



The Use of Web-Based Project-Based Learning in Improving Students' Arabic Language Skills

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Abstract. Arabic is one of the United Nations' official languages, the world's fifth-largest number of speakers (422 million speakers), and has developed rapidly not only in the Arab region but also in non-Arabic countries. Learning Arabic requires efforts to improve in various aspects so that it can adapt to developments in the current big data era and get various kinds of information and materials needed quickly, especially in mastering language skills. Mastery of Arabic language skills can help users communicate and understand Islamic religious teachings because Arabic is the language used in the holy book of Muslims. The aim of this study is to describe the importance of using web-based project-based learning in Arabic education. This study uses literature study by collecting sources from various scientific studies that are relevant to the topic. The results of this study indicate that the use of web-based project-based learning can be a solution to improving students' Arabic language skills. In addition, as in literature, the use of web-based project-based learning can help increase student motivation to learn Arabic language skills.

Keywords: Arabic Language Skill, Project-Based Learning, Web.

1 Introduction

In order to enter the big data era, communication technology is advancing at an accelerating rate, not a barrier to learning about knowledge from around the globe. Thus, learning a language is crucial since it serves as a tool for understanding one another as people, as a tool to think and explain everything [1, 2]. Language is the most significant communication tool in engaging with anyone in this world, several languages have been invented to make communication easier. Language is also human's primary, creative, and quick communication tool for conveying ideas, thoughts, and feelings [3].

With 422 million speakers, Arabic is the world's fifth most spoken language and has quickly expanded, both in Arab nations and beyond of them [4]. In learning Arabic, it is important to master language skills to be able to communicate both orally and in writing in that language.

However, learning Arabic in Madrasah (school) still has its difficulties and hurdles. Ridlo [5] said developing the potential of the Arabic language, especially through

education, is a complex task because Arabic is considered to be a difficult language to learn and as a sacred language it is less adaptable to advance in science and technology. Furthermore, the practice of teaching Arabic is still centered on the teacher and is based on textbooks [6], and this trend is still widely found in Indonesia to this day.

Proficiency in Arabic language is crucial for students studying the language as a second or foreign language. While proficiency in Arabic is necessary for students to succeed academically, studying the language is also important for understanding the culture and securing employment with foreign organizations in Arabic-speaking nations [7]. Reading (*qiraah*) and listening (*istima*) are two receptive skills that need to be learned. It is necessary to have the productive abilities of speaking (*kalam*) and writing (*kitabah*). The aim of learning Arabic is to attain these four language abilities, or *maharah lughawiyah*, backed by a solid grasp of the linguistic elements mentioned above [8].

Technology improves pupils' Arabic language proficiency. The rise of several Arabic language learning mediums is evidence of this. The use of technology is essential, especially in the current era of big data, which may help students swiftly obtain diverse information and materials. Technology can be utilized to help students' enhance their ability to practice the four language skills [9]. Through intriguing partnerships between various learning models and media, these talents can be optimally learned [10]. Therefore, in developing students' Arabic language skills, the media and learning methods chosen must be appropriate and able to connect concepts and benefits in students' daily lives.

Several studies have been conducted by experts on the use of web learning media and project-based learning models in learning Arabic. Firdausia et al. [1] said in their research that the usage of web media in Arabic learning seems to be able to improve the spirit of learning students, facilitate their understanding of the material, and facilitate their working on matters both when learning Together in the classroom and when learning independently in the classroom or outside the classroom. In addition, Zubaidah et al. [11] said that because learning on the web is more flexible, time and space can be changed, and it can be accessed at any time, students' Arabic language skills, such as listening, speaking, reading, and writing, can develop. The study carried out by Jumadil [12] said that the implications of learning through the internet and websites provide a positive contribution to the learning activities of both educators and pupils. The Internet and websites give the possibility to dig up the latest information and knowledge of Arabic, broadly covering all aspects of learning Arabic. Research conducted by Ghani et al. [13] says that the majority of students reported that studying Arabic using a website made the process simple and quick. Students can readily gain new terminology by using websites to learn Arabic. Students can also practice their Arabic skills by watching and listening to short Arabic videos on the website. Therefore, the website can offer a big contribution to motivating students to learn Arabic in terms of acquiring vocabulary, strengthening language skills, and gaining information, particularly in a foreign setting. This study discusses the relevance of Arabic language skills, especially for senior high school students, and ways that can be done to facilitate students build Arabic language skills through the media and

learning methods. The learning media presented are specific to the concepts of improving Arabic language skills and to the individual need of the student.

2 Method

This is qualitative research that uses a literature review research methods. This literature review was conducted by reviewing a variety of sources, including books, articles, journals, and other materials pertaining to Arabic language skills, project-based learning models, and learning media [14, 15]. Data collection technique in this study uses secondary data in the form of corresponding articles or journals that were published in the recent 10 years. The data is collected by searching through Google Scholar for articles containing keywords related to online Arabic learning the media, project-based learning, and literature studies. Next, select articles published in the proceedings, national, and international journals. Last, analyze articles with several main focuses. The data collected from these various studies will be used to identify and describe the effectiveness of using web-based project-based learning analytically and narratively in several cases and at various levels of education, with the hope that this study will improve students' Arabic language skills in the future, particularly at the high school level.

3 Result and Discussion

3.1 The Importance of Arabic Language Skills for High School Student

One of the most crucial abilities for students studying Arabic as a second or foreign language is proficiency in the language [7]. Arabic lessons are now a standard part of the curriculum at Islamic religious schools. Furthermore, the decision to enhance one's Arabic language skills is both essential and particular. Muslims with their belief are acquiescent that the communication competence in multiple languages should be considered a personal character. Arabic language as a tool of communication in Islamic religious activities is ultimately seen as a necessity, not just as a foreign language [16–18].

Proficiency in Arabic and a favorable attitude toward Arabic are claimed to be essential aspects for students to understand the sources of Islamic teachings, especially the Qur'an, Hadith, and Islamic books written in Arabic. Teaching Arabic is one factor that influences Islamic judgments in the realm of teaching fiqh. Students will not only become fluent in Arabic, but they will also recognize their ability to study Islam in more depth [16]. While proficiency in Arabic is necessary for students to succeed academically, studying the language is also crucial for understanding the culture and securing employment with foreign organizations in Arabic-speaking nations [7].

The four skills perform in language classes serve several key functions, including scaffolding assistance, opportunities to create, circumstances in which to use language for a real exchange of information, proof of their abilities (proof of learning), and, most significantly, confidence. Language skills will make a student academically

sound, and student can enter the world as an adventurer. Remember that the four skills never stand out as separate areas, but instead form a chain cycle in which one chain ring breaks and the entire chain collapses [19].

According to Minister of Religion Decree No. 183 of 2019, the development of the Arabic language curriculum aims to prepare students to use Arabic as a global communication tool as well as a tool to study religion from authentic sources that generally use Arabic and through a scientific chain process (isnad) that continues to its source, namely Qur'an and Hadith. In general, the goal of learning Arabic at Madrasah Aliyah is to provide students with three competencies: language competence (linguistics), communicative competence, and cultural competence [20, 21].

The opinions of the experts above are concerned with significance and advantages of mastering Arabic language skills in everyday life, as well as government support in this case the Ministry of Religion through an education program that formulates Arabic language learning objectives, not only to comprehend structuralism topics, but also to make them more relevant and communicative, reinforcing the significance of learning Arabic as the language of a religious language and an international language for students in the procedure of learning.

3.2 Project-Based Learning (PjBL) in Improving Students' Arabic Language Skills

One form of learning paradigm that involves long-term activities that gets students to design, create, and deliver products to address real-world problems is called project-based learning (PjBL). PjBL is used to encourage students to take the initiative and actively participate in order to acquire the knowledge, comprehension, and skills they desire [22–24].

The fundamental component of this learning model is to ask questions or offer subject to create and plan activities, emphasize meaningful projects, and then in response to questions, obtain the outcome of the product or work, individual communication, or other task results [25] [26].

The success of PjBL in terms of student improvement in language skills has also been demonstrated in earlier studies. The effective application of the Project Based Learning method in learning Arabic can cover the four domains of skills that students must achieve in learning Arabic, listening (istima), speaking (kalam), reading (qiroah), and writing (kitabah) are the four components [27]. In addition, Arabic languages skills can be improved by using PjBL to learn Arabic [28, 29].

Numerous projects can be carried out in a number of methods, particularly for content topics to enhance their creative, collaborative, and communication abilities as well as for active-productive language skills (speaking and writing skills) to improve their language competency [29]. Speaking skill learning by using a project-based learning model has a good contribution to improving students' speaking skills. Through making projects to solve real problems, students' motivation increases because what they are doing is relevant to real life [30]. PjBL is a great tool for encouraging students' reading comprehension and language skills and allowing them to use their language abilities in relevant circumstances. By working on projects, students

can read and comprehend materials that are relevant to their interests, which boosts their enthusiasm and self-assurance in their language abilities [31] [32]. Several experts have affirmed that the PjBL model is a suitable approach for improving students' Arabic language skills based on various research results.

3.3 The Role of The Web as A Learning Media In Improving Students' Arabic Language Skills

A network-connected collection of buildings is created by the web, which is an arrangement of pages that display data, text, photos, animated data, sound, and a combination of all of them [33, 34]. One of the most popular apps for computer users, particularly adults, is the internet [1].

Students can develop their communication competence, become more familiar with diverse cultures, and strengthen their skills in languages, which involve listening, speaking, reading, and writing, by utilizing technology and the internet. Furthermore, employing web and internet-based learning, student fear can be lessened, responses transferred rapidly, and students grow more confident. Teachers must be able to combine the Internet with their teaching materials and teaching styles in order to create meaningful learning environments in order to profit from e-learning. The web is important for learning Arabic since it is more flexible, time and space can be altered, and it can be accessible at any time [11, 35].

This learning media is felt to be able to improve students' enthusiasm for learning and make it easier for them to work on questions. In addition, this learning media also makes the topic easier for students to understand and increases student enthusiasm for learning either by studying independently or in class [1, 13].

The implications of learning through the internet and websites make a positive contribution to learning activities for both educators and students, the internet and websites provide the possibility to explore the latest Arabic information and knowledge broadly covering all aspects of learning Arabic. Through the Internet, students can also connect directly with educators and even native Arabic speakers through various chat applications and teleconferences [12, 13]. The use of the web increases students' motivation to listen and read as much as possible in Arabic, especially to their liking [36]. The web as a learning medium can assist students in obtaining independent, interesting, meaningful, and fun learning experiences to improve their Arabic language skills.

3.4 Web based Project-based learning as an effort to improve high school students' Arabic language skills

The web-based project-based learning concept as an effort to improve high school students' Arabic language skills is a learning media where students can learn to use web-based project-based learning with the teacher in class and can access it for independent study outside the classroom such as accessing assignments, videos, textbooks, and audio that have been prepared on the web. The web-based learning system employs project-based learning, which is applicable to all disciplines taught using

project-based methods [37], including the acquisition of Arabic language skills. Project-Based Learning characteristics can be enhanced via the Web through improved involvement, more seamless communication, and learning based on real-world scenarios and challenges [24, 38].

Web-based project-based learning means that all of the learning tasks and assignments students have to finish may be available online and include project-based learning components (making the products). Consequently, the project-based learning paradigm is applied in learning materials as well as by instructors throughout the teaching and learning process. When PjBL is applied with ICT, specifically the web as a medium for learning materials, students can actively participate in the process of knowledge formation activities and gain skills in a positive learning environment. Its application is aided by highly motivated pupils and the teacher's educational and technological expertise [39].

Students have been satisfied with the established web-based system and the technique used in project-based learning activities. Using this technique, student academic achievement can increase rapidly. Student response to the surveys and academic outcomes suggest that the system delivers an efficient and sophisticated web environment in which students may learn well [40].

Web-based project-based learning is a solution for teachers to improve their Arabic language skills. The interaction and correlation between the learning model and teacher's instructional media, can provide students with meaningful learning experiences and help them to be actively involved and hone their confidence in applying Arabic language skills.

4 Conclusion

To make it easier for students to embrace a given topic, learning models and learning media must complement one another. This can be used to help students improve their Arabic language skills. Project-based learning is a learning model that is thought to be capable of supporting teachers in helping students improve their Arabic language skills. Teachers may use web-based project-based learning to support this concept. Web-based project-based learning is thought to be capable of supporting students in increasing their Arabic language abilities and motivations, and it is designed to meet the demands and characteristics of students.

The results of discussing the potential of web-based project-based learning to improve students' Arabic language skills can be followed by completing the stages of generating learning media. The teacher may adapt themes, content, and learning concepts to the needs and characteristics of the students being taught. Arabic language skill development needs to be honed as a provision for students to make a major contribution in dealing with the times and increasingly sophisticated technology because with language skills students can communicate without boundaries both orally and in writing. Variable learning using web-based project-based learning in high school can be further researched to obtain richer information. In addition, schools and teachers

can try to apply this use of the web to a variety of subjects and integrate it with various learning models relevant to the development of 21st century learning.

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