



PROBLEM-BASED LEARNING (PBL) IN ARABIC OPINION WRITING LEARNING

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ABSTRACT

This research aims to reveal the application of PBL in learning Arabic writing skills at IAI Al-Qodiri Jember. The Arabic writing skill in question is writing opinions in Arabic and applying problem-based learning in learning Arabic opinion writing skills in the fifth-semester Arabic language education program. The approach used in this research is qualitative, with a case study type. Data collection techniques use observation, interviews, and documentation. The data analysis technique uses the Miles and Huberman analysis model, which includes data presentation, reduction, and verification. The data validity technique used in this research is source triangulation, which compares data obtained from field research and primary sources (library). The study results indicate that (1) Planning the PBL approach in Arabic opinion writing learning is to prepare a semester learning plan and select learning materials. (2) Implement the PBL in Arabic opinion writing learning: the first is to convey the learning objectives. Second, divide students into several groups; third, condition students to discuss the problems presented. Fourth, write Arabic opinions and present them in front of the class. Fifth, the lecturer evaluates the results of the discussion. (3) Evaluation of the PBL in Arabic opinion writing learning is in the form of an assessment of knowledge, skills, and attitudes, which includes self-assessment and peer assessment. The implications of this research for Arabic language learning include enhancing the ability to write opinions in Arabic, developing critical thinking skills, fostering collaboration through group discussions, and applying innovative and contextually relevant teaching methods such as PBL. The researcher recommends further research to test the effectiveness of PBL implementation in learning to write opinions in Arabic using various research methods.



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INTRODUCTION

The four abilities of *mahārah al-istimā'*, *mahārah al-kalām*, *mahārah al-qirāah*, and *mahārah al-kitābah* are thought to be essential for learning Arabic. *Mahārah al-kitābah* is the most proficient of the four abilities compared to the other three. (Al Usman et al., 2023). Arabic writing skills are the most challenging material to teach. Because this material is a creative activity closely related to students' ability to express their thoughts, culture, and the results of their interactions with society (Dimiyathi, 2016; Klimova, 2011), this is as conveyed by Pie. Writing is the result of thinking and is often produced from a response to an issue (Pie et al., 2017).

Arabic writing skills are essential for students in everyday life, including sending letters, filling out forms, or making essential agenda notes. According to Hermawan, Arabic writing skills are the ability to express thoughts or describe something, starting from simple aspects such as writing words to compose (Hermawan, 2018). One example of writing an essay is writing an opinion. Explains that an opinion is a person's opinion of something or news. Writing an opinion article with a good and correct structure is to determine the idea, create a title, write an opening paragraph, write the opinion's content, and a closing paragraph (Zawawi, 2021).

Writing opinions in Arabic at IAI Al-Qodiri Jember is taught in the Insha' II course. In meeting the demands of 21st-century competencies, which require students to have 4C skills (creative thinking, critical thinking and problem-solving, communication, and collaboration (Septikasari, R. & Rendy N. F., 2020) then the learning of opinion writing carried out in the PBA Study Program IAI Al-Qodiri Jember, refers to active learning. According to Binti Jasni & Ardiansyah, active learning is a learning activity that leads to optimizing the involvement of students actively in the learning process, both in terms of mental (intellectual and emotional) and physical involvement (Binti Jasni & Ardiansyah, 2020). This learning is also called student-centered learning, namely a learning process that places students as the centre of learning pembelajaran (Usman et al., 2023; Yulianti, E., & Gunawan, 2019; Sofyan, 2016; Aljalahma, 2023).

Regarding the above, Arabic opinion writing learning at IAI Al-Qodiri Jember uses a PBL approach. PBL is a learning approach whose results, teaching, and learning processes are directed at knowledge and solving a problem (Arina et al., 2023). Nurhidayati et al. explain that PBL is learning guided by real problems where students are previously given issues (Nurhidayati et al., 2020). This is conveyed by Mr Hasyim (Interview, July 10, 2024), a lecturer at *Insha' II*, who said that in learning to write opinions, we use a PBL approach. This aims to make students active in learning and trained to analyze problems, solve problems, find solutions, and be able to express them in Arabic opinion writing.

The PBL in Arabic opinion writing learning follows the general PBL syntax, which includes five steps: problem orientation, organizing students to learn, assisting with investigations, developing and presenting work results, and analyzing and evaluating the problem-solving process (Hotimah, 2020). This PBL syntax is applied in the stages of Arabic opinion writing learning, which include initial learning activities, core activities, and closing.

In recent years, research on problem-based learning has continued to be conducted. In language learning, PBL was once conducted by (Ainin, 2017), who analyzed the effectiveness of using PBL in Arabic language research methodology courses. The results of this study indicate that, in general, the implementation of PBL is considered adequate both

in terms of the learning process and learning outcomes. Research by Luthfiana, Elmubarak, and Zukhaira concluded that the PBL learning model can be applied to learning Arabic writing skills (Luthfiana et al., 2019). Meanwhile, Saputri, and Marwiyati, in their research, stated that PBL can improve student learning outcomes (Saputri et al., 2023).

Rinjani, Fitria Eka Putri dan Isnol Khotimah's research showed that the PBL method through student collaboration effectively improved students' Arabic writing skills (Rinjani et al., 2024). Kusrianti and Suharto's research shows that PBL can improve students' ability to write poetry (Kusrianti, A & Suharto, 2019). Hizati et al.'s research shows that PBL can improve students' ability to write explanatory texts (Hizati et al., 2018). Mutma'innah and Hamimi's research showed that the development of GLOWASEA educational media based on PBL effectively trained students' thinking skills (Mutma'innah, F. & Erti H, 2024). Yamin, Slamet, and Anam's research explained that problem-based learning is optimal for improving students' critical thinking in academic writing (Yamin et al., 2023).

In the studies mentioned above, many researchers have used the problem-based learning approach as the focus of their research. The difference distinguishing this study from other studies lies in the subject matter and the subjects that are the focus. This study applies PBL to Arabic opinion writing learning. The main objective of this study is to reveal the planning for implementing PBL in Arabic opinion writing learning, its implementation, and its evaluation. It is hoped that the results of this study can provide new information for readers in implementing PBL in Arabic opinion writing learning at the IAI Al-Qodiri Jember and can be a reference for implementing the PBL approach in learning to write opinions.

This study uses a qualitative approach with a case study type. The data sources in this study are one lecturer of the *Insyah* II course and 10 students of the Arabic Language Education study program. The data collection instrument uses observation, interview, and documentation. Data analysis uses the analysis of Miles and Huberman, which is done through three stages: data reduction, data display, and conclusion.

METHOD

This study uses a qualitative approach with a case study type. This study will present data on applying the problem-based learning approach in Arabic opinion writing learning for fifth-semester students of the Arabic language education program at IAI Al-Qodiri Jember. The framework for writing Arabic opinions consists of an opinion title, an opening paragraph, the content of the opinion, and a closing paragraph.

The research data were obtained through observation, interview, and documentation techniques. Observations were conducted directly by the researcher through observations regarding the planning process of learning activities to write Arabic opinions with the PBL approach, the implementation process, and the assessment process. The interview was conducted to obtain data on the planning of the implementation of PBL in Arabic opinion writing learning, its implementation, and its evaluation. The data sources in this interview were the lecturer of the *Insyah* II course, Mr Hasyim Asy'ari, M.Pd.I., and students of the PBA study program in semester V.

Documentation is needed to complete the data obtained from observations and interviews. The documents needed in this study are learning implementation plan documents of student opinion writing results and other supporting documents. The data sources in this

study are lecturers and semester V students of the PBA study program at IAI Al-Qodiri Jember.

Furthermore, the research process for implementing PBL in learning Arabic opinion writing skills is carried out in the following stages: First, learning Arabic opinion writing using the PBL approach is observed. Second, we interviewed lecturers in charge of *Insyah* II courses and PBA students in semester V about the planning, implementation, and evaluation of PBL in Arabic opinion writing learning. Third, the data obtained is analyzed using the analysis of Miles and Huberman (Miles et al., 2014).

The following are the stages of analysis by Miles and Huberman (Miles et al., 2014), including (1) data reduction carried out by selecting relevant data. This is done by summarizing data from data acquisition regarding planning, implementation process, and assessment of PBL in learning to write opinions in Arabic based on observations, interview results, and documentation, and it can be linked to each other to strengthen each data obtained (2) The presentation of data, specifically data display. The goal is to organize the reduced data. After being reduced, the data was first provided separately. Later, it was all summarized and presented in an easy way for researchers and others to grasp. The form of presentation regarding the description during the learning activity of writing Arabic opinions in the *Insyah* II course in semester V of the PBA Study Program at IAI Al-Qodiri Jember from planning, implementation, and assessment was presented in the form of a narrative and a table of learning activities. (3) Concluding and verifying data. The data was reduced, presented, and analyzed critically based on the facts obtained in the field, and conclusions were drawn. Conclusions were made continuously during the research process. Through continuous verification, a comprehensive conclusion will be obtained.

RESULT AND DISCUSSION

Based on the research results that researchers have collected through interviews, observations, and documentation, there are several findings at IAI Al-Qodiri Jember. This section will discuss the research findings on implementing the PBL in Arabic opinion writing learning, which includes planning, implementation, and evaluation.

Planning a Problem-Based Learning Approach in Arabic Opinions Writing Learning

Based on the research findings, it can be seen that before implementing learning with the Problem-Based Learning learning approach, it is necessary to have prior planning; this Arabic opinion writing learning plan is stated in the semester learning plan for the *Insyah* II course. It contains the final objectives to be achieved, the methods used, learning activities, assessment systems, and, most importantly, the learning materials. Learning materials that use the PBL must contain problems that must occur around the students themselves. This is to the theory developed by Sofyan et al., which explains several criteria in selecting learning materials with the PBL approach: (1) The learning material must contain issues about conflict, which can be sourced from news, video recordings, and others. (2) The material chosen is familiar to students so that each student can follow it well. (3) The material chosen is related to the interests of many people (universal) so that its benefits are felt. (4) The chosen material supports the goals or competencies students must have according to the applicable curriculum. (5) The material chosen interests students, so each student needs to study it. (Sofyan et al., 2017).

Implementation of Problem-Based Learning Approach in Arabic Opinion Writing Learning

Based on the findings of the research conducted, it can be seen that the implementation of the PBL consists of several steps, namely, explaining the learning objectives and dividing groups. Third, guiding students in group activities. Fourth, the results of group discussions will be presented. Finally, the results of student discussions will be evaluated. This finding is to the theory of Sofyan and Komariyah that the steps for implementing the PBL include a) orienting students to the problem, namely the lecturer explaining the learning objectives, explaining and motivating students to be actively involved in solving the selected problem. b) Organizing students to learn: at this stage, the lecturer helps students define and organize learning tasks related to the problem. c) Guiding individual and group investigations, the lecturer encourages students to collect appropriate information and conduct experiments to obtain explanations and solutions to problems. d) By developing and presenting work results, the lecturer helps students plan and prepare appropriate work, such as model reports and sharing assignments with friends. e) Analyzing and evaluating the problem-solving process; at this stage, the lecturer evaluates learning outcomes about the material that has been studied/asks groups to present their work results (Sofyan & Komariah, 2016).

PBL applied in IAI Al-Qodiri Jember has many similarities with the theory. Before starting the new material, the lecturer discusses a little of last week's lesson by asking students to know the memory of the students. After that, the lecturer continued with the next activity, conveying the learning objectives discussed that day.

Before the lecturer delivers the material to be taught, the lecturer first provides a stimulus in the form of questions about how much knowledge the students have about the material to be taught. The finding is that the lecturer should split the students into multiple groups after the introductory activity. Following their division into multiple groups, the students are requested to comprehend the difficulties shown on the PowerPoint. The problems given to the students are real problems that occur around the students. This is explained by (Sofyan et al., 2021; Nafiah et al., 2014; Fikri et al., 2023; Zulkarnain, 2022 & Zahrah; 2016). PBL is a learning concept that helps educators create a learning environment that starts with essential and relevant problems for students and allows them to gain a more realistic learning experience.

The following finding is that, based on the problems presented, the lecturer conditions the students for discussion. Do not forget beforehand the lecturer must convey the rules when discussing. Here, students are required to be active in discussions with groups that have been formed. In this learning, the lecturer acts as a facilitator, and learning is centred on students (Pradipta & Sofyan, 2015).

The following finding, after the discussion is finished and the solution to the problem being solved has been found, is that the students write the results of the discussion in the form of an Arabic opinion. Then, present the opinion piece in front of the class. Meanwhile, other groups provided suggestions and criticism. According to Rosyid, criticizing is a form of activity that evaluates the results of opinion writing (Rosyid, 2020). This is one form of activity carried out in the PBL learning process.

About the above, re-checking the results of opinion writing shows that students can solve problems accurately. In line with De Porter and Hernacki's opinion, students with a

visual learning style have several characteristics, including being careful about details (Mufarihah et al., 2019). This opinion was then supported by Setiana et al., who stated that one of the causes of student errors at the re-checking stage was the lack of accuracy of students when writing conclusions and not re-checking the answers that had been found (Setiana et al., 2021).

The following finding is after the presentation is finished. The lecturer corrects the results of the students' presentations. Then, together with the students, conclude the learning. In the next stage, after the findings of this study are discussed, it can be concluded that the implementation of PBL in Arabic opinion writing learning is based on the existing PBL theory and follows the PBL syntax. Implementing this PBL approach is effective for use in Arabic opinion writing learning. It becomes more effective when various learning media support the learning. This makes students enthusiastic about following lessons and getting real learning experiences through imitation objects (Al-Rafi'i et al., 2024). As De Witte and Rogge (De Witte & Rogge, 2014) argue, PBL significantly positively affects student achievement, motivation, and classroom atmosphere.

Evaluation of the Problem-Based Learning Approach in Writing Arabic Opinions

Based on the results of the research findings, it can be seen that evaluation or assessment in the PBL approach is divided into three assessments, namely, assessment of attitudes, knowledge, and skills (Hasyim, 2021). In addition, self-assessment and peer assessment are also included. According to Fitria & Baroroh, evaluation or assessment in PBL is carried out using self-assessment and peer assessment (Fitria & Baroroh, 2023), and Tune Sumar & Tune Sumar explain that this evaluation activity is one way to control the quality of education (Sumar & Sumar, 2019). Therefore, its existence is essential in education (Hasan, 2020).

Related to the above, based on the researcher's findings of the three assessments in the PBL approach, namely attitude, knowledge, and skills. Of the three assessing different aspects. The assessment of attitudes is the attitude when learning both in and outside the classroom. Knowledge assessment is assessing assignments, tests, homework, and exams. Skill assessment is more on creativity, skills, and mastery of students. This is as stated by Awaluddin Sitorus and Hafni Andriani Harahap in Palennari (Palennari, 2018), who said that the assessment system combines three aspect patterns: knowledge, skills, and attitudes.

In general, it can be concluded that applying the PBL approach in Arabic opinion writing learning that the researcher described above from the planning, implementation, and evaluation runs effectively and according to existing theories. This is as in Ainin's research (Ainin, 2017), which states that, in general, the application of PBL is considered adequate regarding both the learning process and learning outcomes. This is reinforced by the research of Luthfiana, Elmubarak, and Zukhaira (Luthfiana et al., 2019). The assessment results of students' writing skills using the PBL obtained a score of 83.86. This shows that their average score is in the good category.

Meanwhile, Saputri, and Marwiyati, in their research, stated that PBL can improve student learning outcomes (Saputri et al., 2023). Meanwhile, Rinjani and Khotimah stated that the PBL method, through student collaboration, effectively improves students' Arabic writing skills (Rinjani et al., 2024). In their research, Yamin et al. emphasized that PBL is the optimal approach to improve students' critical thinking in academic writing (Yamin et al.,

2023). Nuha & Musyafaah, in their research, explained that PBL learning is more effective if combined with other learning models or with learning media so that students do not feel bored during learning (Nuha & Musyafaah, 2023). On the other hand, (Hidayat, T. & Makhmud S. 2018; Syafe'i, 2018 Hamid et al., 2020) explained that one indicator of the success of implementing PBL learning can be measured through the ability of educators to manage the class.

Discussion

According to the researcher's results, instructors in the *Insha* II course also frequently participate in various training sessions and seminars on the problem-based learning methodology. The lecturer needs to be knowledgeable about various resources, areas of expertise, and abilities, particularly about utilizing the most recent learning models and the problem-based learning approach in the classroom. However, the problem-based learning technique is only used by one instructor when teaching Arabic opinion writing. The primary source of information for this study will be the professor.

Planning a Problem-Based Learning Approach in Arabic Opinion Writing Learning

Based on the research findings, it can be seen that in implementing the Problem-Based Learning approach in Arabic opinion writing learning in semester V of the PBA Study Program at IAI Al-Qodiri Jember, the initial step needed is planning. At this planning stage, the lecturer prepares everything needed to implement Problem-Based Learning in Arabic opinion writing learning. This is as per the results of an interview with Mr Hasyim (Interview, August 25, 2024) as a lecturer for this II course; he said the following :

Before implementing Arabic opinion writing learning, we prepare everything needed for implementing the PBL approach. Among them, we prepare learning devices and media such as PPT, LCD projectors, etc. No less important is that we prepare problems that will later become learning materials in Arabic opinion writing activities. The problems that we prepare for in this learning are related to problems in learning Arabic speaking skills. We address these problems through the PPT media that we display in class.

The interview results above are supported by the results of documentation in the form of a semester learning plan (RPS) that the lecturer has made. In the RPS, the researcher analyzed the RPS. The lecturer's initial steps in this learning planning stage were to formulate and determine the final abilities to be achieved, namely that students can write Arabic opinions based on problems. The problems given to students are real problems related to learning Arabic speaking skills that occur around students. The RPS also contains learning materials like writing Arabic opinions based on problems. In addition, the learning method used is problem-based learning. It also mentions the learning experience, which explains the PBL syntax in Arabic opinion writing learning in detail. The time needed for this learning is two face-to-face meetings or 2 x (2x50 minutes)). The assessment is in the form of observations and the results of writing Arabic opinions based on problems (Documentation, July 16, 2024).

Implementation of Problem-based Learning Approach in Arabic Opinion Writing Learning

The initial stage of implementing the Problem-Based Learning model in learning to write Arabic language papers is to discuss the objectives. Learning. Before starting the new material, the educator discusses a little of last week's lesson and relates it to the material that will be discussed that day, with stimulus so that students respond. After that, the educator continued the next activity, namely presenting the problem, explaining the learning flow, motivating students to find solutions to the problems presented, and asking them to determine the title of the Arabic opinion based on the problem they would write. This is by the explanation given by the lecturer *Insya' II*, Mr Hasyim Asy'ari, M.Pd.I, namely as follows:

The activities we usually do in the early stages of implementing the problem-based learning approach in Arabic opinion writing learning are linking previous learning materials with the material to be learned. Explain the learning objectives, then stimulate them first so students can learn well. Then, we will provide a learning problem for Arabic speaking skills through PowerPoint media. Continued with questions and answers to explore authentic experiences for students in observing the problems presented. (Interview, July 25, 2024).

The above is also reinforced by the results of an interview with a 5th-semester student of the Arabic language education study program named Siti Nur Halizah, namely:

At the beginning of the lesson, the lecturer conveys the learning objectives for that day. Then, the material from the previous meeting will be mentioned and related to the material to be discussed. Then, the students are given problems related to learning Arabic speaking skills, which are displayed via PowerPoint. After that, they are asked to ask questions related to problems that are not clear or not well understood. I feel happy learning using the problem-based learning approach because, in this way, we are trained to think critically and solve problems (Interview, August 27, 2024).

In addition, students' orientation towards problems can also be seen in the observation results. The lecturer gives problems to students by displaying the problems through PowerPoint. The problems given are related to the problem of learning Arabic speaking skills. Then, students are invited to ask questions about problems that are not yet understood (Observation, August 21, 2024).

Based on the results of interviews and observations of learning activities that have been observed, it can be concluded that educators in the initial process of implementing the PBL explain learning objectives present problems. Educators provide opportunities for students to ask questions about what they have seen, listened to, and read about problems that are unclear and not yet understood.

After students' orientation activities towards the problem, the second stage of the Implementation of the Problem-Based Learning Model is dividing students into several groups. Dividing students into small groups and determining the tasks that students must carry out. This is as per the results of an interview with Mr Hasyim Asy'ari, M.Pd.I, as follows:

Grouping students in group learning in the learning process is a non-permanent group. Usually, I randomly divide them into two groups; after that, I ensure each group member understands their

respective tasks and then condition the students for discussion. Do not forget beforehand to convey the rules when discussing. Here, students are required to be active in discussions with groups that have been formed. However, I do not just stay silent but monitor the progress of the discussion (Interview, July 10, 2024).

The data results from the researcher's observations that the second stage of this learning activity carried out by Mr. Hasyim was to divide students into two groups. Students sit with their respective groups. Then, they were asked to discuss the problems that had to be solved and collect data related to them. The problem given by Mr Hasyim was related to the limitations of the methods and strategies used by a lecturer in learning Arabic speaking skills, which makes students bored while studying (Observation, August 21, 2024).

From the explanation above, it can be concluded that the second stage of implementing the Problem-Based Learning model in Arabic opinion writing learning based on problems is to divide students into several groups. Then, ask them to discuss problems related to the limitations of using methods or strategies in learning Arabic speaking skills.

The third stage of implementing the Problem-Based Learning model in Arabic opinion writing learning is to guide students in discussion activities. Educators monitor the discussion and encourage students to collect information related to the cause and effect of the problem and its solution. After that, students are asked to determine the title of the Arabic opinion writing based on the problem they will write. Educators also monitor student involvement in discussions and data collection or materials during the investigation process. This is the results of the interview with Mr. Hasyim, as follows:

In the discussion here, I am only a facilitator; I only guide and provide direction in solving problems. Without my direction, students would be confused about where to start. However, the problems they discuss can usually be found in various sources, either from books, research articles, the internet, or exploring materials in the library. Then, they will be guided to get ideas for solving problems. I guide groups that need help (Interview, August 25, 2024).

The above statement is also reinforced by the results of an interview with a semester V student of the Arabic language education study program named Iqlimah, as follows:

In the third stage of problem-based learning syntax, we were asked by the lecturer to discuss with the group the problems that had been given to us. Then, we were asked to collect data related to the problems, their causes and effects, and their solutions (Interview, August 27, 2024).

This data results from the researcher's observations, where the next step is group discussion. Mr. Hasyim asked students to discuss the causes and effects of using less varied learning methods or strategies for Arabic speaking skills in groups. In addition, they were also asked to find solutions. Students were instructed to see the data from various sources, such as research articles, the internet, books, etc. Furthermore, each group was asked to determine the title of the problem-based opinion writing (Observation, August 21, 2024).

The explanation above confirms that the syntax of guiding individual or group investigations goes well because group discussions are supported by learning facilities for books, research articles, the internet, and libraries. Students actively discuss in groups to

collect information from various sources to find out the cause and effect of the problem and find alternative solutions.

The next stage is the development of presentation and problem-solving. This stage is carried out in writing and publishing activities by asking students to compile an opinion framework based on the problem of writing an opinion consisting of a title, opening paragraph, body paragraph, and closing paragraph. After that, ask students to present it in front of the class. This is the result of an interview with Mr. Hasyim, as follows:

When all groups have finished discussing, I ask each group to write down the discussion results as an Arabic opinion. The opinions written by students consist of a title, opening paragraph, opinion content, and closing paragraph. While writing an Arabic opinion, I control each group and provide direction and assistance when needed. After finishing writing the opinion, Each group appoints one friend to present the results of their writing in front of the class. Then, other groups criticized and made suggestions (Interview, August 25, 2024).

Documents in the form of student opinion writings support this data. In the student's opinion writing above, there are elements in writing a reasonable and correct opinion, namely the title, opening paragraph, opinion content, and closing paragraph. The results of the opinion writings include:

مجموعة ١ : سوجي أسوة حسنة، إيفا موليدة الحسنة، فيري فتح الرحمن

بمساعدة الوسائط المصورة. يمكن للطلاب مناقشة المواد التعليمية من خلال التصورات التي يمكنهم التقاطها من شروحات المعلم من خلال لفهم الخاصة.

خطوات استراتيجية التعبير المصور فيما يلي: (١) يقدم المعلم مادة تركيب شفوية ويشرح القصة من الصور المقدمة. (٢) يجوز للمعلم تعيين الطلاب بشكل فردي أو تجميعهم في عدة مجموعات. (٣) يشارك المعلم عدة صور كوسيلة لسرد القصص. (٤) يطلب المعلم من كل فرد أو مجموعة أن يروي القصة مباشرة حسب الصور المقدمة.

بناء على ذلك، يمكن استخدام استراتيجية التعبير المصور كاستراتيجية بديلة يمكن استخدامها في تعليم الكلام. لأن باستخدام هذه الإستراتيجية، يمارس الطلاب على الفور التحدث باللغة العربية في الفصل الدراسي. يمكنهم كتابة الإنشاء شفهيًا بسرعة بمساعدة وسائط الصور التي أعدها المعلم. وبهذه الاستراتيجية يصبح تعليم الكلام تعلقًا فعالاً ومبتكرًا وممتعًا.

تطبيق استراتيجية التعبير المصور لتنمية مهارة الكلام لدى الطلبة

تعتبر مهارة الكلام مهارة مهمة جدًا في تعليم اللغة العربية. لأن مهارة الكلام هي أداة قابلة للتطبيق تمامًا في اللغة وهي الهدف الأولي للشخص في تعلم اللغة. ومع ذلك، فإن ما يجب الاهتمام به عند تدريس مهارة الكلام (التحدث) للحصول على أقصى قدر من النتائج هو قدرة المعلم على تدريس مهارة الكلام والأساليب المستخدمة. هذان العاملان يسيطران حقًا على نجاح تعليم مهارة الكلام^١.

في تعليم مهارة الكلام، غالبًا ما توجد مشكلات، لغوية وغير لغوية. ويرى جمال الدين^٢ أن المشكلة من الناحية اللغوية تكمن في عدم إتقان المفردات وصعوبة نطق الحروف. وفي الوقت نفسه، من الجوانب غير اللغوية، أي الخلفية التعليمية للمعلم، وعدم فهم المعلم لتعليم اللغة العربية، وعدم وجود دافعية لدى الطلاب، وقلة نشاط الطلاب في الفصل الدراسي، والاستراتيجيات المستخدمة في تعلم مهارات الكلام غير مناسبة والبيئة مناسبة غير داعمة.

هناك استراتيجية واحدة يمكن تطبيقها في تعلم مهارة الكلام، وهي استراتيجية التعبير المصور. هذه الإستراتيجية فعالة جدًا في تحسين قدرات مهارة الكلام لدى الطلاب ويمكن أن تحفز الطلاب على التحدث باللغة العربية بشكل فعال في الفصل الدراسي. تستخدم هذه الإستراتيجية وسائط الصور لتكون بمثابة مرجع للطلاب في التأليف الشفهي استراتيجية التعبير المصور هي طريقة يستخدمها المعلمون من خلال إعداد صور حول موضوع المادة المراد تدريسها. وكما أوضحت رضلية زين الدين في أحمد فؤاد أفندي^٣، فإن استراتيجية التعبير المصور هي استراتيجية تستخدم لتحفيز الطلاب ليكونوا قادرين على تقليد قصة المعلم بسرعة

(Dokumentasi, 29 Agustus 2024)

Figure 1. Teaching material for writing opinions in Arabic

Based on the explanation above, it can be concluded that at this stage, the lecturer helps students prepare the work results in the form of problem-based opinion writing. Lecturers need to control the class situation. There may be passive groups, while others actively develop, present, and solve problems.

¹ Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: PT Remaja Rosdakarya Offset, 2009).

² Jamaludin, *Problematika Pembelajaran Bahasa Dan Sastra* (Yogyakarta: Adicita Karya Nusa, 2003), hlm.9.

³ Ahmad Fuat Efendi, *Metodologi Pengajaran Bahasa Arab* (Malang: misykat Malang, 2005), hlm.189

The final stage of the syntax of implementing the PBL process is analyzing and evaluating the results of student discussions. After all, the groups presented their discussion results. Then, the educator and the students conclude the learning on that day. This is by the data from the interview with Mr. Hasyim, as follows:

After all groups have presented their discussion results, I usually straighten out what has been presented by each group. Then, before I close the lesson, I typically reward the best group, and then I reward those who can conclude the day's learning from beginning to end. Only after that it is closed with greetings (Interview, August 30, 2024).

Evaluation of the Problem-Based Learning in Arabic Opinion Writing Learning

The final stage in implementing the PBL model in learning is evaluation. The details of evaluating the implementation of the PBL in Arabic opinion writing learning are carried out using self-assessment and peer assessment. In addition, the aspects assessed are attitude, knowledge, and skills. This is based on the results of the interview.

As usual, the final stage of all activities is evaluation. Evaluation here is not only intended to provide an assessment but also to provide input, criticism, and constructive suggestions. The assessment that I do is an assessment of attitudes, knowledge, and skills. Attitude assessment through lecturer notes related to active students in class—knowledge assessment by giving Arabic opinion writing assignments based on problems. As for skill assessment, I assess students' ability to master the material when presenting, expressing their opinions, and solving their problems. Then, skills in finding solutions to problems. In addition, there are self-assessments and peer assessments. I ask my students to assess their work and sometimes assess the work of their group members. This evaluation aims for students to evaluate themselves and their friends, and lecturers also know their development (Interview, September 2, 2024).

CONCLUSION

Based on the results of the theoretical review and analysis of research results on the application of the problem-based learning approach to Arabic opinion writing learning, the researcher can conclude the following: (1) Planning the Problem-Based Learning approach to Arabic opinion writing learning is to prepare learning tools in the form of semester learning plans and select learning materials. (2) Implement the Problem-Based Learning approach to Arabic opinion writing learning; the first is to convey learning objectives. Second, divide students into several groups—third, condition students to discuss the problems presented. Fourth, write Arabic opinions based on problems and present them in front of the class. Fifth, the lecturer evaluates the results of the discussion. Then, together with the students, conclude the learning on that day. (3) Evaluation of the PBL to Arabic opinion writing learning based on problems is the assessment of knowledge, skills, and attitudes, which includes self-assessment and peer assessment.

Implementing the Problem-Based Learning model in Arabic opinion writing learning has implications for students' critical thinking skills, namely stimulating students' abilities to analyze problems, synthesize problems, recognize and solve problems, and conclude and evaluate. This study is still relatively simple in terms of its scope because it emphasizes the implementation of the PBL approach by lecturers of the *Insha' II* course. The area that has

not been touched on in this study is testing the effectiveness of PBL implementation in Arabic opinion writing learning with various research methods. The researcher recommends that this be studied further.

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AUTHOR CONTRIBUTIONS STATEMENT

[ER] contributed to the conception and design of the study, performed data collection and analysis, and wrote a manuscript draft. [MH], as a promoter, offered strategic direction of the research, provided theoretical insights into the framework, and helped refine the manuscript for publication. [SS], as promoter II, who guided the research process. [HA] contributed to interpreting the results and reviewing and revising the manuscript critically for important intellectual content. [NIEI] contributed to interpreting the results, critically reviewing and revising the manuscript for important intellectual content. All authors have read and approved the final version of the manuscript.

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