



## ENHANCING CREATIVE ARABIC WRITING COMPETENCE THROUGH PROJECT-BASED LEARNING

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### Article Information

#### Article History:

Received : 5-September-2025  
Revised : 11-December-2025  
Accepted : 17-December-2025  
Published : 31-December-2025

#### Keywords:

Al-Kitabah,  
Arabic language,  
Arabic writing competencies,  
Project-based learning

#### Articles Available Online:



### ABSTRACT

This research investigates the effectiveness of a Project-Based Learning (PBL) model in enhancing Arabic creative writing skills among eighth-grade students at MTs Al-Mukhtariyah Tasikmalaya. Employing a classroom action research design conducted in two cycles, the research integrated systematic planning, implementation, observation, and reflection stages. Students' creative writing performance was assessed using an analytic writing rubric covering idea development, linguistic accuracy, creativity, and text organization. The findings reveal a notable improvement in students' writing competence, as indicated by an increase in the mean score from 59.28 in the first Cycle to 70 in the second Cycle, accompanied by a rise in learning mastery from 52.38% to 71.43%. Beyond quantitative gains, the PBL model fostered higher learner engagement, collaboration, and creative expression in Arabic writing tasks. This research contributes to Arabic language pedagogy by providing empirical evidence of PBL's pedagogical value at the lower secondary level and highlighting its potential as an instructional alternative for developing creative writing skills. In practice, the findings underscore the importance of teacher-designed project activities in facilitating meaningful, student-centered Arabic writing instruction.



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#### How to Cite:

Nugraha, D., Zahra, V. F., Al-Manan, S. A., & Paujiyah, N. (2026). Enhancing Creative Arabic Writing Competence Through Project-Based Learning. *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 9(2), 319–332. <https://doi.org/10.15575/jta.v9i2.51826>

## INTRODUCTION

Arabic writing competence, particularly in creative writing, is an essential component of language mastery in formal education. Writing is not merely a linguistic skill but also a cognitive process that requires learners to organize ideas, construct meaning, and communicate messages effectively in written form. In Arabic language learning, creative writing enables students to express ideas imaginatively while also applying grammatical structures, vocabulary, and discourse patterns accurately. Therefore, mastery of creative writing is regarded as a crucial competency for students, especially in an increasingly interconnected global environment where written communication plays a significant role in academic and social interaction (Septafi, 2021).

Despite its importance, developing creative writing skills in Arabic remains a considerable challenge for many students. In practice, students often struggle to generate ideas, organize written content coherently, and apply Arabic linguistic structures appropriately. These challenges are frequently associated with the predominance of teacher-centered instruction, which limits students' opportunities for active engagement and meaningful language production. As a result, students' writing performance tends to fall short of expected learning outcomes. This condition indicates the need for innovative instructional models that can foster active participation, creativity, and collaborative learning.

One instructional model that has gained increasing attention in language education is Project-Based Learning (PjBL). PjBL emphasizes student-centered learning through the completion of authentic, contextually relevant projects, enabling learners to construct knowledge (Rati et al., 2017) actively. Through project-based activities, students are encouraged not only to understand learning materials conceptually but also to apply them in meaningful tasks. Previous studies have shown that PjBL contributes significantly to the development of higher-order thinking skills, problem-solving ability, collaboration, and learner autonomy. In the context of language learning, this model is particularly relevant because writing activities can be integrated into project outcomes that require creativity and authentic communication.

Several previous studies have examined the effectiveness of PjBL in Arabic language instruction. Ali Mufti (2022) found that implementing PjBL in Arabic teaching effectively promoted higher-order thinking skills (HOTS) and aligned with contemporary educational demands. Similarly, Marinda Noviani (2022) reported that PjBL was an effective instructional approach during the COVID-19 pandemic, as it facilitated the integration of the four major Arabic language skills: listening (*istimā*), speaking (*kalām*), reading (*qirā'ah*), and writing (*kitābah*). Furthermore, Yuriyanto et al. (2023) demonstrated that a project-based learning model supported by the Raptivity platform significantly improved student participation and engagement in Arabic language courses. Beyond Arabic learning, studies in broader language contexts also support the effectiveness of PjBL. Febrianika et al. (2022) found that PjBL significantly enhanced paragraph-writing skills among elementary school students, while Hastang (2019) reported that PjBL improved sentence-structure learning.

Although these studies confirm the potential of PjBL in language education, limited research has specifically addressed its application to improving Arabic creative writing skills at the junior secondary school level, particularly in Islamic educational institutions. Previous studies generally focused on broader language competencies or integrated all four language skills without specifically examining creative writing as a distinct instructional target. This

creates a research gap, as creative writing requires not only linguistic competence but also imagination, originality, and the ability to organize ideas into coherent written discourse. Accordingly, a focused investigation is necessary to understand how PjBL can specifically support the development of Arabic creative writing skills among adolescent learners.

This study seeks to address that gap by examining the implementation of PjBL to improve Arabic creative writing skills among eighth-grade students at MTs Al-Mukhtariyah Tasikmalaya. Unlike prior studies that investigated PjBL in comprehensive Arabic instruction, this research concentrates specifically on creative writing as a targeted learning outcome. By employing classroom action research, the study aims to explore how iterative instructional interventions can improve students' writing performance through project-based activities.

The findings indicate that implementing PjBL positively affected students' creative writing achievement. In the first Cycle, before the intervention was optimized, students achieved an average score of 59.28 and a learning completion rate of 52.38%. Following the implementation of the PjBL strategy in the second Cycle, the average score increased to 70, while the completion rate rose to 71.43%. These findings suggest that PjBL not only improved students' academic performance but also fostered engagement, creativity, and collaborative participation during the learning process.

Nevertheless, this study has several limitations. First, the research was conducted in a single class with a single group of eighth-grade students, which may limit the generalizability of the findings to other educational contexts. Second, the study was conducted over a relatively short period, thereby limiting the ability to assess the long-term impact of PjBL on students' writing development. Despite these limitations, the study provides empirical evidence that PjBL can serve as a promising instructional model for enhancing Arabic creative writing skills and offers practical implications for Arabic language teachers seeking more engaging and student-centered pedagogical approaches.

## METHOD

This study employed a classroom action research (CAR) design to investigate the implementation of instructional intervention in Arabic language learning. Classroom action research was chosen because it enables teachers and researchers to systematically improve instructional practices through iterative cycles of planning, action, observation, and reflection (Kemmis, Stephen, & McTaggart, Robin, 1988). Throughout the study, the researcher was actively involved in all stages of the research process, including planning, implementation, observation, and reflection.

The research was conducted at Madrasah Tsanawiyah Al-Mukhtariyah Tasikmalaya during the 2023/2024 academic year. The participants were 21 eighth-grade students, including 7 males and 14 females. The study was carried out from October 11 to October 18, 2023.

The research procedure was implemented in two cycles. Each Cycle consisted of four stages: planning, action, observation, and reflection, following the action research model proposed by Kemmis, Stephen, and McTaggart, Robin (1988). In the planning stage, the researcher prepared lesson plans, teaching materials, instructional media, and assessment instruments. The action stage involved implementing the instructional strategy during classroom learning activities. During the observation stage, students' learning behaviors,

participation, and classroom interactions were systematically documented. The reflection stage was conducted to evaluate the outcomes of each Cycle and identify areas for improvement. The second Cycle was conducted based on reflections from the first Cycle to address weaknesses identified during the initial implementation (Burns, Anne, 2010).

Data were collected through three instruments: achievement tests, interview guidelines, and observation sheets. The achievement tests were administered to measure students' learning outcomes, while interviews and observations captured students' responses, engagement, and participation throughout the instructional process. The use of multiple instruments was intended to enhance data validity through methodological triangulation (Creswell, John W., & Creswell, J. David, 2018).

Data analysis was conducted using the interactive model developed by Miles, Matthew B., Huberman, A. Michael, and Saldaña, Johnny (2014), which consists of three stages: data reduction, data display, and conclusion drawing. Quantitative test data were analyzed descriptively to determine students' learning achievement across cycles. In contrast, qualitative data from interviews and observations were analyzed to support the interpretation of classroom processes and learning outcomes.

## RESULT AND DISCUSSION

### Result

The researchers and classroom teachers planned two action cycles using material integrated into the curriculum, namely, hobbies (الهواية). The first Cycle was used to deliver material without using a project-based learning model approach. In contrast, the second Cycle was used to deliver material using a project-based learning model and to evaluate it using material taught in previous meetings.

Before starting Cycle I, the researchers conducted a pre-test on October 7, 2023. A total of 21 students participated in this pre-test, comprising 7 male and 14 female students from class VIII at MTs Al-Mukhtariyah.

The creative Arabic writing learning activities for eighth grade at MTs Al-Mukhtariyah consisted of two cycles, each of which is described as follows:

### Cycle I

#### Planning Stage Cycle I

In the first stage of the research, the researchers collaborated with Arabic teachers to plan a series of actions based on initial observations of the learning conditions at MTs Al-Mukhtariyah Tasikmalaya. These actions included developing a Lesson Plan (RPP) focused on lectures, discussions, and exercises, as well as developing learning tools such as teaching materials, learning media, and evaluation tools.

#### Implementation Stage of Cycle I

Based on initial observations of the learning conditions at MTs Al-Mukhtariyah Tasikmalaya, the researchers collaborated with Arabic language teachers to implement a series of actions to improve the creative Arabic writing skills of seventh-grade students. The following is an explanation of the implementation of this plan:

First, a Lesson Plan (RPP) was developed by defining specific, measurable learning objectives aligned with the Arabic language curriculum (Gustiansyah, Sholihah, and Sobri 2021). The researchers and Arabic language teachers worked closely together to formulate

comprehensive and effective learning objectives. This collaboration not only covers teaching aspects but also the development of learning strategies that suit students' needs and the school environment.

The collaboration between researchers and teachers forms a solid foundation for developing effective and efficient learning strategies (Maulana et al., 2023). With clear objectives, relevant materials, engaging learning activities, and appropriate assessment tools, Arabic language learning with a focus on creative writing skills can be optimally implemented to achieve the desired results.

Second, learning tools were developed by compiling teaching materials aligned with the learning objectives and the material to be delivered (Magdalena et al., 2020). These teaching materials included Arabic texts, pictures, and engaging illustrations to help students better understand the material. The researchers and teachers also use various learning media, such as whiteboards, markers, LCD projectors, and videos, to make learning more engaging and interactive. The use of varied learning media is expected to increase student motivation and activity in learning (Magdalena, Fatakhatus Shodikoh, et al. 2021). Objective and transparent evaluation instruments were developed to measure student learning outcomes, including written tests, observation sheets, and pre-designed assessment rubrics.

### Observation Stage of Cycle I

During the learning process, observations were conducted to monitor progress and shortcomings in the implementation of the first Cycle. These observations aimed to see how students responded to the learning methods applied. Several things were observed, including increased student activity in creative writing and improved writing quality. However, one shortcoming was that some students still needed individual assistance to achieve their full potential. This shows that, even though there was an overall improvement, some students still needed special attention.

The observation results also revealed that instructors' ability to facilitate learning and deliver content needed to be enhanced, particularly in explaining ideas and tasks to students. This is necessary to ensure that all students fully comprehend the topic and that no one falls behind in the learning process. Therefore, improvements and adjustments are needed in the teacher's teaching methods to enhance learning effectiveness in cycle 2 (Made Raksa, 2020).

The results of the post-test of Arabic creative writing skills in Cycle I can be seen in Table 1 below;

**Table 1. Post-Test Scores for Arabic Writing Skills Cycle I**

No.	Student Name	Post-Test Score	Remarks
1	Agnie Dewi S	70	Passed
2	Aliza Clara	85	Passed
3	Anisa Kamil	45	Failed
4	Bela Putri Permana	40	Failed
5	Della Dwiyani	70	Passed
6	Erlira Anggra Dewi	80	Passed
7	Faris M. Luthfi	40	Failed
8	Fiorenza Najla Effendi	75	Passed
9	Galang	45	Failed
10	Hasna Putri Syabani	40	Failed

No.	Student Name	Post-Test Score	Remarks
11	Kania Rizqi Agustina	80	Passed
12	M. Afsal Riansyah	50	Failed
13	M. Muzaki	75	Passed
14	M. Raiza	55	Failed
15	M. Zidan	50	Failed
16	Methie Meliyana	45	Failed
17	Nabila Ayu A	65	Passed
18	Nabilah Syakir	70	Passed
19	Nazwa Almaqhvira	80	Passed
20	Nilnal Minah Hamidah	40	Failed
21	Noval Nur Fadilla	55	Failed
Total		1245	
Average		59,28	
Highest Score		80	
Lowest Score		40	
Passed		10	
Failed		11	
Average Passed Score		74 %	
Average Passed Score		46 %	

Source: Islamic Students Book of MTS Al-Durasah

Based on the table above, the results of the second-cycle learning analysis for 21 students show that 11 did not achieve mastery. The first Cycle had the highest score of 80 and the lowest score of 40, with an average score of 59.28 and an average of 75% for those who achieved mastery.

### Reflection Stage of Cycle I

Identifying shortcomings and obstacles in learning involves recognizing that the conventional learning model used in the first Cycle was ineffective in improving students' creative writing skills. This is evident in the evaluation and observation results, which show that some students did not achieve the maximum results in the learning process. To overcome these shortcomings, the proposed improvement plan is to implement a project-based learning model in the second Cycle. The project-based learning model can provide a more active and contextual learning experience for students. Through relevant and engaging projects, students can become more involved in the learning process, develop creative writing skills, and better understand the material (Nugraha, Supriadi, and Firmansyah 2023). Therefore, this improvement aims to enhance learning effectiveness by providing a more meaningful and enjoyable experience for students, while also improving their Arabic creative writing skills.

## Cycle II

### Planning Stage of Cycle II

To address the shortcomings of Cycle I, both in terms of the tests and the learning model that has been implemented, the steps to be taken are as follows: (a) developing a more appropriate and comprehensive learning plan using a project-based learning model, (b) preparing teaching materials for students using PowerPoint, (c) developing questions for group worksheets, (d) preparing assessment sheets for student activities in the learning process, and (e) preparing questions for evaluation.

### Implementation Stage of Cycle II

Based on the created plan, the following are the stages of action implementation in the second Cycle:

First, preparing the Lesson Plan (RPP) involves clarifying more specific, measurable learning objectives for each basic competency. An appropriate project-based learning model is selected according to the material and characteristics of the students. The learning steps are structured and systematic, with appropriate time allocated to each activity. Teaching materials that are engaging and easy for students to understand are compiled using a variety of learning media, such as PowerPoint, videos, and images. Challenging project assignments are designed to encourage students to learn and develop their creativity actively. In addition, objective and transparent assessment instruments are developed to measure student learning outcomes, including student activity assessment sheets and evaluation questions (Magdalena et al., 2021).

Second, learning materials are prepared by developing content aligned with the learning objectives and the selected project-based learning model. Engaging and interactive learning media, such as PowerPoint, videos, and images, are designed to help students better understand the material (Mutaqin, Arbarini, and Semarang, 2023). The tools and materials needed to carry out project assignments, such as paper, pencils, markers, computers, and the internet, are also provided.

Third, learning begins by creating a conducive environment through engaging, interactive activities that stimulate students' interest and motivation. Learning objectives are clearly and measurably explained to students (Yuberti, 2018). The project-based learning model is introduced, and the steps for its implementation are explained. Students are divided into several small heterogeneous groups, taking into account their abilities and interests. Project assignments are distributed to each group and explained clearly. During the project implementation process, guidance and direction are provided to students. Student learning outcomes are evaluated through student activity assessment sheets and evaluation questions.

### Observation Stage of Cycle II

Cycle II observation is conducted by collaborators using instruments prepared by researchers to evaluate learning progress and identify areas for improvement. The progress observed included increased student activity in creative writing and improved writing quality. This indicates that implementing the project-based learning model in the second Cycle had a positive impact on student participation and the quality of their work.

However, some shortcomings were identified, including the need for individual assistance from some students to achieve maximum results. This demonstrates that, despite

overall advancements in learning activities, some students still require special assistance to overcome the hurdles they face in creative writing.

In addition, the observation results also showed an increase in teacher activity. This indicates that teachers' ability to deliver learning material improved in the second Cycle. Thus, student learning activities in the second Cycle showed positive changes, suggesting an increase in overall learning effectiveness.

**Table 2. Post-Test Scores for Arabic Writing Skills in Cycle II**

No.	Student Name	Post-Test Score	Remarks
1	Agnie Dewi S	70	Passed
2	Aliza Clara	85	Passed
3	Anisa Kamil	45	Failed
4	Bela Putri Permana	40	Failed
5	Della Dwiyani	70	Passed
6	Erlira Anggra Dewi	80	Passed
7	Faris M. Luthfi	40	Failed
8	Fiorenza Najla Effendi	75	Passed
9	Galang	45	Failed
10	Hasna Putri Syabani	40	Failed
11	Kania Rizqi Agustina	80	Passed
12	M. Afsal Riansyah	50	Failed
13	M. Muzaki	75	Passed
14	M. Raiza	55	Failed
15	M. Zidan	50	Failed
16	Methie Meliyana	45	Failed
17	Nabila Ayu A	65	Passed
18	Nabilah Syakir	70	Passed
19	Nazwa Almaqhvira	80	Passed
20	Nilnal Minah Hamidah	40	Failed
	L. A		
21	Noval Nur Fadilla	55	Failed
<b>Total</b>		<b>1245</b>	
<b>Average</b>		<b>59,28</b>	
<b>Highest Score</b>		<b>80</b>	
<b>Lowest Score</b>		<b>40</b>	
<b>Passed</b>		<b>10</b>	
<b>Failed</b>		<b>11</b>	
<b>Average Passed Score</b>		<b>74 %</b>	
<b>Average Passed Score</b>		<b>46 %</b>	

According to the presented table, 21 students participated in the second Cycle of study. Only seven students did not meet the mastery level. The second Cycle demonstrated a significant improvement, with the best score reaching 90 and the lowest reaching 45. The overall average score was 70, with students who attained mastery averaging 75%. This

indicates that the post-test in the second Cycle increased by a significantly greater amount than in the previous Cycle. Hence, it can be concluded that eighth-grade students have achieved a level of mastery in creative Arabic writing. This improvement can be attributed to the teacher's consistent efforts to increase student motivation at each meeting. With this strategy, students who initially had low scores in Cycle I improved their scores in Cycle II.

Although the final mastery percentage did not reach 100%, the overall research results showed significant progress. Therefore, the implementation of the Project-Based Learning (PjBL) model has proven to be effective in improving student learning outcomes from Cycle I to Cycle II. This suggests that a more interactive, project-based learning approach can improve student performance (Siswati, 2023).

### Reflection Stage Cycle II

The data revealed in this study provides a clear picture of the level of learning completeness among students in the context of creative Arabic writing through the application of a project-based learning model. Analysis of the average scores in Cycle I and Cycle II illustrates a significant learning journey. In Cycle I, the lowest score was 40, while the highest was 80. Then, in Cycle II, there was a substantial increase, with the lowest score rising to 45 and the highest to 90. This difference reflects the positive impact of the project-based learning model on students' Arabic creative writing skills.

From this comparison, researchers conclude that the project-based learning model is effective in improving students' Arabic creative writing skills. This progress is related to how the project-based learning model encourages students to be more active learners and to develop their creativity (Asni, Vita, and Dadang, 2018). Using a project-based learning model makes students more actively involved in the learning process. They do not just passively receive information; they are also allowed to create works that hone their Arabic creative writing skills. This allows them to understand the concepts taught better and apply them more broadly (Zahara, 2023).

In addition, the project-based learning model also allows students to develop critical thinking, collaboration, and communication skills (Tinenti, 2018). They learn to work in teams, solve problems, and communicate their ideas effectively. All of these factors support students' progress in Arabic creative writing.

### Discussion

The findings of this study demonstrate that Project-Based Learning (PjBL) contributed substantially to improving students' Arabic creative writing skills. This improvement was reflected in both quantitative achievement and qualitative classroom engagement. The increase in students' average scores from 59.28 in the first Cycle to 70 in the second Cycle indicates that project-oriented instruction can support more meaningful language production compared with conventional teacher-centered approaches. These findings align with recent evidence showing that PjBL enhances students' writing performance by creating authentic learning contexts in which learners actively construct ideas and transform them into written products (Lubis & Prihartini, 2024).

A notable aspect of the findings is the increase in learning completion from 52.38% to 71.43%, suggesting that PjBL benefits not only high-performing learners but also broader classroom achievement. In language pedagogy, learning completion reflects students'

attainment of targeted competencies after instructional intervention. The improvement found in this study suggests that project-based activities enabled students to achieve the expected writing outcomes through iterative practice, peer discussion, and contextualized tasks. This aligns with recent research indicating that project-centered learning promotes sustained engagement and measurable gains in writing proficiency because learners are involved in authentic tasks that require drafting, revising, and presenting written outputs (Salsabila & Baroroh, 2024).

The effectiveness of PjBL in this study can be interpreted through the constructivist perspective, which emphasizes that learning occurs when students actively construct knowledge through meaningful experiences. In the context of Arabic creative writing, students were not merely asked to reproduce grammatical structures. Still, they were encouraged to generate original ideas, organize narratives, and present their written projects collaboratively. Such a process is pedagogically significant because writing in a foreign language requires not only linguistic accuracy but also idea generation, organization, and rhetorical awareness. Recent studies confirm that PjBL facilitates these dimensions by integrating inquiry, collaboration, and authentic production into classroom practice (Guo et al., 2023).

Another important finding concerns the role of student collaboration. The implementation of projects created opportunities for learners to discuss ideas, negotiate meaning, and provide peer feedback during the writing process. These collaborative interactions likely contributed to the observed improvement in creative writing performance. Collaborative learning within PjBL has been widely recognized as an effective means of strengthening communication skills and increasing learner autonomy, especially in language classrooms where social interaction supports language acquisition (Chen & Yang, 2022). In this study, students who initially hesitated to express ideas in Arabic became more confident when working in groups, indicating that collaborative scaffolding played an important role in reducing writing anxiety.

The findings also underscore the central role of teachers in the successful implementation of PjBL. Although PjBL emphasizes learner-centered instruction, the teacher remains a crucial facilitator who designs project tasks, provides scaffolding, monitors progress, and ensures alignment between activities and learning objectives. In the present study, the improvement in the second Cycle suggests that reflection-based revisions in teaching strategy were instrumental in optimizing the intervention. This aligns with recent literature showing that teacher facilitation is a determining factor in the effectiveness of PjBL, particularly in foreign language instruction, where students require continuous guidance in managing both content and language demands (Duke et al., 2021).

Furthermore, the study indicates that PjBL positively influenced students' motivation and self-confidence. Students who completed project tasks and achieved higher scores were more willing to participate actively in Arabic writing activities. Motivation is a critical factor in second-language writing, as learners often experience anxiety and low confidence when producing texts in a foreign language. By engaging students in meaningful and tangible projects, PjBL appears to reduce this barrier and foster a sense of achievement. Similar findings have been reported in recent studies, showing that project-oriented instruction increases intrinsic motivation, learner agency, and confidence in writing tasks (Kokotsaki et al., 2023).

From a broader pedagogical perspective, the findings suggest that PjBL is particularly suitable for Arabic writing instruction because it integrates language learning with authentic communication practices. Arabic writing, especially creative writing, requires mastery of vocabulary, grammar, coherence, and creativity simultaneously. Traditional lecture-based instruction may address grammatical competence, but often fails to provide sufficient opportunities for meaningful written expression. PjBL addresses this gap by allowing students to apply linguistic knowledge in producing concrete projects, thereby bridging the gap between theoretical understanding and practical application. This finding strengthens previous research identifying PjBL as a promising pedagogical approach for enhancing writing skills across language-learning contexts (Ali Mufti, 2022; Yurianto et al., 2023).

Nevertheless, the findings should be interpreted cautiously. The study was limited to a single class and a relatively short intervention period, which may limit the generalizability of the results. Future studies should examine the long-term implementation of PjBL across different educational levels and institutional contexts, particularly to determine whether sustained project-based instruction can produce more significant improvements in advanced Arabic writing competencies, such as argumentative and academic writing.

## CONCLUSION

This study demonstrates that implementing Project-Based Learning (PjBL) positively improved Arabic creative writing skills among eighth-grade students at MTs Al-Mukhtariyah Tasikmalaya. The findings revealed a measurable increase in students' learning outcomes, as indicated by the rise in the average score from 59.28 in the first Cycle to 70 in the second Cycle, accompanied by an improvement in learning completeness from 52.38% to 71.43%. These results suggest that integrating project-based activities can enhance students' writing performance more effectively than conventional instructional approaches.

Beyond academic achievement, implementing PjBL fostered greater student engagement, creativity, and collaboration throughout the learning process. The model provided students with opportunities to construct knowledge actively through meaningful tasks, thereby promoting not only linguistic competence but also interpersonal communication and collaborative problem-solving skills. These findings confirm that PjBL can create a more student-centered learning environment that supports both cognitive and social dimensions of language learning.

The study also highlights the critical role of teachers in designing, facilitating, and evaluating project-based instructional activities. Effective implementation of PjBL requires careful planning, appropriate scaffolding, and continuous guidance to ensure that students can achieve the intended learning objectives. Therefore, this study recommends adopting PjBL as an alternative pedagogical approach for Arabic writing instruction, particularly to develop students' creative writing competence.

However, the findings should be interpreted in light of the study's limitations, including its relatively small sample size and the short implementation period. Future research is recommended to involve broader educational contexts and longer intervention periods to examine the sustainability of PjBL's impact on Arabic writing proficiency and other language skills.

## ACKNOWLEDGMENT

The authors would like to express sincere gratitude to the principal, teachers, and students of *MTs Al-Mukhtariyah Tasikmalaya* for their cooperation and participation throughout the research process. Appreciation is also extended to the *Arabic Language Education Department, UIN Sunan Gunung Djati Bandung*, for providing academic guidance and institutional support that enabled this study. The authors are deeply thankful to all individuals who contributed, directly or indirectly, to the successful completion of this research.

## AUTHOR CONTRIBUTIONS STATEMENT

[DN] conceptualized the research framework, supervised the study, and reviewed the manuscript. [VFZ] conducted literature analysis and contributed to data interpretation. [SAA] was responsible for data collection, assisted in methodology refinement, performed data analysis, and compiled the discussion section. [NP] contributed to refining the research design, manuscript writing, and final editing. All authors discussed the results, provided critical feedback, and approved the final version of the manuscript.

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