THE EFFECTIVENESS OF PROJECT-BASED LEARNING IN IMPROVING STUDENTS' PERFORMANCE IN ARABIC VOCABULARY

[1*]Ade Arip Ardiansyah, [2]Nanang Kosim, [3]Mahmud Fajar Harahap

[1,2,3]UIN Sunan Gunung Djati Bandung

E-mail: [1*]adearipardiansyah@uinsgd.ac.id [2]nanang.kosim@uinsgd.ac.id, [3]mahmudfzarhrp@gmail.com

Abstract

This study investigates the learning outcomes of Class IX-1 students at SMP Al-Ihsan Cimencrang Bandung through the Project-Based Learning (PjBL) model in vocabulary acquisition. The research emphasizes the importance of teaching approaches, especially in the digital era, where critical thinking is essential. Utilizing pre-tests and post-tests for evaluation, the study assesses students' knowledge before and after implementing the PjBL model, with a completion score threshold set at ≥ 75. This experimental classroom action research involved two cycles, each consisting of two meetings, allowing for the analysis of the PjBL model's effectiveness. Findings indicate a significant improvement in student performance, with the percentage of students scoring ≥ 75 increasing from 10 to 12 in Cycle I and from 14 to 18 in Cycle II. Moreover, overall completion rates rose from 43.5% in the Cycle I pre-test to 78% in the Cycle II post-test. These results highlight that the PjBL model not only enhances learning outcomes but also fosters greater student engagement and understanding of the material. The study concludes that implementing PjBL effectively improves students' learning achievements, demonstrating its value in contemporary education. The implications of this research suggest that educators should adopt the PjBL model to promote critical thinking and collaborative skills, thereby better preparing students for future challenges in a rapidly evolving world.

Keywords: Learning Outcomes; Mufradat; Project Based Learning.

Abstrak

Penelitian ini bertujuan untuk meningkatkan hasil belajar *mufradat* siswa kelas IX-1 di SMP Al-Ihsan Cimencrang Bandung melalui model Pembelajaran Berbasis Proyek (PjBL) dalam penguasaan kosakata. Penelitian ini menekankan pentingnya pendekatan pengajaran, terutama di era digital, di mana pemikiran kritis sangat diperlukan. Dengan menggunakan pre-test dan post-test untuk evaluasi, penelitian ini menilai pengetahuan siswa sebelum dan setelah menerapkan model PjBL, dengan ambang batas skor kelulusan ditetapkan pada ≥ 75. Penelitian tindakan kelas ini melibatkan dua siklus, masing-masing terdiri dari dua pertemuan, yang memungkinkan analisis efektivitas model PjBL. Temuan menunjukkan peningkatan signifikan dalam kinerja siswa, dengan persentase siswa yang memperoleh skor ≥ 75 meningkat dari 10 menjadi 12 di Siklus I dan dari 14 menjadi 18 di Siklus II. Selain itu, tingkat kelulusan keseluruhan naik dari 43,5% pada pre-test Siklus I menjadi 78% pada post-test Siklus II. Hasil ini menyoroti bahwa model PjBL tidak hanya meningkatkan hasil belajar, tetapi juga mendorong keterlibatan dan pemahaman siswa terhadap materi. Penelitian ini menyimpulkan bahwa penerapan PjBL secara efektif meningkatkan prestasi belajar siswa, menunjukkan nilainya dalam pendidikan kontemporer. Implikasi penelitian ini menunjukkan bahwa pendidik harus mengadopsi model PjBL untuk mempromosikan pemikiran kritis dan keterampilan kolaboratif, sehingga lebih mempersiapkan siswa menghadapi tantangan di masa depan dalam dunia yang terus berkembang.

Kata Kunci: Capaian Pembelajaran; Mufradat; Pembelajaran Berbasis Proyek.

INTRODUCTION

In embracing the era of digitalization, education practitioners are innovatively focusing on learning strategies that promote critical thinking. Given that Indonesia is a developing country, there is a pressing need to catch up and prepare for critical thinking from early childhood education. Instilling critical thinking skills at a young age is expected to positively impact students as they progress in their education, helping them become accustomed to critical thinking and ready to compete on a global scale.[1]

The implementation to foster this critical thinking is a project-based learning model, or Project Based Learning. PjBL is student-centered learning and presents a project to train students to collaborate with peers and solve problems systematically and measurably. This impacts students positively regarding constructivism, where problems are used as experiences and reflected on real-life problems.[2]

Good learning is learning that can make students try to build their knowledge and be active in seeking information, or in other words, learning that is more focused on students.[3] One of the student-centered learning models is project-based learning. The PjBL learning model has an end goal: the Project and the activity results. In the activities, students focus on collecting and utilizing information for project results.[4] The focus should not only be on the final result; students must actively link concepts and solve existing problems in the learning process. Applying critical thinking can bring students memories that last a long time to learning. Student activity is important in making a project a good learning outcome[5].

The PjBL learning model has been widely used to improve student learning outcomes in various subjects, as in the study, which explained that student learning outcomes increased after using the project-based learning model.[6] The study by Siti Wahyuni, also explains the application of the PjBL model to improve student learning outcomes supported by a detailed percentage diagram.[7] Also, research from Uhame Binti

[1] Iis Lesnowati and Hafifi Hafifi, "Penerapan Model Pembelajaran Project Based Learning Untuk Meningkatkan Motivasi Belajar Ekonomi Pada Siswa Kelas X SMK," *Jurnal Inovasi Pendidikan MH Thamrin* 5, no. 2 (2021): 9–18, https://doi.org/10.37012/jipmht.v5i2.652.

[2] Natadadya Puspa Rineksiane, "Penerapan Metode Pembelajaran Project Based Learning Untuk Membantu Siswa Dalam Berpikir Kritis," *Jurnal Pendidikan Manajemen Perkantoran* 7, no. 1 (2022): 82–91, https://doi.org/10.17509/jpm.v7i1.43124.

[3] Abdel-Karim Al-Tamimi, Esraa Bani-Isaa, and Ahmed Al-Alami, "Active Learning For Arabic Text Classification," in *International Conference on Computational Intelligence and Knowledge Economy*, vol. 1 ((ICCIKE), Dubai, United Arab Emirates: IEEE, 2021), 123–26, https://doi.org/10.1109/ICCIKE51210.2021.9410758.

[4] Nor Azhan Norul'Azmi and Noor Shamshinar Zakaria, "Mempraktik Kemahiran Bertutur Dalam Bahasa Arab Dan Khidmat Sosial Melalui Pembelajaran Berasaskan Projek: Practicing Arabic Speaking Skills and Community Service Through Project-Based Learning," *ATTARBAWIY: Malaysian Online Journal of Education* 5, no. 1 (2022): 77–90, https://doi.org/10.53840/attarbawiy.v5i1.103.

[5] Desi Indriyani et al., "Perbedaan Model Children's Learning In Science (CLIS) Dan Model Scientific Terhadap Hasil Belajar Siswa Pada Pembelajaran Tematik Terpadu Di Sekolah Dasar," *Jurnal Basicedu* 2, no. 1 (2019): 627–33, https://doi.org/10.31004/basicedu.v3i2.216.

[6] Dwi Putri Lestari and Lukmanul Hakim, "Penerapan Model Pembelajaran Project-Based Learning (PjBL) Untuk Meningkatkan Minat Belajar Bahasa Arab Pada Siswa Kelas VIII Mts Al-Hidayah Kota Tangerang," *INTIFA: Journal of Education and Language* 1, no. 1 (2024): 21–29, https://doi.org/10.62083/1xabxk58.

[7] Siti Wahyuni, "Meningkatkan Keterampilan Menulis Bahasa Arab Melalui Pembelajaran PjBL Di SMAIT As-Syifa Boarding School Subang," *Jurnal Dirosah Islamiyah* 6, no. 2 (2024): 217–36, https://doi.org/10.47467/jdi.v6i2.1044.

Harun describes applying the PjBL model to improve the learning outcomes of elementary school students' time units.[8] From these three previous studies, researchers formulated the concept of implementing PjBL to improve student learning outcomes. In addition to improving student learning outcomes, PjBL supports other things, such as in the study Ali Mufti, which explains that the project-based learning model can improve high-level thinking skills or High Order Thinking Skills (HOTS).[9] And also, research fromYusika & Turdjai which applies PjBL to improve student creativity.[10]

Project-based Learning (PjBL) is a learning model oriented toward project work integrated with real life, which can construct students' initial knowledge and develop their learning abilities and skills.[11] Students are divided into several groups at this stage, each discussing what products will be made. Grouping is one way to get students used to collaborating. Collaboration is an important skill for students this century.[12] Learning that encourages students to think creatively and build cooperation with other students can make learning more effective and efficient.[13]

In this study, the Project focuses on increasing vocabulary and its application in students' daily lives and supporting students in thinking critically and collaborating with peers. Based on the above, the researcher assumes that the Project Based Learning (PjBL) model effectively improves student learning outcomes because students' understanding and creativity are needed to understand Arabic subjects, as stated in the PjBL model.

The limitation of the research on applying project-based learning models is that they are only for vocabulary materials (*mufradat*). This PjBL model can be used for all learning materials in Arabic because it is flexible. The projects worked on represent the success of this learning model. This is a special concern for teachers that PjBL can not only be used for practice-based language learning materials such as writing and kalam. However, it can also be used in theory-based language learning materials such as *mufradat*, *qiraah,* and *istima'*. This study also has limitations in the instrument for collecting data on the percentage of learning completeness as reviewed from the pre-test and post-test results. The lack of this instrument allows others to research PjBL using other instruments.

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[8] Uhame Binti Harun, "Project-Based Learning Integrated To Stem (Stem-Pjbl) To Enhance Arabic Learning Hots-Based," *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 12, no. 1 (2020): 139–50, https://doi.org/10.14421/al-bidayah.v12i1.230.

[9] Ali Mufti, "Project-Based Learning Untuk Meningkatkan Kemampuan Berpikir Tingkat Tinggi Pada Mata Pelajaran Bahasa Arab," *Al-Ma'rifah* 19, no. 1 (2022): 13–22, https://doi.org/10.21009/almakrifah.19.01.02.

[10] Ivy Yusika and Turdjai Turdjai, "Penerapan Model Pembelajaran Berbasis Proyek (PjBL) Untuk Meningkatkan Kreativitas Siswa," *Diadik: Jurnal Ilmiah Teknologi Pendidikan* 11, no. 1 (2021): 17–25, https://doi.org/10.33369/diadik.v11i1.18365.

[11] Hastang Hastang, "Upaya Optimalisasi Maharah Kitabah Melalui Model Pembelajaran Berbasis Proyek Pada Materi Al-Jumlah," *DIDAKTIKA* 12, no. 1 (2019): 62–75, https://doi.org/10.30863/didaktika.v12i1.176.

[12] Tls Desyarti Safarini, "Developing Students' Collaboration Skills Through Project-Based Learning in Statistics," *Journal of Physics: Conference Series* 1265, no. 1 (2019): 012011, https://doi.org/10.1088/1742-6596/1265/1/012011.

[13] Amalia H. Islamiyah and Muassomah, "Strategi Group Investigation Dalam Pembelajaran Mahārat Al-Qirā'ah Pada Mahasiswa Jurusan Bahasa Dan Sastra Arab, UIN Maulana Malik Ibrahim, Malang," *Al-Ma'rifah* 17, no. 1 (2020): 1–11, https://doi.org/10.21009/almakrifah.17.01.01.

METHOD

The implementation of this research uses an experimental method to determine the effect of the effectiveness of the PjBL learning model on student learning outcomes. This experimental method is used to determine the effect of certain treatments on conditions that have been prepared.[14] The type of research used is classroom action research (CLRP), which is used to implement the project-based Learning (PjBL) model to determine its effectiveness in improving student learning outcomes. The subjects in this study were conducted in class IX-1 of SMP Al-Ihsan Cimencrang Bandung.

The implementation of this Classroom Action research uses two cycles, and each is carried out with two meetings.
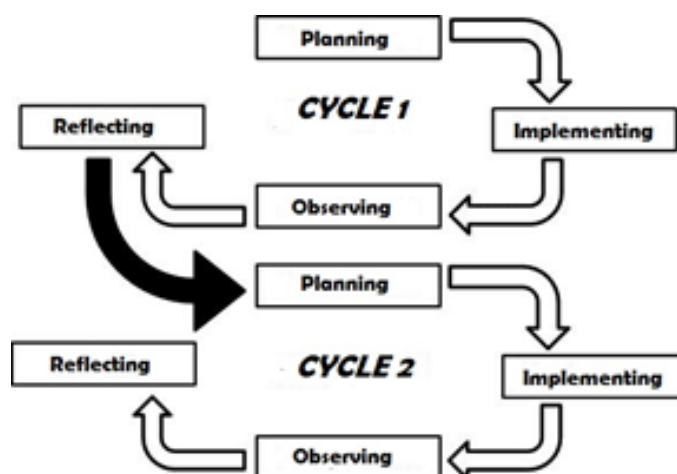

Figure 1: Classroom Action Research Cycles

The pre-test and post-test are used as instruments in this study. The details of the research cycles carried out are as follows:

1. Cycle I
   a. Planning Stage

      At this planning stage, the learning model to be used is determined, namely Project Based Learning. Then, compile and plan the Project that will be given to be worked on by class IX-1 SMP Cimencrang Bandung students.
   b. Implementation stage (Acting)

      At this stage, Project Based Learning is implemented in the classroom. This process is important because it is an important part of classroom action research. Before starting cycle 1, students are first asked to do a pre-test. Then, students are divided into 5 groups. After dividing the groups, each is tasked with making a wall magazine project filled with pictures and Arabic vocabulary. The teacher gives enough time to work on the project task. Then, a post-test is given.

2. Cycle II

   The implementation of the second cycle is the same as the first cycle. Students are asked to work on the pre-test and post-test. Then, the teacher gives a

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[14] Izzuddin Musthafa and Acep Hermawan, *Metodologi Penelitian Bahasa Arab: Konsep Dasar Strategi Metode Teknik* (Bandung: Remaja Rosdakarya, 2018).

project assignment by making a video with an animated demonstration of the vocabulary on the wall magazine in cycle I according to the group and provides sufficient time to complete the project assignment. Then, the researcher will observe the differences and improvements in the learning outcomes of class IX-1 students at each meeting that has been carried out.

The research instruments used are pre-test and post-test. The pre-test was conducted at the first meeting of each cycle. At the same time, the post-test was conducted at the second meeting of each cycle. The benefits of conducting both tests are evaluation activities that obtain information about students' knowledge of the material they are studying. Individual learning completeness can be obtained from a score of ≥ 75 and, simultaneously, can use the following percentage formula.

$$Persentase = \frac{number\ student\ with\ grades \geq 75}{total\ number\ of\ students} \times 100$$

Success indicators can be seen after the learning process takes place in the form of individual learning completeness with a score of ≥ 75. Learning completeness can be achieved sequentially at 75%, getting a score of 80.

RESULTS AND DISCUSSION

Project-based learning, often called PjBL, is a dynamic learning method that fosters critical thinking skills in students through active participation and engagement in classroom activities. In this approach, students explore real-world cases, encouraging them to delve deeper into the subject matter.[15] They are required to assess and interpret problems and synthesize information from various sources to develop innovative solutions. This process helps students apply theoretical knowledge to practical situations, enhancing their understanding and retention of concepts. Additionally, PjBL promotes collaboration, as students often work in teams, learning to communicate effectively and share ideas. By encouraging creativity and problem-solving, PjBL prepares students for future challenges and instills a lifelong love of learning. Ultimately, it transforms traditional education by making learning more relevant and meaningful, leading to more significant educational outcomes.[16]

Project Learning is explained Suci Ramadhanti Febriani and Kddour Guettaoui Bedra, as learning that requires a long period and emphasizes student activities to be able to understand a concept or principle by conducting an in-depth investigation of a problem, finding relevant solutions, and implementing them in a project work so that students experience a meaningful learning process by building their knowledge.[17] The emphasis on

[15] Neldi Harianto, Mar'atun Sholihah, and Khairisti Iis Handayani, "Implementasi Model Pembelajaran Berbasis (Project Based Learning – PJbL) Untuk Meningkatkan Keterampilan Mahasiswa Pada Mata Kuliah Ilmu Ashwat Di Program Studi Pendidikan Bahasa Arab FKIP Universitas Jambi," *Indonesian Research Journal on Education* 4, no. 2 (2024): 355–61, https://doi.org/10.31004/irje.v4i2.533.

[16] Susanto Susanto et al., "Improving Students' Creative Thinking In Learning Arabic Through HOTS Based Project Based Learning Model," *An Nabighoh* 24, no. 1 (2022): 1–16, https://doi.org/10.32332/an-nabighoh.v24i1.3924.

[17] Suci Ramadhanti Febriani and Kddour Guettaoui Bedra, "Design of Arabic Learning Based on the Merdeka Curriculum through PJBL for Islamic Senior High School," *Asalibuna* 7, no. 01 (September 12, 2023): 71–79, https://doi.org/10.30762/asalibuna.v7i01.865.

learning lies in student activities to solve problems by applying research skills and analyzing, creating, and presenting learning products based on real experiences. The project-based learning (PjBL) model allows students to work independently or in groups to produce project results from everyday life problems.[18]

Another definition Rifma et al, is that a Project-based learning model is a learning model centered on the process, relatively time-bound, focused on problems, and meaningful learning units by combining concepts from some components, be it knowledge, disciplines, or fields. In project-based learning, learning activities take place collaboratively in heterogeneous groups. Project-based learning can potentially train and increase student learning activities and motivation.[19] In the project-based learning model, students design problems and find solutions. And also according to Arifianto et al, Project-based Learning (PjBL) can stimulate motivation and improve student learning achievement by using problems related to certain subjects in real situations. Effectiveness of learning strategies.[20]

Project-Based Learning (PjBL) begins with an authentic, complex question, problem, or challenge that sparks curiosity and sets students on an inquiry-based exploration. This journey is guided by key elements such as a driving question that ignites interest and a need to know, which fuels the quest for knowledge and skills. Throughout the process, students engage in research, experiments, and creative exploration, honing their critical thinking and problem-solving abilities.[21] PjBL emphasizes 21st-century skills like collaboration and communication, allowing learners to take ownership of their education by making decisions and shaping their learning experiences. Iterative improvement is facilitated through feedback and revision, leading to a publicly presented product showcasing their efforts' culmination. While PjBL frameworks may vary, they typically encompass stages of inquiry, feedback and revision cycles, skill-building, and the creation of meaningful outcomes shared with the wider community.[22]

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[18] Welly Nores Kartadireja, Dadang Anshori, and Dadang Sunendar, "Pemahaman Bahasa Melalui Pengalaman Proyek: Studi Kualitatif Pada Implementasi PjBL Dalam Mata Kuliah Wajib Umum," *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra* 10, no. 1 (2024): 426–38, https://doi.org/10.30605/onoma.v10i1.3293.

[19] Rahimah Ismail, Rifma Rifma, and Yanti Fitria, "Pengembangan Bahan Ajar Tematik Berbasis Model PJBL Di Sekolah Dasar," *Jurnal Basicedu* 5, no. 2 (2021): 958–65, https://doi.org/10.31004/basicedu.v5i2.808.

[20] Muhammad Lukman Arifianto, Iqbal Fathi Izzudin, and Zulfa Azalia Mujahidah, "Designing Advanced-Level Arabic Mass Media Teaching Material: A Project-Based Learning Approach," in *Proceedings of the International Seminar on Language, Education, and Culture (ISoLEC 2022)*, ed. Maria Hidayati et al., vol. 742, Advances in Social Science, Education and Humanities Research (Paris: Atlantis Press SARL, 2023), 267–78, https://doi.org/10.2991/978-2-38476-038-1_30.

[21] Sulaiman Abdul Aziz and Kun Nurachadijat, "Project Based Learning Dalam Meningkatkan Keterampilan Belajar Siswa," *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)* 3, no. 2 (2023): 67–74, https://doi.org/10.54371/jiepp.v3i2.273.

[22] "Project-Based Learning Examples," blog, *Green Ninja* (blog), accessed July 7, 2024, https://web.greenninja.org/blog/project-based-learning-teacher-guide.

Figure 1: A sample framework that includes all the key elements typically included in PjBL.

PjBL has a general syntax in its learning implementation, as explained by Surya et al.[23] The steps of the Project-based learning (PjBL) learning model activities that are generally applied are as follows:

1) Asking questions that are essential or fundamental.
2) Designing the project work/projects that students will make.
3) Arrange the steps for creating a project
4) Conduct regular monitoring of student project development.
5) Conducting assessments of student work results
6) Evaluate the experiences gained by students.

The objective conditions of Arabic language learning in the research location show a supportive classroom environment and students with good abilities in receiving *mufradat* learning materials. Students show high enthusiasm and willingness to participate actively in the learning process. Adequate facilities, such as comfortable classrooms, complete technological devices, and access to various learning resources, support this. The lesson schedule placed in the morning also helps students maximize their concentration and energy to learn Arabic.

Teachers at this school use a communicative and direct teaching method, effectively improving students' Arabic language skills. The communicative method encourages students to interact with each other in Arabic, either through daily conversations or group discussions. The direct method ensures that Arabic is used as the language of instruction in the classroom so that students get used to hearing and using new vocabulary in relevant contexts. Teachers also apply a contextual approach that

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[23] Andita Putri Surya, Stefanus C Relmasira, and Agustina Tyas Asri Hardini, "Penerapan Model Pembelajaran Project Based Learning (PjBL) Untuk Meningkatkan Hasil Belajar Dan Kreatifitas Siswa Kelas III SD Negeri Sidorejo Lor 01 Salatiga," *Jurnal Pesona Dasar* 6, no. 1 (May 3, 2018): 41–54, https://doi.org/10.24815/pear.v6i1.10703.

makes language learning more interesting and meaningful for students.[24]

The learning media used in this school are diverse, including official textbooks, special modules, digital technology such as language learning applications and software, and authentic materials such as news articles and short stories in Arabic. The textbooks and modules have been adjusted to the national curriculum and student needs. At the same time, digital technology and authentic materials vary the method of delivering the material, making learning more dynamic and interesting.

The syllabus is designed comprehensively, covering various aspects of language learning from basic to advanced levels. This syllabus is designed to build language skills gradually, starting from the basic introduction of vocabulary and grammar to more complex and in-depth communication skills. The emphasis on contextual learning allows students to understand and use Arabic in various real situations, while continuous evaluation helps teachers monitor students' progress and learning needs.

The teaching materials include textbooks, supplementary materials, and interactive exercises designed to support the active use of Arabic. Textbooks provide basic structures and study guides, while supplementary materials such as articles and short stories enrich understanding of the culture and context of language use. Interactive written and spoken exercises help students practice new vocabulary and strengthen their ability to use the language actively and confidently.

In the classroom, immersive environments and extracurricular activities focusing on using Arabic are essential. Classes are designed to make students feel comfortable and encouraged to participate actively. Competent and experienced teachers are key to creating a conducive learning environment. In addition, extracurricular activities such as religious, social, and student exchange programs enrich students' learning experiences, ensuring that they not only master Arabic academically but also in their daily lives. These activities provide opportunities for students to apply Arabic in real contexts, strengthening their understanding and language skills.

Using the Project-Based Learning (PjBL) learning model in vocabulary material to improve student learning outcomes in Arabic language learning can be designed through four stages: Planning, Implementation, Observation, and Reflection. The following is an explanation of each stage:

1. Planning

    At this stage, the teacher designs a project relevant to the vocabulary material to be studied. The teacher determines the learning objectives, expected outcomes, and assessment criteria. In addition, the teacher prepares a project implementation schedule, provides the necessary resources (books, digital media, etc.), and creates student work groups. Planning also includes identifying interesting and meaningful topics for students, such as creating a picture dictionary, compiling a presentation on Arabic culture, or developing a simple application for learning vocabulary.

2. Implementation (*Acting*)

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[24] Semaun Al Usman et al., "Strategies for Arabic Learning with a Formal Approach in the Disruption of the 21st Era," *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 7, no. 2 (2023): 175–90, https://doi.org/10.15575/jpba.v7i2.22667.

In the implementation phase, students work in groups to complete their projects. The teacher is a facilitator, providing guidance, support, and feedback throughout the process. Students conduct research, gather information, and work on their projects. They may use various media such as books, the internet, videos, and language apps to support their work. During implementation, students actively use new vocabulary in meaningful contexts, both orally and in writing, which helps reinforce their understanding and use of new vocabulary.

3. Observation

The observation stage involves the teacher monitoring and assessing student progress. The teacher observes the student's work process, active participation, and ability to apply the vocabulary learned. Observations can be done through various means, such as anecdotal notes, checklists, and performance assessments during presentations or group discussions. The teacher can also hold question-and-answer sessions or discussions to evaluate students' understanding of the studied material.

4. Reflection

Students and teachers evaluate the learning outcomes and processes in the reflection stage. Students reflect on their experiences completing the Project, identifying what they have learned, their challenges, and how they overcame them. Teachers collect feedback from students regarding the effectiveness of the Project and the use of the PjBL model. Based on this reflection, teachers can assess the Project's success in achieving learning objectives and make improvements for future PjBL implementation. This reflection is important to ensure that learning is meaningful and sustainable and to improve the teaching strategies used.

Through implementing four stages in the Project-Based Learning model, namely planning, implementation, observation, and reflection, students are expected to improve their mastery of Arabic language vocabulary more effectively and applicatively. The planning stage involves determining goals, expected results, and assessment criteria, preparing a schedule, and providing the necessary resources. In the implementation stage, students work in groups to complete their projects with guidance and support from teachers, using various media to enrich their work. Furthermore, in the observation stage, teachers monitor and assess students' progress through various means, such as anecdotal notes, checklists, and performance assessments. Finally, the reflection stage allows students and teachers to evaluate the learning outcomes and processes, identify successes and challenges faced, and find ways to improve learning strategies in the future. By implementing these four stages, students are expected to not only master Arabic language vocabulary better but also develop critical and collaborative thinking skills, which are very important in the broader context of learning and everyday life.

In cycle I, after being divided into five groups, each group was given a project task: making a wall magazine filled with pictures and Arabic vocabulary. With high enthusiasm and cooperation, each group completed their Project well and correctly. They collected relevant pictures and wrote the appropriate Arabic vocabulary, creating an interesting and informative wall magazine. This Project enriched their Arabic vocabulary

and improved their creative and collaborative skills. The teacher gave enough time for this task, ensuring that each group could complete their Project carefully and with attention to detail.

In cycle II, the teacher gave a project assignment by making a video with animation that demonstrated the vocabulary displayed on the wall magazine. Each group was given enough time to work on this task, and the results showed extraordinary dedication and creativity. The five groups worked together, utilizing various digital tools and applications to create interesting and educational animated videos. They presented Arabic vocabulary in an interactive and easy-to-understand way, demonstrating deep understanding and excellent technical skills. Each video met the established criteria and displayed innovation and clarity in delivering the material. This Project strengthened their mastery of Arabic and enriched the learning experience through technology and creativity.

From the research's implementation, applying the Project Based Learning (PjBL) learning model in learning is quite effective. This has been proven by the increase in learning outcomes using this method for class IX-1 students in each cycle, as described in the research method. The following is a table related to the results obtained in each cycle carried out as follows:

Table 1. Comparison of grades in Cycles 1 and 2

Mark	Frequency			
	Cycle I		Cycle II	
	Pre-test	Post-test	Pre-test	Post-test
100	0	1	1	3
95	0	2	1	1
90	0	2	0	0
85	3	3	4	4
80	3	3	3	6
75	4	1	5	4
70	5	4	2	2
65	2	4	3	1
60	3	1	2	0
≥55	3	2	2	2
Total = 23 students				

From the table presented, data is obtained from student scores in the cycle I pre-test, where 10 students scored≥75. In the cycle I post-test, this number increased to 12 students. For the cycle II pre-test, 14 students scored ≥75, and in the cycle II post-test, 18 students reached this benchmark. Analyzing this data allows us to assess learning completeness using the appropriate formula, which helps calculate the percentage of students who have successfully met the learning objectives. By comparing the results from each cycle, we can see a positive trend in student performance, indicating that instructional strategies may effectively contribute to enhanced understanding and retention of the material. This data-driven approach highlights areas for further improvement and showcases the students' overall progress throughout the cycles, underscoring the importance of continuous assessment in the learning process.

Table 2. Student Learning Completion in Cycles 1 and 2

No	Category	Student Learning Completion			
		Cycle I		Cycle II	
		Pre-test	Post-test	Pre-test	Post-test
1	Completed	43.5%	52%	60%	78%
2	Not Completed	56.5%	48%	40%	22%

From the table presented, the data obtained on student learning completion in cycle I pre-test is 43.5%. In the cycle I post-test, it is 52%. Then, for the cycle II pre-test, it is 60%. In the cycle II post-test, it was 78%, achieving a value of ≥75. The completion percentage has increased, which aligns with the study's objectives. This improvement indicates that the implemented instructional strategies effectively enhance student learning outcomes. The consistent rise in scores from pre-tests to post-tests across both cycles suggests that students are becoming more engaged and are better grasping the material. Moreover, the data reflects the positive impact of the learning interventions, highlighting the importance of continuous assessment and adaptation in teaching methods. These results demonstrate a promising trend toward achieving higher academic performance and indicate the potential for further advancements in student learning processes.

Based on the data obtained, the PjBL learning model can improve student learning outcomes. Overall, the percentage of each item in the pre-test and post-test of student learning outcomes in Cycle II obtained a higher score than Cycle I, and the average score in Cycle II was higher than Cycle I. Applying the project-based learning model invites students to solve problems and find new concepts. Neldi Harianto et al, stated that the application of PjBL greatly supports student creativity.[25]

Improving learning outcomes for students in class IX-1 of SMP Al-Ihsan Cimencrang Bandung on conjecture material. Following research conducted by Nurhadiyati et al., from the results of pre-test and post-test data on experimental and control classes, the influence of PjBL learning models can improve learning outcomes in the classes studied.[26] Then, using this PjBL model also provides students with experience in organizing a project and managing resources such as tools and materials used to complete assigned projects.

In this Project, students must understand and relate lesson concepts to strengthen long-term memory. Learning must make students actively relate concepts related to the material being studied. An active learning process must involve the optimal use of learning media to stimulate student activity. Effective use of learning media requires competent teachers to implement the PjBL model. Teachers play an important role in implementing the curriculum for students. However, competent teachers alone are

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[25] Neldi Harianto, Abdul Mu'id, and Sahrizal Vahlepi, "Implementasi Model Pembelajaran Berbasis Project Based Learning (PJbL) Untuk Meningkatkan Pemahaman Mahasiswa Pada Mata Kuliah Psikolinguistik Di Program Studi Pendidikan Bahasa Arab FKIP Universitas Jambi," *AKADEMIK: Jurnal Mahasiswa Humanis* 4, no. 2 (2024): 362–74, https://doi.org/10.37481/jmh.v4i2.793.

[26] 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 (2020): 327–33, https://doi.org/10.31004/basicedu.v5i1.684.

insufficient; adequate curriculum involvement and facilities are also needed to implement the PjBL learning model effectively because this model requires a balance between educators and learning resources [27].

After implementing this learning model, students will later be directed to create products as the final result of solving the problem. Still, they must also be active in improving the concept or solving existing problems so that the quality of the process and the quality of the learning outcomes can be seen, which can improve student learning outcomes and improve the ability of educators to learn Arabic and adapting and implementing vocabulary used in everyday conversation[28].

Quoting Anggi Nurul Baity and Putri Kholida Faiqoh argues that there are many advantages or superiorities of the Project Learning (PjBL) learning model, including Students becoming active learners, learning becoming more interactive, learning becoming Student-centered or more centered on students, teachers acting as facilitators in learning, develop students' high-level thinking skills, provide students with opportunities to manage their task completion activities and provide students with a deeper understanding of knowledge. [29] In addition to the advantages, PjBL also has disadvantages; as stated by Anis Wahdati Sholekah, the disadvantages or weaknesses are that it takes a lot of time to complete the Project, the amount of equipment that must be prepared, and there is a possibility that students are passive in groups.[30]

CONCLUSION

In conclusion, the research demonstrates that student learning outcomes can be effectively enhanced through the implementation of the Project-based Learning (PjBL) model. This approach encourages student engagement, creativity, and critical thinking, allowing them to actively relate lesson concepts and improve memory retention. By giving students the freedom to create and manage their projects, PjBL fosters responsibility and teamwork, essential skills for the modern workforce. The data shows a positive trend in performance, with an increase in the number of students scoring ≥ 75, from 10 to 12 in Cycle I and from 14 to 18 in Cycle II, as well as improved completion rates—rising from 43.5% to 52% in Cycle I and from 60% to 78% in Cycle II. These findings highlight the success of PjBL in promoting deeper understanding and collaboration among students, underscoring the importance of continuous assessment and adaptive teaching methods for further academic advancement.

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[27] Nabilah Syahirah Azhari et al., "Penerapan Project Based Learning (PjBL) Untuk Meningkatkan Hasil Belajar Siswa Kelas XII IPA 1 SMA N 2 Percut Sei Tuan Pada Materi Gen," *Jurnal PTK Dan Pendidikan* 8, no. 2 (2022): 107–15, https://doi.org/10.18592/ptk.v8i2.6806.

[28] Fathullah Wajdi, "Implementasi Project Based Learning (PBL) Dan Penilaian Autentik Dalam Pembelajaran Drama Indonesia," *Jurnal Pendidikan Bahasa Dan Sastra* 17, no. 1 (2017): 86, https://doi.org/10.17509/bs_jpbsp.v17i1.6960.

[29] Anggi Nurul Baity and Putri Kholida Faiqoh, "Optimizing Arabic Learning for University Students through 4C Skills of 21st Century," *Kilmatuna: Journal Of Arabic Education* 2, no. 2 (2022): 281–92, https://doi.org/10.55352/pba.v2i2.79.

[30] Anis Wahdati Sholekah, "Peningkatan Motivasi Dan Hasil Belajar IPA Materi Pencemaran Lingkungan Melalui Model PjBL Siswa Kelas VII SMPN 9 Salatiga," *Jurnal Pendidikan MIPA* 10, no. 1 (2020): 16–22, https://doi.org/10.37630/jpm.v10i1.260.

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