



PROJECT BASED LEARNING-BASED MAHARAT KALAM LEARNING MODEL TO IMPROVE SPEAKING SKILLS AT IAI MIFTAHUL ULUM LUMAJANG

MODEL PEMBELAJARAN MAHARAH KALAM BERBASIS PROJECT BASED LEARNING UNTUK MENINGKATKAN KETERAMPILAN BERBICARA DI IAI MIFTAHUL ULUM LUMAJANG

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Abstract

Speaking skills (maharah kalam) are one of the important skills in learning Arabic. However, students still face obstacles in developing these skills, especially due to limited vocabulary mastery and opportunities to practice Arabic actively. This research aims to develop a Maharah Kalam learning model based on Project Based Learning (PjBL) and examine its application in improving the speaking skills of Arabic Language Education students at IAI Miftahul Ulum Lumajang. The research uses a Research and Development (R&D) approach with a mixture of quantitative and qualitative methods. Learning development refers to the ADDIE model which includes analysis, design, development, implementation and evaluation. Data collection was carried out through observation, structured interviews, and assessment of the Arabic conversation project. Initial observations and interviews involved six students from semester 2 to semester 6. The research results showed that the learning model was developed through the activities of determining topics, planning projects, preparing schedules, monitoring implementation, presenting results, as well as evaluating and reflecting. This model is realized through the preparation of muhawwarah teaching material modules and the creation of one to two minute Arabic conversation videos. The project assessment shows good results in the aspects of language accuracy and presentation creativity, although the depth of material and accuracy of information still needs to be improved in several project results. Thus, project-based learning has the potential to support more active, creative and contextual maharah kalam learning. Further testing using pretest and posttest results is needed to empirically confirm the effectiveness of the model.

Keywords : Maharah Kalam, Project Based Learning, Speaking Skills, Arabic, Conversation Videos.



Abstrak

Keterampilan berbicara (*maharah kalam*) merupakan salah satu keterampilan penting dalam pembelajaran bahasa Arab. Namun, mahasiswa masih menghadapi kendala dalam mengembangkan keterampilan tersebut, terutama karena keterbatasan penguasaan kosakata dan kesempatan untuk mempraktikkan bahasa Arab secara aktif. Penelitian ini bertujuan untuk mengembangkan model pembelajaran *maharah kalam* berbasis *Project Based Learning* (PjBL) serta mengkaji penerapannya dalam meningkatkan keterampilan berbicara mahasiswa Pendidikan Bahasa Arab di IAI Miftahul Ulum Lumajang. Penelitian menggunakan pendekatan *Research and Development* (R&D) dengan metode campuran kuantitatif dan kualitatif. Pengembangan pembelajaran mengacu pada model ADDIE yang meliputi analisis, desain, pengembangan, implementasi, dan evaluasi. Pengumpulan data dilakukan melalui observasi, wawancara terstruktur, dan penilaian proyek percakapan bahasa Arab. Observasi awal dan wawancara melibatkan enam mahasiswa dari semester 2 hingga semester 6. Hasil penelitian menunjukkan bahwa model pembelajaran dikembangkan melalui kegiatan penentuan topik, perencanaan proyek, penyusunan jadwal, pemantauan pelaksanaan, penyajian hasil, serta evaluasi dan refleksi. Model tersebut diwujudkan melalui penyusunan modul bahan ajar *muhawwarah* dan pembuatan video percakapan bahasa Arab berdurasi satu hingga dua menit. Penilaian proyek menunjukkan hasil yang baik pada aspek ketepatan bahasa dan kreativitas penyajian, meskipun kedalaman materi dan keakuratan informasi masih perlu ditingkatkan pada beberapa hasil proyek. Dengan demikian, pembelajaran berbasis proyek berpotensi mendukung pembelajaran *maharah kalam* yang lebih aktif, kreatif, dan kontekstual. Pengujian lebih lanjut menggunakan hasil pretest dan posttest diperlukan untuk memastikan efektivitas model secara empiris.

Kata Kunci : *Maharah Kalam, Project Based Learning*, Keterampilan Berbicara, Bahasa Arab, Video Percakapan.

1. INTRODUCTION

Language is an important means of communication for conveying and obtaining information. Good language skills enable information to be received accurately, including through speaking skills. In the context of education, Arabic serves not only as a language for understanding religious knowledge but also as a means for studying various scientific fields. Arabic played a crucial role in transmitting the works of Muslim intellectuals, such as those of Al-Ghazali, Ibn Sina, Ibn Miskawaih, and Sibawaihi. Furthermore, Arabic is used in education, scholarship, trade, and international diplomacy. Arabic language proficiency is also crucial for Muslims because the Quran and Hadith, the primary sources of Islamic teachings, are written in Arabic. Therefore, a good understanding of Arabic is essential for a more accurate understanding of their content.

The success of Arabic language learning is inseparable from the role of educators in designing and implementing effective, creative learning that is tailored to students' needs. According to Law of the Republic of Indonesia Number 14 of 2005, teachers are professional educators tasked with educating, teaching, guiding, directing, training, assessing, and evaluating students. Therefore, a learning model is needed that can encourage active student involvement, one of which is through a problem-solving and project-based approach. Project-Based Learning (PjBL) is a learning model that can be used to support active learning and encourage students to produce work individually or in groups.

In Arabic language learning, *maharah al-kalam*, or speaking skills, is one of the main skills that students must master. This skill is a crucial goal in foreign language learning because it is directly related to oral communication skills. *Maharah al-kalam* learning needs to be designed so that students not only understand Arabic rules but also are able to use the language in communication. However, limited vocabulary mastery can hinder the development of speaking skills and impact overall language proficiency.



This issue is a concern in Arabic language learning at the Miftahul Ulum Islamic Institute (IAI) in Lumajang, particularly for students in the Arabic Language Education Study Program. Although students are in a pesantren environment and study Islamic knowledge, including yellow books and nahwu, they still have limited Arabic vocabulary. This situation impacts their ability to develop speaking skills (maharah al-kalam). Therefore, it is necessary to develop a learning model that can help students enrich their vocabulary and improve their oral communication skills through active and directed learning activities.

Based on these issues, this research focuses on the development of a project-based learning model (maharah al-kalam) to improve students' speaking skills at IAI Miftahul Ulum Lumajang. This study aims to understand the development process of this learning model and test its effectiveness in improving Arabic speaking skills. Theoretically, this research is expected to contribute to the development of effective and enjoyable Arabic language learning methods. Practically, the research results are expected to provide alternatives for educators in selecting appropriate learning models to help students understand and use Arabic as a means of communication and information acquisition.

2. RESEARCH METHOD

This study employed a mixed methods approach, categorized as Research and Development (R&D). The research was conducted in two stages: a qualitative stage to develop a Project-Based Learning (PjBL)-based maharah al-kalam learning model, and a quantitative stage to test the model's effectiveness in improving students' Arabic speaking skills. The design used was an explanatory mixed methods design, as explained by Creswell in *Research Design: Qualitative and Quantitative Approaches*. The use of diverse methods allowed for more comprehensive data collection to address the research questions (Wiesma). The development of the learning model adhered to the ADDIE model, which includes five stages: Analysis, Design, Development, Implementation, and Evaluation.

The independent variable in this study was the development of the PjBL-based maharah al-kalam learning model, while the dependent variable was students' oral performance. Oral performance was assessed based on aspects of articulation and diction, intonation and volume, speaking speed, message structure, eye contact and body language, listening and responding skills, and fluency. Meanwhile, control variables included aspects of speaking skills, collaborative learning, the project format used, student characteristics, and the learning environment.

The study population was students in the Arabic Language Education Study Program at IAI Miftahul Ulum Lumajang. The sample was selected using a purposive sampling technique, considering the respondents' suitability for the research objectives. Based on calculations using the Taro Yamane or Slovin formula, a sample of 19 respondents, consisting of fourth-semester students in the Arabic Language Education Study Program, was obtained from a population of 236 students. This sample selection aimed to obtain data on students' maharah al-kalam abilities through the application of the PjBL model.

Data collection was conducted through questionnaires, observations, and documentation, or secondary data sources. Questionnaires were used to obtain information on the research variables, while observations were conducted systematically using a checklist to record relevant behaviors and learning processes. Secondary data were obtained from academic literature, previous research, and available statistical sources. Prior to use, the questionnaire was planned to be tested for validity and reliability. Instrument validity included content validity through expert assessment and construct validity through exploratory factor analysis, while reliability was tested using Cronbach's alpha. The quality of observational data was maintained through observer training, while secondary data was verified based on the reliability of its sources.

Data analysis was conducted through descriptive and inferential analysis. Descriptive analysis was used to describe the data through mean, median, mode, and standard deviation. Furthermore, inferential analysis was used to test differences or relationships according to the research needs, using techniques that could include t-tests, analysis of variance, regression, or chi-square. The results of the



analysis were interpreted by linking them to the research problem formulation and objectives to determine the effectiveness of developing a PjBL-based Maharah al-Kalam learning model in improving students' Arabic speaking skills.

3. RESULT AND DISCUSSION

Developing a Project-Based Learning Model for the Study of Arabic Language

This research aims to develop a Project-Based Learning (PjBL) model for the study of Arabic language to improve the Arabic speaking skills of students at IAI Miftahul Ulum Lumajang. The initial stage of the research involved observing and interviewing six students from the second to sixth semesters of the Arabic Language Education Study Program to determine their Arabic speaking skills. The interviews used five Arabic-language questions related to the students' identities and origins, campus descriptions, leisure activities, hobbies, and opinions on the importance of learning Arabic.



Figure 1 PBA student observations and interviews

Student abilities were assessed using a rubric on a scale of 1–5. A score of 5 indicates excellent ability, characterized by fluency, accurate vocabulary, correct grammar, and natural intonation. A score of 4 indicates good ability with few errors, a score of 3 indicates fair ability with some hesitations and grammatical errors, a score of 2 indicates poor ability with many pauses and limited vocabulary, and a score of 1 indicates an inability to form sentences correctly.

Table 1. Arabic Speaking Skills Assessment Rubric

Skor	Ability Description
5	Very good: Fluent, appropriate vocabulary, correct grammar, natural intonation
4	Good: Fluent with few errors, vocabulary is fairly accurate
3	Fair: Fluent but often hesitant, some grammatical errors
2	Cons: Lots of pauses, limited vocabulary, frequent grammatical errors
1	Very poor: Unable to form sentences correctly

Interview results show that students' speaking abilities vary. Sofia Nururrohman received a total score of 19, Siti Mudmainah 17, Hidayatul Munawwaroh 21, Jamilatus Sholehah 20, Uswatun Hasanah 24, and Wildatul Aluf 24. These scores demonstrate differences in their ability to answer questions, particularly in vocabulary use and sentence structure relevant to the topic.

Table 2. Student Interview Scores

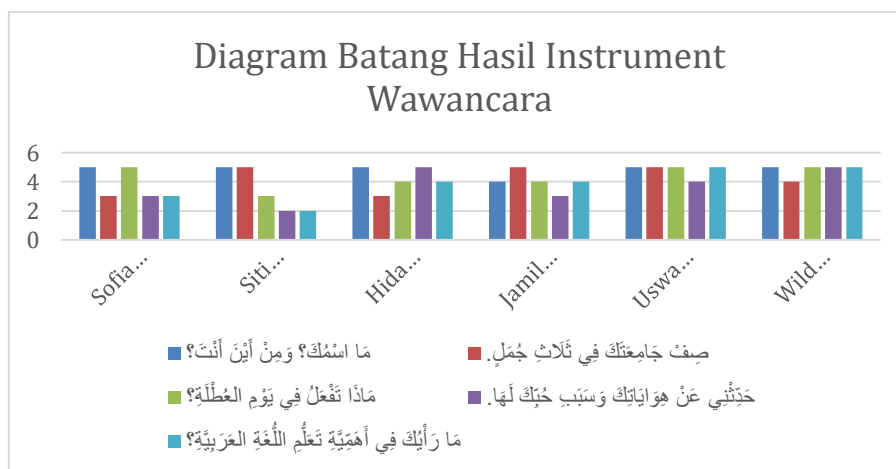
Nama	Pertanyaan	Skor				
		1	2	3	4	5
Sofia Nururrohman	مَا اسْمُكَ؟ وَمِنْ أَيْنَ أَنْتِ؟					√
	صِفْ جَامِعَتَكَ فِي ثَلَاثِ جُمَلٍ.			√		
	مَاذَا تَفْعَلُ فِي يَوْمِ الْعُطْلَةِ؟					√
	حَدِّثِي عَنْ هَوَايَاتِكَ وَسَبِّبِ حُبَّكَ لَهَا.			√		
	مَا رَأَيْكَ فِي أَهَمِّيَّةِ تَعَلُّمِ اللُّغَةِ الْعَرَبِيَّةِ؟			√		
Siti	مَا اسْمُكَ؟ وَمِنْ أَيْنَ أَنْتِ؟					√



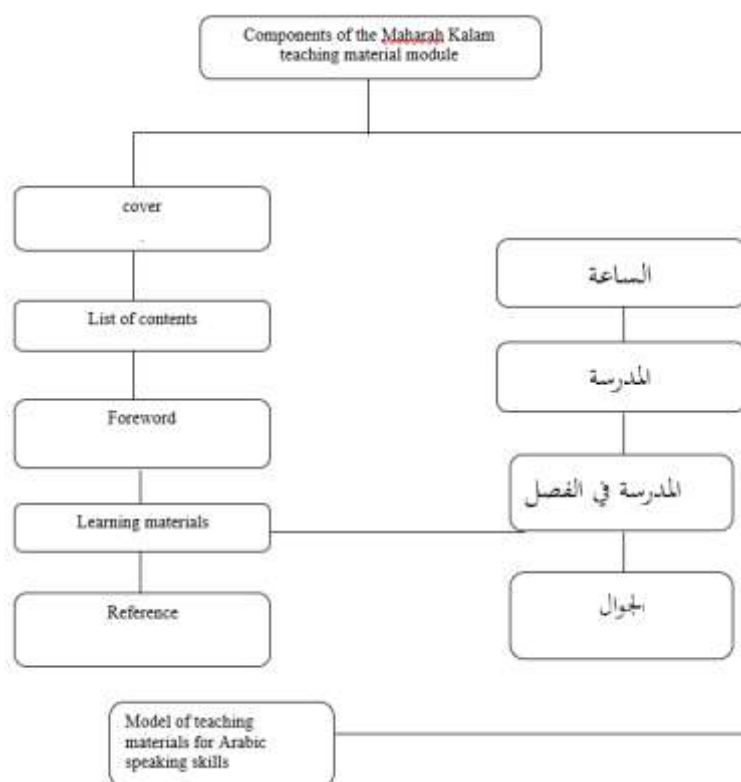
Mudmainah	صِفْ جَامِعَتَكَ فِي ثَلَاثِ جُمَلٍ					✓
	مَاذَا تَفْعَلُ فِي يَوْمِ الْعُطْلَةِ؟			✓		
	حَدِّثْنِي عَنْ هَوَايَاتِكَ وَسَبِّبْ خُبْرَكَ لَهَا		✓			
	مَا رَأَيْكَ فِي أَهَمِّيَّةِ تَعَلُّمِ اللُّغَةِ الْعَرَبِيَّةِ؟		✓			
Hidayatul Munawwaroh	مَا اسْمُكَ؟ وَمِنْ أَيْنَ أَنْتَ؟					✓
	صِفْ جَامِعَتَكَ فِي ثَلَاثِ جُمَلٍ			✓		
	مَاذَا تَفْعَلُ فِي يَوْمِ الْعُطْلَةِ؟				✓	
	حَدِّثْنِي عَنْ هَوَايَاتِكَ وَسَبِّبْ خُبْرَكَ لَهَا					✓
Jamilatus Sholehah	مَا رَأَيْكَ فِي أَهَمِّيَّةِ تَعَلُّمِ اللُّغَةِ الْعَرَبِيَّةِ؟				✓	
	مَا اسْمُكَ؟ وَمِنْ أَيْنَ أَنْتَ؟				✓	
	صِفْ جَامِعَتَكَ فِي ثَلَاثِ جُمَلٍ					✓
	مَاذَا تَفْعَلُ فِي يَوْمِ الْعُطْلَةِ؟				✓	
Uswatun Hasanah	حَدِّثْنِي عَنْ هَوَايَاتِكَ وَسَبِّبْ خُبْرَكَ لَهَا			✓		
	مَا رَأَيْكَ فِي أَهَمِّيَّةِ تَعَلُّمِ اللُّغَةِ الْعَرَبِيَّةِ؟				✓	
	مَا اسْمُكَ؟ وَمِنْ أَيْنَ أَنْتَ؟					✓
	صِفْ جَامِعَتَكَ فِي ثَلَاثِ جُمَلٍ					✓
Wildatul Aluf	مَاذَا تَفْعَلُ فِي يَوْمِ الْعُطْلَةِ؟					✓
	حَدِّثْنِي عَنْ هَوَايَاتِكَ وَسَبِّبْ خُبْرَكَ لَهَا					✓
	مَا رَأَيْكَ فِي أَهَمِّيَّةِ تَعَلُّمِ اللُّغَةِ الْعَرَبِيَّةِ؟					✓
	مَا اسْمُكَ؟ وَمِنْ أَيْنَ أَنْتَ؟					✓

Table 3. Total Score from Initial Interview Results

No	Participant Name	Questions and Scores					Total Score
		مَا اسْمُكَ؟ وَمِنْ أَيْنَ أَنْتَ؟	صِفْ جَامِعَتَكَ فِي ثَلَاثِ جُمَلٍ	مَاذَا تَفْعَلُ فِي يَوْمِ الْعُطْلَةِ؟	حَدِّثْنِي عَنْ هَوَايَاتِكَ وَسَبِّبْ خُبْرَكَ لَهَا	مَا رَأَيْكَ فِي أَهَمِّيَّةِ تَعَلُّمِ اللُّغَةِ الْعَرَبِيَّةِ؟	
1	Sofia Nururrohman	5	3	5	3	3	19
2	Siti Mudmainah	5	5	3	2	2	17
3	Hidayatul Munawwaroh	5	3	4	5	4	21
4	Jamilatus Sholehah	4	5	4	3	4	20
5	Uswatun Hasanah	5	5	5	4	5	24
6	Wildatul Aluf	5	4	5	5	5	24

**Figure 2. Bar Chart of Interview Instrument Results**

Based on these initial findings, researchers developed a learning model for Arabic conversation through Project-Based Learning (PjBL), specifically for muhawwarah (recitation of Arabic) activities. The learning process followed six stages: project determination through topic presentation and problem-solving discussions; planning project completion steps and group formation; developing an implementation schedule; project implementation and monitoring by educators; preparing and presenting project results; and evaluating and reflecting on learning outcomes. These stages were designed to increase student engagement in planning, implementing, and presenting Arabic conversations. As part of the model development, researchers developed a muhawwarah (recitation of Arabic) teaching material module to help students learn and construct simple conversations individually and in groups. The module was also designed to facilitate lecturers' delivery of the material and encourage student motivation and participation in learning.

**Figure 3. Description of the Maharah Kalam Learning Media**



Effectiveness of the Maharah Kalam Learning Model Based on Project-Based Learning

The effectiveness of the model was tested through procedural development research, which included problem identification, data collection and reinforcement, model formulation based on theoretical foundations, model validation, empirical trials, and product refinement based on evaluation results. The trial was designed using a pretest, posttest, and nonequivalent control group design. Initially, students took a pretest, which consisted of oral questions about the muhawwarah material, to determine their initial abilities before using the learning module.



Figure 4. Classroom Atmosphere for the Maharah Kalam Course

After the pretest, students studied the conversation material and selected a topic to practice. Learning activities were supported by Arabic conversation videos as examples of dialogues. Students then worked in groups to construct and practice conversations based on the chosen theme, documenting them in videos lasting approximately one to two minutes. This activity provided students with the opportunity to develop vocabulary, apply language structures appropriately to the context, and practice fluency, creativity, and communication skills. The resulting videos were also used to evaluate students' speaking skills.



Figure 5. Opening of the Conversation Video

**Figure 6. Arabic Recitation Video Model****Figure 7. Arabic Recitation Video Closing**

The video project results were assessed based on six aspects: content suitability, completeness of material, language accuracy, depth of material, creativity of presentation, and accuracy of information. Shely Nailatus Salamah received a score of 8.0 for content suitability, 8.5 for completeness of material, 9.5 for language accuracy, 7.5 for depth of material, 9.5 for creativity of presentation, and 7.5 for accuracy of information. Hidayatul Munawaroh received the same score on all six aspects.

Wildatul Aluf received a score of 8.5 for content suitability, 8.5 for completeness of material, 9.5 for language accuracy, 8.0 for depth of material, 8.5 for creativity of presentation, and 8.0 for accuracy of information. Siti Mudmainah received a score of 8.0 for content suitability, 8.5 for completeness of material, 8.5 for language accuracy, 8.5 for depth of material, 9.0 for creativity of presentation, and 9.5 for information accuracy.

Meanwhile, Uswatun Hasanah received a score of 8.5 for content suitability, 9.0 for completeness of material, 8.0 for language accuracy, 9.0 for depth of material, 8.5 for creativity of presentation, and 7.5 for information accuracy. Sofia Nururrohmah received a score of 8.5 for content suitability, 8.5 for completeness of material, 9.0 for language accuracy, 8.0 for depth of material, 9.0 for creativity of presentation, and 8.5 for information accuracy.

**Table 4 Conversation Video Production Assessment Results**

Shely Nailatus Salamah	
Content suitability	8,0
Completeness of Materials	8,5
Language Accuracy	9,5
Depth of Material	7,5
Presentation Creativity	9,5
Accuracy of Information	7,5
Hidayatul Munawaroh	
Content suitability	8,0
Completeness of Materials	8,5
Language Accuracy	9,5
Depth of Material	7,5
Presentation Creativity	9,5
Accuracy of Information	7,5
Wildatul Aluf	
Content suitability	8,5
Completeness of Materials	8,5
Language Accuracy	9,5
Depth of Material	8,0
Presentation Creativity	8,5
Accuracy of Information	8,0
Content suitability	7,5
Siti Mudmainah	
Content suitability	8,0
Completeness of Materials	8,5
Language Accuracy	8,5
Depth of Material	8,5
Presentation Creativity	9,0
Accuracy of Information	9,5
Uswatun Hasanah	
Content suitability	8,5
Completeness of Materials	9,0
Language Accuracy	8,0
Depth of Material	9,0
Presentation Creativity	8,5
Accuracy of Information	7,5
Sofia Nururrohmah	
Content suitability	8,5
Completeness of Materials	8,5
Language Accuracy	9,0
Depth of Material	8,0
Presentation Creativity	9,0
Accuracy of Information	8,5

In general, the assessment results indicate that students scored relatively high in the aspects of language accuracy and presentation creativity. Siti Mudmainah achieved the highest score for information accuracy, at 9.5, while Sofia Nururrohmah demonstrated relatively consistent results across various assessment aspects. However, the depth of material and accuracy of information still require attention in some project outcomes. These findings suggest that video project activities can be



a means of practicing Arabic language use in communication contexts while simultaneously evaluating the quality of students' conversational presentations.

The implementation of PjBL through module development, conversation practice, group work, and video production provides opportunities for students to actively engage in learning maharah al-kalam. However, to conclude the model's overall effectiveness, project assessment results need to be supplemented with pretest and posttest data, as well as group comparison results if a control group design is implemented.

4. CONCLUSION

The development of a Project-Based Learning (PjBL)-based maharah kalam learning model at IAI Miftahul Ulum Lumajang was undertaken as an effort to address students' challenges in Arabic speaking skills, particularly those related to vocabulary mastery and oral communication practice. This learning model is implemented through six stages: determining a topic or fundamental question, project planning, scheduling, project implementation monitoring, presentation of results, and evaluation and reflection. The model development is also supported by the development of muhawwarah (religious learning) materials modules that can be used by students individually or in groups.

The model is implemented through the production of Arabic conversation videos based on topics selected by the students. This activity provides students with opportunities to practice vocabulary and language structure, construct dialogues, collaborate, and deliver conversations in a more creative and contextual manner. Project assessment results indicate that aspects of language accuracy and presentation creativity have demonstrated positive results for some students. However, the depth of material and accuracy of information still need to be considered to improve the quality of the resulting conversations. Therefore, the PjBL model can be an alternative learning model to support the development of more active and communicative Arabic speaking skills. However, its effectiveness in improving maharah kalam skills empirically still needs to be confirmed through complete presentation and analysis of pretest and posttest results.

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