



USE OF PROJECT-BASED LEARNING MODEL IN ARABIC LANGUAGE LEARNING TO IMPROVE STUDENTS' LISTENING AND READING SKILLS

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ABSTRACT

This study explores the effectiveness of a project-based learning model in Arabic language teaching to improve students' listening and reading skills, aiming to determine if this approach yields better results than traditional methods. A quasi-experimental design with pre-tests and post-tests was conducted with control and experimental groups of Class XI B students. Before the intervention, students' listening and reading skills scored averages of 67 and 66, respectively, indicating moderate proficiency. The project-based approach incorporated information and communication technology topics, finding synonyms, listening to recordings, and watching instructional videos. This approach was designed to make learning more engaging and contextually relevant. After implementing the project-based learning model, students in the experimental group showed significant improvement: listening skills rose to an average score of 81, while reading skills increased to 80. This represented effect sizes of 41% and 45%, respectively, highlighting the model's positive impact on skill enhancement. Integrating project-based learning into Arabic language curricula at the secondary level is recommended to enhance student engagement and comprehension, particularly in complex subjects. Using relevant themes like technology may further contextualize learning and improve outcomes. Future research should investigate this model's long-term impact and adaptability across different proficiency levels and educational contexts, supporting a more engaging and effective approach to Arabic language instruction.

Keywords: Arabic Language Teaching, Listening and Reading Skills, Project-Based Learning

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi efektivitas model pembelajaran berbasis proyek dalam pengajaran bahasa Arab untuk meningkatkan keterampilan mendengarkan dan membaca siswa, dengan tujuan untuk menentukan apakah pendekatan ini menghasilkan hasil yang lebih baik dibandingkan metode tradisional. Desain penelitian kuasi-eksperimental dengan pre-test dan post-test dilakukan pada kelompok kontrol dan eksperimen yang terdiri dari siswa Kelas XI B. Sebelum intervensi, keterampilan mendengarkan dan membaca siswa memiliki skor rata-rata masing-masing 67 dan 66, menunjukkan tingkat kemahiran yang sedang. Pendekatan berbasis proyek ini mencakup topik mengenai teknologi informasi dan komunikasi, dengan aktivitas yang melibatkan pencarian sinonim, mendengarkan rekaman, dan menonton video instruksional. Pendekatan ini dirancang untuk membuat pembelajaran lebih menarik dan relevan secara kontekstual. Setelah penerapan model pembelajaran berbasis proyek, siswa di kelompok eksperimen menunjukkan peningkatan signifikan: keterampilan mendengarkan naik ke skor rata-rata 81, sementara keterampilan membaca

meningkat menjadi 80. Hal ini mewakili ukuran efek sebesar 41% dan 45%, menunjukkan dampak positif model ini pada peningkatan keterampilan. Integrasi pembelajaran berbasis proyek ke dalam kurikulum bahasa Arab di tingkat sekolah menengah disarankan untuk meningkatkan keterlibatan dan pemahaman siswa, terutama pada subjek yang kompleks. Penggunaan tema yang relevan, seperti teknologi, dapat lebih mengkontekstualisasikan pembelajaran dan meningkatkan hasil. Penelitian selanjutnya perlu meneliti dampak jangka panjang dan adaptabilitas model ini di berbagai tingkat kemahiran dan konteks pendidikan, guna mendukung pendekatan pembelajaran bahasa Arab yang lebih efektif dan menarik.

Kata Kunci: Keterampilan Menyimak dan Membaca, Pembelajaran Berbasis Proyek, Pengajaran Bahasa Arab

INTRODUCTION

In language education, fostering listening and reading comprehension is essential for developing well-rounded language skills, particularly in languages like Arabic, with unique phonetic and structural elements (Anggraeni et al., 2023). Traditional methods of teaching Arabic often focus on rote memorization and grammar drills, which, while foundational, may not fully engage students or help them contextualize their language skills (Alkhuli, 2006). To address these limitations, innovative approaches such as the project-based learning (PBL) model are gaining interest (Putry & Muassomah, 2021). PBL, an instructional method centered on active, student-driven learning, promotes skill development through real-world, relevant projects that require collaboration, problem-solving, and critical thinking. (Azhari et al., 2022)

Project-based learning has effectively enhanced student engagement and deepened comprehension across various subjects (Sudjimat et al., 2021; Surya et al., 2018). By applying this model to Arabic language learning, there is potential to make the study of Arabic more dynamic and contextually meaningful, especially in skill areas that are typically challenging, such as listening and reading (Fitrianto, 2024). Listening skills in Arabic are critical due to the language's phonetic diversity, while reading comprehension requires familiarity with vocabulary and contextual usage. (Harun, 2020)

Listening and reading skills are essential language abilities that play a crucial role in students' educational success and their ability to communicate effectively in everyday life and future careers (Lee et al., 2015). Listening skills enable students to comprehend and interpret spoken language, allowing them to express ideas and thoughts clearly (Maulana et al., 2020). Meanwhile, reading skills help students analyze and interpret written information, which is critical for academic and personal growth. However, teaching listening and reading in a foreign language, such as Arabic, often faces challenges, including low engagement and varying skill levels among students, which can inhibit effective learning. Observations at Madrasah Aliyah Miftahul Falah Gedebage reveal that students struggle with basic listening tasks, such as identifying Arabic letters and differentiating similar sounds. Additionally, limited practice opportunities and low confidence levels restrict their ability to develop these skills effectively.

Given these challenges, the project-based learning (PBL) model offers a promising alternative. Project-based learning increases student engagement by involving them in real-world, relevant tasks that promote active and contextual learning. This model could address core difficulties in listening and reading by integrating practical activities, such as presentations, discussions, and text analysis (Fauzan, 2023). However, while PBL shows potential, limited research specifically explores its effectiveness in enhancing listening and reading skills in Arabic at the secondary level. Therefore, this study seeks to fill this gap by investigating how the PBL

approach can improve Arabic language comprehension skills, offering insights into more effective teaching practices that meet students' diverse learning needs.

Previous research highlights key studies on project-based learning (PBL) and its application across various subjects and educational levels. The first study, *The Effect of Project-Based Learning Through Video on Narrative Writing Skills and Collaboration Skills in 5th Grade Elementary School Students* by Eva Walipah, focuses on enhancing narrative writing and collaboration skills among elementary students by using videos as the main learning tool (Walipah, 2020). The second study, *The Effectiveness of STEM-Integrated Project-Based Learning to Improve Creative Thinking Skills and Learning Motivation in Elementary School Students* by Yanuar Akhmad, applies a STEM-integrated PBL approach to boost creative thinking skills and learning motivation in elementary students. Both studies employ experimental or quasi-experimental methods with student participants, though they differ in their focus areas and targeted educational levels (Akhmad, 2020). The third study, *Development of Social Media-Based Learning for Maharah Al-Istima and Al-Kalam Using Instagram at UIN Sultan Thaha Syaifuddin Jambi* by Adelia Dwi Karenina, integrates social media in Arabic language learning, utilizing Instagram to enhance listening and speaking skills among university students, adopting a quasi-experimental approach with a focus on higher education (Karenina, 2022). The fourth study, from the journal article *The Use of Project-Based Learning (PBL) to Improve Student Activity and Learning Outcomes* by Martina Lona Jusita, uses PBL to improve student activity and learning outcomes in general education. Additionally, this research introduces innovative aspects of PBL, especially in Arabic language learning, by demonstrating the benefits of PBL in specialized settings such as Madrasah Aliyah and focusing on enhancing listening and reading skills—language competencies often underexplored in previous studies (Jusita, 2019).

This study examines the effectiveness of the project-based learning model in improving students' listening and reading skills in Arabic. By comparing the outcomes of students taught through PBL with those following traditional methods, this research aims to highlight the benefits of integrating PBL into Arabic curricula. The findings will contribute to the ongoing efforts to develop more engaging and effective instructional practices in Arabic language education.

METHOD

This research employs quantitative and qualitative methods, focusing on collecting and analyzing data through statistical and observational techniques. Quantitative data are gathered from tests administered to selected student samples to assess their listening and reading skills in Arabic before and after implementing the project-based learning (PjBL) model (Musthafa & Hermawan, 2018). Qualitative data come from observations, interviews with teachers and school administrators, and literature reviews. The primary data source includes 11th-grade students of Madrasah Aliyah Miftahul Falah Gedebage Bandung. In contrast, secondary sources include interviews with the principal and Arabic language teachers and books discussing PjBL in Arabic education.

To collect the data, the researcher employed various techniques: observations to understand student performance, interviews with teachers for insight into Arabic language learning, tests to measure skills through pre-and post-tests, and literature reviews to support theoretical frameworks. Observations focused on ongoing activities at the research site to provide a clear understanding of student progress. The tests targeted students from both social studies and science classes to obtain data on learning outcomes. Interviews with teachers supplemented

the test and observation data, and literature reviews provided background information on PBL's effectiveness in language instruction.

Data analysis involves several steps: processing quantitative data in Excel, calculating averages, and measuring weekly improvement using a Likert scale. Statistical analyses include descriptive methods, normality tests, and paired T-tests for normally distributed data or Wilcoxon tests if normality is unmet. Homogeneity tests and independent T-tests (or Mann-Whitney tests for non-normal data) are used to compare groups. The study concludes with a normality test using SPSS software to ensure data reliability and to guide further analysis. These analytical steps allow the researcher to determine the effectiveness of the PBL model in enhancing students' Arabic language skills.

RESULTS AND DISCUSSION

Project-Based Learning Model in Arabic Language Learning

The Project-Based Learning (PBL) model offers a dynamic approach to language acquisition by engaging students in projects that actively apply language skills in real-world scenarios (Arifrabhani et al., 2023). In Arabic language learning, this model encourages students to immerse themselves in practical, context-driven tasks, which helps them develop a deeper understanding of the language's unique structure and cultural nuances (Rufaiqoh et al., 2024). PBL moves away from rote memorization of vocabulary and grammar rules, emphasizing the process of exploration, inquiry, and collaboration among students instead. This approach is particularly valuable for Arabic, as it can often be perceived as challenging due to its distinct script, phonetic structure, and grammatical complexity (Hamid et al., 2020). Through PBL, students become active participants in their learning journey, making Arabic more accessible and engaging.

In Arabic, PBL can take the form of various projects, such as creating multimedia presentations on Arabic-speaking cultures, drafting dialogues for real-life situations, or collaborating on story-telling projects that allow students to utilize both written and spoken Arabic (Fitria & Abidin, 2023; Nurhidayati et al., 2020). By working on projects with tangible outcomes, students can practice vocabulary, grammar, and pronunciation within a meaningful context. This experiential learning approach not only aids in the retention of language skills but also promotes confidence in using Arabic for practical communication. Additionally, the collaborative nature of PBL enhances social and communication skills as students work together, learn from each other, and support each other's language development.

Project-Based Learning in Listening and Reading Arabic Skills

PBL is highly effective in developing specific language skills, such as listening and reading, which are foundational for mastering Arabic. For listening skills, PBL can involve projects that require students to listen to and analyze Arabic audio resources, such as interviews, news reports, or recorded conversations (Ajizah & Jauhari, 2023). For instance, a project might involve creating a summary or a presentation based on Arabic podcasts or recorded dialogues, helping students to train their ears to recognize vocabulary, intonation, and cultural expressions unique to the language. This project strengthens listening comprehension and encourages active engagement with authentic Arabic content, making learning more relevant and impactful (Assaf, 2018).

For reading skills, PBL can include reading Arabic short stories, articles, or poetry and then collaborating to create interpretations, summaries, or visual storyboards (Rahmah et al., 2024). Projects might also involve researching a topic in Arabic, synthesizing information from various

texts, and presenting findings to classmates. This process encourages students to build vocabulary, understand syntax, and enhance their ability to interpret different forms of written Arabic. Students are more motivated to engage deeply with texts by situating reading within meaningful projects, enhancing comprehension and critical thinking (Binti Jasni & Ardiansyah, 2020).

Incorporating PBL for listening and reading skills in Arabic is particularly beneficial as it provides a holistic learning experience. By focusing on real-world projects, students practice their skills and connect language learning with cultural understanding, making Arabic not just a subject of study but a bridge to exploring the richness of Arabic-speaking communities (Sari & Syarofah, 2023).

This study aimed to measure the effectiveness of the Project-Based Learning (PBL) model in improving students' listening and reading skills in Arabic language learning. Quantitative data from the pre-test and post-test results showed a significant improvement in students' listening and reading abilities after implementing the PBL model. The pre-test results revealed that most students struggled with understanding spoken and written Arabic, particularly recognizing new vocabulary and sentence structures. However, post-test results after implementing PBL indicated improved both skills, with most students demonstrating better comprehension of the material and responding to Arabic instructions more accurately.

Qualitative data from observations and interviews support these quantitative findings, indicating that students felt more engaged and motivated through the PBL method. They reported that the assigned projects helped them better understand the context of language use, contributing to their enhanced listening and reading skills. For example, students working on projects like conversational scenarios or reading story excerpts noted an improvement in their ability to understand and respond to Arabic texts and dialogues more naturally. Additionally, interviews with teachers highlighted that the PBL approach enabled students to learn more actively and collaboratively, helping them become more familiar with Arabic vocabulary and structures in practical contexts.

Overall, the study supports the effectiveness of the PBL model in enhancing students' Arabic listening and reading skills. Challenges encountered in implementing this model mainly related to time constraints for completing projects and the difficulty level of the material, which required more intensive guidance from teachers. However, with adjustments to the duration and complexity of projects, the PBL model can be effectively applied to achieve Arabic language learning objectives.

Students Listening Skills Using the Project-Based Learning Model in Arabic Language Learning

Applying the Project-Based Learning (PBL) model in Arabic language learning has improved students' listening skills. In the initial pre-test, the experimental class (Class XI B), which had yet to implement the PBL model, scored an average of 67 for Arabic listening skills, interpreted as fair. Similarly, the control class (Class XI-A), which followed traditional learning methods, had an average pre-test score of 64, which was also deemed fair. This baseline indicates that both classes began at a similar level regarding listening proficiency.

After introducing the PBL model in the experimental class, post-test results showed substantial improvement. The average listening score in Class XI B increased from 67 to 81, a score categorized as very good. This suggests that the project-based approach allowed students to engage more deeply with the language, enhancing their ability to listen, comprehend, and

respond to Arabic audio content. In comparison, the control class, which did not receive PBL-based instruction, increased its post-test score to 71 and was classified as good. Although there was progress in both classes, the more significant improvement in the experimental class underscores the added value of PBL in fostering listening skills in Arabic.

Furthermore, statistical analysis supports the effectiveness of the PBL model in this context. A significance value of 0.000, less than 0.05, was found in the experimental class, indicating a statistically significant difference between pre-test and post-test scores. Additionally, t-test results (with t-calculated exceeding t-table values) confirm that improving listening skills in the experimental class is meaningful. The PBL model, through immersive projects, likely encouraged students to engage with listening materials more frequently and meaningfully, thereby boosting their overall comprehension.

The questionnaire data further supports these findings. The experimental class, having used the PBL model, reported an average score of 41%, which, although indicating a less effective interpretation, still suggests a greater engagement than the control class, which scored 20% and was rated as ineffective. These findings indicate that while the PBL model had room for improvement in full engagement, it was significantly more effective than traditional methods. In conclusion, the PBL model demonstrates clear potential in enhancing students' listening skills in Arabic, offering a practical approach that could be further refined and expanded for broader language learning objectives.

Students Listening and Reading Skills Using the Project-Based Learning Model in Arabic Language Learning

Implementing the Project-Based Learning (PBL) model in Arabic language learning affected students' listening and reading skills. In the experimental class (Class XI B), before using the PBL model, the average listening skills score from the pre-test was 67, which falls under the fair category. In the control class (Class XI-A), focusing on reading skills, the pre-test results showed an average score of 64, which was also interpreted as fair. These baseline scores indicate that, initially, both classes exhibited a moderate level of competence in listening and reading Arabic, suggesting that there was potential for improvement in both skills.

After applying the PBL model in the experimental class, post-test results demonstrated a significant improvement in listening skills, with the average score rising to 81, which is interpreted as very good. In contrast, the control class, which continued with traditional teaching methods, achieved a post-test average of 71 for reading skills, categorized as good. Although both groups progressed, the experimental class using the PBL model exhibited a more marked improvement, particularly in listening skills. This disparity suggests that PBL may have been more effective in engaging students and enhancing comprehension through active, project-oriented learning.

The statistical analysis supports these findings, with the significance value for listening skills in the experimental class being 0.000, well below the 0.05 threshold. This result confirms that the PBL model produced a significant difference between the pre-test and post-test results for listening and reading skills, particularly highlighting its effectiveness in the experimental group. The data suggests that the project-based approach is highly beneficial in Arabic language learning, especially for listening skills, as it likely provides a more immersive and interactive learning experience than traditional methods.

Skill	Class	Pre-Test Average Score	Post-Test Average Score	Interpretation	Significance Value
Listening	Experimental (XI B)	67	81	Fair → Very Good	0.000
Reading	Control (XI A)	64	71	Fair → Good	-

Notes:

Experimental Class (XI B):

Used the Project-Based Learning (PBL) model for listening skills.

Control Class (XI-A):

Followed traditional methods for reading skills.

Significance Value:

A significance level of 0.000 for the experimental class indicates a statistically significant improvement in listening skills using the PBL model.

Improvement in Students' Listening and Reading Skills Using the Project-Based Learning Model in Arabic Language Learning

Applying the project-based learning (PBL) model in Arabic language learning demonstrated notable improvements in listening and reading skills, especially in the experimental class. For listening skills, students in the experimental class exhibited an improvement score of 0.4 with an effect size of 41%, which is interpreted as fair. By comparison, the control class, which did not use the PBL model, showed a smaller improvement score of 0.2 with an effect size of 20%, interpreted as low. These results suggest that the PBL model has a stronger positive impact on developing listening skills than traditional teaching methods used in the control class.

Similarly, in reading skills, the experimental class using the PBL model showed an improvement score of 0.4 and an effect size of 45%, again interpreted as fair. The control class, however, showed an improvement of only 0.2 with an effect size of 16%, considered low. This disparity in improvement rates between the two classes further reinforces the effectiveness of the PBL model, indicating that it is beneficial for listening and reading skills in Arabic. By providing an engaging and interactive learning environment, the PBL model appears to help students enhance their comprehension abilities more effectively than conventional methods.

Table of Improvement in Listening and Reading Skills

Skill	Class	Improvement Score	Effect Size (%)	Interpretation
Listening	Experimental (XI B)	0.4	41%	Fair
Listening	Control (XI A)	0.2	20%	Low
Reading	Experimental (XI B)	0.4	45%	Fair
Reading	Control (XI A)	0.2	16%	Low

This table highlights that the project-based learning model improved listening and reading skills in the experimental class more than in the control class. The larger effect sizes in the experimental group confirm that the PBL approach is more effective for Arabic language skill development.

Discussion

The findings of this study highlight the significant impact of the Project-Based Learning (PBL) model on students' Arabic language skills, particularly in listening and reading. The PBL model's structure emphasizes active learning through projects that simulate real-life applications and engage students more deeply than traditional methods. By moving away from a rote memorization approach and encouraging experiential learning, PBL facilitates an environment where students feel more connected to the language, promoting comprehension and retention. This method is particularly beneficial for languages like Arabic, which may seem challenging due to its unique script and grammar. The experimental class's significant score improvement indicates that PBL effectively supports students in mastering these complex language components.

In examining listening skills, PBL projects such as analyzing Arabic podcasts, news reports, or conversational dialogues helped students focus on Arabic sounds, expressions, and intonations in real-world contexts. The post-test results in the experimental class increased from 67 to 81, with a high significance value of 0.000. This outcome implies that PBL improves listening comprehension and enhances students' confidence in understanding spoken Arabic. Students in the experimental class could engage with the language meaningfully, developing skills to process and respond to Arabic auditory content more effectively than those in the control class, who used traditional instruction.

Similarly, for reading skills, the PBL approach involving projects like story interpretation, summarizing Arabic texts, or presenting research findings yielded better engagement and comprehension. The experimental class's improvement in reading skills, as seen in the post-test results, suggests that students learned vocabulary, syntax, and critical analysis skills effectively through these projects. By placing reading tasks within practical, project-based settings, students could interpret written Arabic in a way that connected to broader cultural or contextual understanding, which enhanced their retention and enjoyment of the language.

Quantitative data from pre-tests and post-tests reinforce these findings, while qualitative feedback from observations and interviews provides further insight into the students' positive reception of PBL. Teachers noted that the model encouraged student collaboration and active participation, promoting a learning environment where students felt supported in their Arabic language journey. Interviews with students also indicated that PBL projects helped them view Arabic as a functional, approachable language rather than a purely academic subject. As a result, the PBL model fostered an effective and enjoyable learning community, which is crucial for language acquisition.

The study also acknowledges certain challenges, such as time constraints for completing projects and the need for teacher guidance. The complexity of the Arabic language may require teachers to closely support students through each phase of the project to ensure comprehension and provide feedback. However, these challenges can be mitigated by adjusting project duration and content complexity, allowing for a more feasible and impactful implementation of PBL. The study concludes that, despite these limitations, the PBL model is a highly effective method for improving Arabic listening and reading skills, as it fosters both linguistic skills and a cultural appreciation for the language.

CONCLUSION

In conclusion, the experimental class (XI B) had an average listening score of 67 (fair interpretation), while the control class (XI C) had an average score of 64 (low interpretation). In reading skills, the experimental class scored an average of 66 (fair interpretation), whereas the control class scored 70 (good interpretation). The project-based learning activities included teaching difficult vocabulary related to technology, listening to an audio lesson, and practising pronunciation together, followed by a pre-test and post-test evaluation. Additionally, students were divided into groups for a sentence memorization project, with three students acting as tutors to assess memorization.

After applying the project-based learning model, the experimental class showed a significant improvement in listening skills, with an average score of 81 (very good interpretation). In contrast, the control class improved to 71 (good interpretation). In reading skills, the experimental class improved to an average score of 80 (very good interpretation), whereas the control class improved to 76 (good interpretation). The experimental class showed a 40% improvement in listening skills, while the control class improved by 20%. For reading skills, the experimental class improved by 45%, while the control class showed a 16% increase. The project-based learning model significantly improves students' listening and reading abilities.

This study had several limitations, including a small sample size with only two classes, which may not fully represent the broader student population, and its focus on a specific educational context, limiting generalizability. The research was also limited to assessing listening and reading skills without considering other aspects of language learning, such as speaking and writing. Additionally, the short duration of the intervention may not have allowed for an in-depth evaluation of the long-term effects of project-based learning. For future research, it would be beneficial to explore the impact of project-based learning on a wider range of language skills, use larger and more diverse samples, and investigate the long-term effects on language development. Furthermore, examining the challenges teachers face when implementing project-based learning and identifying ways to address them could help improve the learning experience for students in different educational settings.

AUTHOR CONTRIBUTIONS STATEMENT

[HJS] and [SMA] contributed equally to this study. [HJS] conceptualised the research, conducted the experiments, and analysed the data. [SMA] contributed to the methodology development, data interpretation, and manuscript writing. Both authors reviewed and approved the final version of the manuscript.

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