

## Project-Based Arabic Language Teaching: Developing Language Skills through Collaboration and Creativity at MTsN 1 Ponorogo

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**Abstract:** This research examines the implementation of project-based Arabic language teaching at MTsN 1 Ponorogo, focusing on the development of language skills through collaboration and creativity. The method aims to enhance students' speaking, writing, reading, and listening skills in Arabic. The research also discusses the benefits of collaboration and creativity in the context of Arabic language learning, as well as the challenges that may arise when implementing this method. This study utilizes a qualitative research approach, where data and information were obtained through a case study conducted at MTsN 1 Ponorogo and interviews with Arabic language teachers who have implemented this teaching method. The research findings indicate that project-based Arabic language teaching can motivate students, improve their Arabic language skills, and broaden their understanding of the Arabic language. This research provides valuable insights for educators, researchers, and practitioners in developing innovative and effective methods of teaching Arabic language.

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## INTRODUCTION

The Arabic language is extremely important in the Islamic world. Arabic, being the principal language of the Quran and Hadith, is also the official language of numerous Middle Eastern nations and a method of communication for millions of Muslims worldwide. As a result, Arabic language instruction remains very relevant and necessary in Islamic education in Indonesia.

Students' access to educational and professional possibilities across the many nations that use Arabic is greatly influenced by the teaching of the language. Arabic is a prominent international language, with over 400 million speakers worldwide. Learning Arabic has advantages in a variety of areas, including education, business, diplomacy, and culture (A. Muallif, 2022).

Arabic language proficiency provides access to a plethora of Arab cultural and intellectual resources, such as literature, history, and religious knowledge. Furthermore,

Arabic language skills bring up prospects in diplomatic, commercial, media, and other Arab-related fields (Mega Primaningtyas & Cahya Edi Setyawan, 2019).

Arabic language education is an essential aspect of the curriculum of MTsN 1 Ponorogo, with the goal of enhancing students' Arabic language competency. However, various obstacles in the Arabic language teaching process may still be confronted by both instructors and students at MTsN 1 Ponorogo. These difficulties may include a lack of student motivation in studying Arabic, boring teaching approaches, and a lack of collaborative and creative learning opportunities.

Effective and engaging Arabic language teaching is crucial to enhance students' interest and motivation in learning the language. Using a project-based teaching approach to improve students' Arabic language proficiency can be a solution to the aforementioned challenges.

The purpose of this study is to look into how implementing a project-based teaching approach can improve language abilities through collaboration and creativity in teaching Arabic at MTsN 1 Ponorogo. The study's goal is to investigate how project-based learning can be utilized to effectively increase students' Arabic language competency by encouraging them to collaborate on projects and stimulate creativity in the process.

Students are provided opportunity to actively participate in hands-on learning situations where they can use their language skills in real-life contexts by employing a project-based approach. Students can communicate with their classmates, discuss ideas, and collaboratively solve problems through collaborative assignments, which can improve their speaking, listening, and interpersonal skills.

Furthermore, the project-based learning environment's emphasis on creativity can assist students to think critically, explore other perspectives, and express themselves more fluently in Arabic. This method can also help to create a good learning atmosphere that fosters students' enthusiasm and interest in learning the language.

## **THEORY**

### **Arabic Language Teaching**

Teaching is an instructional activity in which an educator provides specific subject matter to learners in order for the learners to comprehend the content being taught. In other words, the learning process is an educator's endeavor to develop favorable and effective teaching and learning activities on a specific subject matter in order to attain the objectives (Zulkifli, Z., & Royes, N, 2018).

Arabic is a very important foreign language in Indonesian society. Its lengthy history has witnessed the growth and development of the Arabic language in Indonesia, despite the fact that it is mostly utilized in religious rites such as prayers. Arabic is taught in Islamic schools ranging from primary school madrasahs to higher education institutes. Unfortunately, the outputs do not always fulfill the government's competency standards (Furoidah, A, 2020).

Arabic has been taught as a foreign language in Indonesia for a long time, both formally and informally, from elementary school through higher education institutions. This is because the Arabic language plays an important role in Indonesian society, functioning as a language for religious reasons, culture, knowledge, and communication with Arabic-speaking countries (Ridho, U, 2018).

### **Project-Based Arabic Language Teaching**

Project-Based Arabic Language Teaching is a teaching approach in which students learn Arabic by actively participating in various Arabic-related projects or tasks. This approach stresses the use of Arabic language in practical scenarios, allowing students to apply what they've learned in the classroom to real-world problems (Muhammad Wafaul, 2017).

Project-based learning is an excellent learning activity for preparing children to be autonomous learners while also addressing cognitive, emotional, and psychomotor elements. Purnomo and Ilyas (2019) define Project-Based Learning (PjBL) as an innovative learning strategy that stresses contextual learning through complicated tasks.

A project is a group-based activity or assignment that includes a variety of tasks such as research, presentations, and product development. Students are encouraged to actively participate, cooperate with other pupils, and display their creativity in generating projects connected to the Arabic language by using this strategy. Project-based learning may increase students' enthusiasm and interest in Arabic while also assisting them in developing higher language competence (Iyam Maryati, 2018).

Project-Based Learning (PBL) is one approach of offering learning experiences for students by exposing them to real-life problems that must be solved collaboratively in groups. Project-based learning evolved from John Dewey's concept of "learning by

doing," which incorporates the process of obtaining learning outcomes through engaging in specific actions matched with the objectives, particularly mastery of how to do a series of behaviors to attain a goal. Students obtain learning experiences in diverse duties and responsibilities by applying the project-based technique, which leads to an integrated approach to achieving shared goals. Because education is a lifelong process rather than a one-time event, instructors' roles become critical and important when they not only teach the subject matter but also coach pupils on how to navigate life. Humans have a variety of challenges in their lives that must be solved satisfactorily. William H. Kilpatrick expanded on John Dewey's concept of "learning by doing" in the project-based method (Mira Shodiqoh & M Mansyur, 2022).

The teacher serves as a facilitator for students to obtain solutions based on guiding statements in the Project-Based Learning (PjBL) approach. This motivates students to collaborate, allows for authentic assessments, and allows for a wide range of learning resources.

The learning steps in PjBL, as created by George Lucas Educational Foundation (2014) and Williams & Williams, are as follows: (1) Begin with the Essential Question, which indicates that learning begins with a question that gives tasks to pupils in order for them to participate in an activity. (2) Create a Project Plan, which includes collaborative planning between teachers and students, as well as ground rules and other details. (3) Make a Schedule, which entails creating a timetable of tasks to finish the project. (4) Monitor the Students and the Project's Progress, in which educators are accountable for monitoring students' activities while the project is being completed. (5) Assess the Outcome, which means that assessments are carried out to assist teachers in measuring success standards, assessing students' progress, and providing feedback on their level of comprehension. (6) Evaluate the Experience, in which both teachers and students reflect on the actions and outcomes of the project (Purnomo & Ilyas, 2019).

The following are some of the primary aspects of Project-Based Arabic Language Teaching:

*Collaboration:* To complete these tasks, students frequently work in groups or teams. Collaboration allows them to communicate with their peers and improve their communication abilities in Arabic.

*Creativity:* The assignments assigned to students are intended to promote their creativity. They can use their creativity and inventive ideas to deliver Arabic language content in interesting and one-of-a-kind ways.

*Relevance:* The assignments assigned are directly related to real-life events or cultural contexts in which Arabic is employed. This helps students comprehend how the language is utilized in real-life circumstances and provides their study a sense of significance.

*Comprehensive Skill Development:* This strategy promotes the overall development of Arabic language abilities such as listening, speaking, reading, and writing. Students are not simply focused on one facet of the language, but use these skills into every assignment they undertake.

*Independent Learning:* In Project-Based Arabic Language Teaching, students are given the responsibility of managing their own projects. This promotes individual learning and helps students improve their problem-solving and initiative skills.

Students in Project-Based Arabic Language Teaching are intended to achieve strong language skills as well as a deeper understanding of the Arabic language and culture via practical and engaging activities.

### **Development of language skills through collaboration and creativity**

Language skills development through collaboration and creativity is a learning technique that emphasizes the necessity of working in groups and utilizing creativity to comprehend and master the language. This method can be used to teach a variety of languages, including Arabic (Resti Septikasari, Rendy NF, 2020).

Here are some examples of how teamwork and creativity can help pupils improve their language skills:

1. Collaboration in Conversations: Students get the opportunity to speak in the target language through collaboration with classmates or study partners. Students can

develop their listening and speaking abilities by discussing, debating, or role-playing with their peers.

2. Collaborative Projects: As previously said, collaborative projects enable students to collaborate in groups to develop something significant in the target language. They can, for example, make videos, dramas, or language-based presentations that incorporate the efforts of each group member.

3. Creativity in Writing: Facilitating creativity in writing can increase students' motivation in honing their Arabic writing skills. Teachers can offer writing assignments based on certain themes or topics, such as poetry, stories, or essays.

4. Incorporating games and creative activities into Arabic language education can boost student motivation and make learning more fun. Board games featuring Arabic word cards, for example, or word puzzles can help pupils develop their vocabulary in a pleasant way.

5. Projects in Art and Multimedia: Incorporating art and multimedia into Arabic language instruction can help students have a better knowledge of the language and culture. Making posters, comics, or instructional videos in Arabic, for example, can be a creative and helpful learning experience.

6. Sharing Cultural Experiences: Collaboration among students from diverse cultural backgrounds can enhance understanding of Arab culture. Students can share their cultural experiences and learn from one another.

Utilizing collaboration and creativity in teaching the Arabic language brings numerous benefits. Aside from improving language skills, this approach can also boost students' confidence in using the target language, increase their interest in learning Arabic, and help them connect language learning with real-world experiences.

## **METHOD**

The qualitative research approach is used in this study. Qualitative research is a method for understanding social phenomena or human behavior from a comprehensive and in-depth standpoint. The goal of qualitative research is to get a thorough grasp of concepts, opinions, or experiences of individuals or groups, as well as to interpret the significance of the data gathered (Rukin, 2019).

The purpose of this study is to comprehend and explain the influence of project-based Arabic language instruction on the language skills development of students at MTsN 1 Ponorogo. Researchers can use this technique to investigate the viewpoints and experiences of teachers, students, and other stakeholders in dealing with changes in Arabic language acquisition.

In this study, data was gathered using a variety of qualitative methodologies, including interviews, participant observation, and document analysis. Interviews were conducted to get direct opinions and experiences from instructors and students on the teaching techniques employed and how these innovations affect the Arabic language learning process. To watch direct interactions in the classroom and acquire information about ongoing learning processes, participatory observation was used.

Furthermore, document analysis was carried out in order to collect data from multiple sources, such as lesson plans, class notes, and assessment reports. The acquired data was then thematically evaluated in order to uncover patterns and meanings that arose from the data.

Researchers in qualitative research also take procedures to assure the data's validity and dependability. The triangulation approach is used to check the consistency of data from numerous sources and perspectives. Additionally, researchers use self-reflexivity to avoid bias in data interpretation and analysis (M. Fitrah, 2018).

The researchers want to obtain insight into how project-based Arabic language education affects the development of language abilities of students at MTsN 1 Ponorogo by utilizing the qualitative study technique.

## **RESULT AND DISCUSSION**

Language skills development is an essential priority in the curriculum of MTsN 1 Ponorogo. As an Islamic educational institution, comprehending the Quran and Hadith is critical, as is access to different Arab cultural and intellectual resources. To improve students' language competence, the school continues to apply a teaching methodology that fosters cooperation and creativity via diverse initiatives and new learning approaches to attain the intended learning objectives.

MTsN 1 Ponorogo's creative and effective strategy to improving pupils' Arabic language competency is developing language skills via collaborative projects and creativity.

Students may study Arabic in a more interesting, meaningful, and relevant way to their everyday lives by integrating project-based learning, group collaboration, and creativity. Students are urged to collaborate when working on projects and issues pertaining to the Arabic language as part of project-based collaborative Arabic language instruction. Students may converse, help one another, and get inspiration from one another while studying Arabic in this cooperative environment. Such interaction amongst students improves their social skills and cooperation as well as their grasp of the content being taught (Atika Kumala Dewi,dkk, 2021).

At MTsN 1 Ponorogo, creativity is strongly valued in addition to teamwork when it comes to teaching Arabic. Students will feel more challenged and motivated in their learning process if we encourage them to approach Arabic language resources with creativity. Teachers may give students assignments that require them to write or perform plays, poetry, tales, or presentations that are.

Students at MTsN 1 Ponorogo will have a more fun and challenging learning experience as a result of this collaborative and creative approach. They can help each other overcome issues with the Arabic language by working together to develop answers. Furthermore, the use of creativity allows students to express themselves and have a deeper comprehension of the Arabic language. This was communicated by Arabic language teachers at MTsN 1 Ponorogo during interviews.

MTsN 1 Ponorogo aspires to provide a learning atmosphere that stimulates students to continue studying and developing their language abilities by concentrating on collaborative and innovative Arabic language instruction. As a result, pupils will have more future access to educational and professional possibilities using the Arabic language.

MTsN 1 Ponorogo has done the following Arabic language project-based learning activities: Creating a drama performance in Arabic based on stories or key characters in Arab history, as well as an illustrated storybook in Arabic that may be shown in the school library and facilitating conversation simulations in ordinary scenarios using the Arabic language, such as shopping or visiting friends.



These project-based programs seek to actively engage students in Arabic language learning by offering practical and context-based learning experiences. Students may improve their language skills while also fostering creativity, cooperation, and critical thinking abilities through these projects. The school's work in integrating such project-based learning methodologies reflects their dedication to create an effective and fun Arabic language learning environment for its pupils.

The following are examples of collaboration and creativity in Arabic Language Teaching Projects at MTsN 1 Ponorogo: Students are separated into groups to work on these projects together. Students can discuss and work in groups to produce new ideas. Teachers allow students to offer several ideas and ways to solve their tasks. Teachers can provide assistance and direction throughout the process, while encouraging students to come up with their own answers. Students are encouraged to communicate in Arabic throughout the project so that they acquire accustomed to speaking and engaging in the language.

These collaborative and innovative techniques seek to create an atmosphere in which students actively engage in their learning and feel empowered to share their thoughts. MTsN 1 Ponorogo fosters a friendly and engaging learning environment for Arabic language acquisition by allowing students to collaborate, exchange ideas, and communicate in Arabic.

The Arabic language education with a project-based method indicated above has been shown to actively enhance students' engagement in learning since they are directly involved in fascinating activities and projects. Additionally, by implementing projects, students study Arabic in real-life scenarios, resulting in a better comprehension of grammar, vocabulary, and communication circumstances. Students are taught to think creatively and critically, to solve issues and discover answers alone or collectively, through these projects. Students learn to collaborate with their classmates, appreciate diverse points of view, and take on roles within the group through collaborative projects.

It is clear that MTsN 1 Ponorogo places a high value on improving students' Arabic language abilities through collaborative and innovative methods. The school fosters not

just linguistic proficiency but also vital life skills and values by merging project-based learning and cooperation.

MTsN 1 Ponorogo's approach offers various advantages:

Project-based learning and group cooperation make the learning process more interesting and meaningful for students. Students are actively involved in real-life projects that require them to employ their Arabic language abilities in actual scenarios rather than standard classroom techniques.

**Collaboration and social skills:** Collaborative projects encourage students to work together, exchange ideas, and communicate effectively. This increases not just their language skills but also their social skills, teamwork abilities, and ability to respect diverse points of view.

**Creativity and Critical Thinking:** Students are pushed to think creatively and critically by introducing creativity into Arabic language instruction. They are given the opportunity to express themselves through art, presentations, and performances, which fosters a deeper grasp of the language.

Students learn how to apply their knowledge of a language to real-life circumstances through simulations and practical scenarios. This strategy makes their learning more relevant because they can utilize Arabic in situations such as shopping or social interactions.

**Self-Discovery and Collaborative Problem-Solving:** The emphasis on self-discovery and collaborative problem-solving assists pupils in becoming more independent learners. They learn to solve problems on their own or in groups, which is an important talent in any field of study.

**Motivation and Empowerment:** When given the opportunity to contribute ideas and direct their own education, students are more motivated. This feeling of empowerment can result in boosted self-esteem and a favorable outlook on studying Arabic.

**Application of Language abilities:** Students are using their language abilities in novel and useful ways through theatre productions, children's books, and other creative endeavors. This gives kids a sense of success in addition to supporting their learning.

Although this strategy appears to be quite successful, it may also be crucial to maintain a balance between creativity and the acquisition of core language abilities. Along with these creative efforts, a well-rounded approach should include basic grammar, vocabulary, reading, writing, and listening abilities.

MTsN 1 It is admirable that Ponorogo is dedicated to creating a stimulating and effective learning environment for Arabic. This all-encompassing approach is likely to aid students' language proficiency, personal development, and capacity to apply their knowledge of Arabic to a variety of spheres of life.

## CONCLUSION

According to the analysis above, MTsN 1 Ponorogo uses a collaborative and innovative strategy to teach Arabic language skills to students by using project-based learning. The school not only improves language proficiency but also cultivates vital life skills and fundamental values via project-based learning. This method encourages social skills and cooperation, fosters creativity and critical thinking, links learning to real-world situations, and increases students' motivation and problem-solving skills. It also produces an exciting learning environment. The dedication of MTsN 1 Ponorogo to effective and fun Arabic language instruction has the potential to improve students' language competency, personal development, and capacity to use Arabic in a variety of contexts.

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