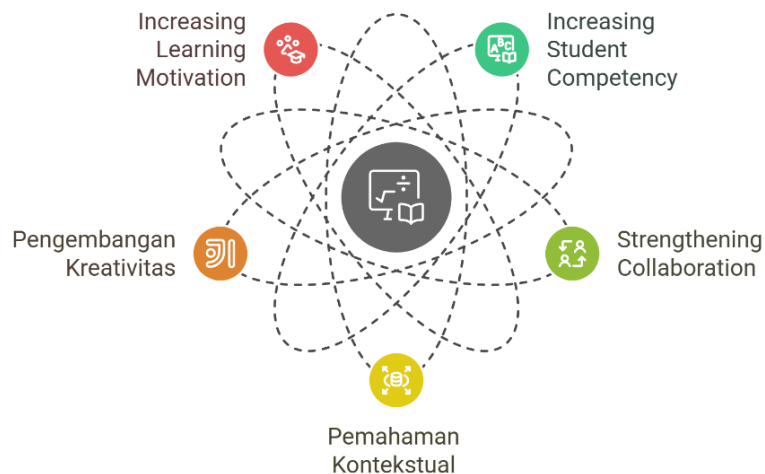
Figure 1. Benefits of Integrating PBL into the Arabic Language Learning Curriculum

The figure above illustrates that PBL has a broad impact, both in mastering language skills and in building students' attitudes and social skills. These data show that the integration of PBL into the curriculum has great potential to create more effective and enjoyable learning.

The documentation results confirm that the integration of Project-Based Learning (PBL) into the Arabic language learning curriculum provides significant benefits. This approach allows students to learn actively, collaboratively, and contextually through well-

designed projects. Students not only improve their language literacy skills such as reading, writing, and speaking, but also gain learning experiences that are relevant to their lives (Erma Nurdaningsih et al., 2023). In addition, PBL encourages students to be more creative in producing works, such as short stories or interactive dialogues, while strengthening their ability to work together. Increasing student learning motivation is also one of the important benefits of implementing PBL, which can create a more enjoyable and interactive learning atmosphere (Hidayah et al., 2024). Overall, these results indicate that the integration of PBL into the curriculum has great potential to improve the quality of Arabic language learning.

Interpretation of the documentation results shows that the integration of Project-Based Learning (PBL) in the Arabic language learning curriculum contributes to improving various aspects of students' skills. Problem-based projects enable students to learn Arabic in a more contextual, relevant, and applicable way, so that they can relate learning to everyday life (Herlina, 2024). PBL also encourages students to be more creative and innovative in producing work, which directly improves their literacy skills. In addition, the collaboration involved in project implementation helps students build communication and teamwork skills, which are very important in the modern world (Zubaidi, 2024). However, the implementation of PBL requires careful planning, especially in ensuring that the projects given are truly by the abilities and needs of students. With effective implementation, PBL can be a method that can change the Arabic language learning process to be more dynamic, enjoyable, and meaningful.

CONCLUSION / الخلاصة

This study provides the wisdom that the application of the Project-Based Learning (PBL) method in Arabic language learning can effectively develop students' literacy skills, including reading, writing, speaking, and listening skills in the context of language. This method allows students to learn collaboratively, creatively, and independently through projects that are relevant to real life. The results of the study indicate that the project-based approach encourages learning motivation, active participation, and deep understanding of the learning material. The main contribution of this study lies in the development of innovative learning strategies that can be implemented by Arabic language teachers to improve the quality of learning while responding to the challenges of 21st-century literacy. This study also enriches the academic literature related to the application of PBL in language education, especially in the context of Arabic language learning.

The weaknesses of this study are the limited sample coverage and implementation time, so the results cannot be generalized widely. In addition, the success of implementing the PBL method is greatly influenced by teacher competence, supporting facilities, and active involvement of students, which can vary between schools. This study also has not explored in depth the long-term impact of this method on the development of student literacy. Therefore, it is recommended that further research be conducted with a larger sample coverage, longer research duration, and various educational contexts. Future research can also examine the integration of technology in PBL for Arabic language learning and evaluate the effectiveness of this method in improving certain aspects of literacy, such as critical and digital literacy. This is important to ensure that PBL can be adapted sustainably in various learning conditions.

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