Arabic Learning Implementation of PjBL-Based E-Learning in the Islamic Education Study Program of the State University of Jakarta

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A R T I C L E   I N F O

A B S T R A C T

The Project Based Learning (PjBL) model can move learning activities that not only stop at the level of understanding and implementation but also at the levels of analysis, evaluation and creation. The study aims to reveal the PjBL model as an offer of the Arabic learning model in Indonesia; most still use the classical learning model, resulting in incomplete Arabic language learning outcomes. The presence of e-learning technology has made the PjBL model even better. This research uses qualitative research with phenomenological methods in the Islamic Religion education program of the State University of Jakarta. The results revealed that implementations of PjBL-Blended should be prepared with maturity, such as lesson plans, textbooks and media that can facilitate learning inside and outside the classroom, leading to self-learning and group learning, thus giving them an overview of comprehensive thinking from the understanding level to the creation level.

1. INTRODUCTION

Project Based Learning (PjBL) is one of the learning methods that is assumed to meet the needs of 21st-century society, thinking that the primary goal of learning is to be able to connect what happens in school and real life (Kim, 2021). PjBL directs learning not only on the concept of material in the classroom as it is traditionally but on the meaning of the material itself that can be implemented in everyday life; therefore, PjBL is working on how learning in the classroom becomes united with the environment.

Arabic learning in Indonesia generally still uses traditional methods where learning is centred on the teacher with the method of grammar and translation (Khambali, 2018), so the results of learning the Arabic language in Indonesia to this day did not reach the goal of language usage fully communicative functionally but to understand the Scriptures which although the definition of language according to Ibnu Jinny and also followed by modern linguists is the sounds used by each race to express their intentions and purposes (Daod, 2001; Richards, 2006; Sauri, 2020). In order to overcome this gap, the implementation of PjBL is critical.

Currently, educational institutions in the world (Mohamad & Tamer, 2021) direct learning to use PJBL methods in the classroom, not to mention the Ministry of Education and Culture (Hamidah, 2019) the one that oversees educational institutions in Indonesia by publishing an independent curriculum which directs learning to be student-centred and one of the methods is using PjBL. Implementing PJBL requires mature planning so that learning activities remain focused on specific learning achievements. Surveillance can pay attention to needs analysis and environmental analysis, taking note of the learning objectives, materials, learning experiences, and evaluations used (Mohanasundaram, 2018; Stone, 1985; Utami, 2020). This mature planning must be realized in the textbook so that the micro-usage of each teaching material leading to macro learning access can be manifested in a final project in which the activity of this learning model is carried out inside and outside the classroom.

PjBL is a comprehensive learning model that involves students in an organized and cooperative manner and is contextual with various complex activities such as students freely exploring, planning their learning activities, carrying out projects collaboratively, and producing a product (Harun, 2020; Muid et al., 2022) so that learning activities direct students to use all their thinking abilities from the level of understanding, applying, analyzing, evaluating to creating (Hamidah et al., 2020; Sanusi et al., 2020). Organized and cooperative in a sense, according to Moursund (2007), PjBL is an individual or group activity that takes place over a certain period, resulting in a product, presentation, or performance (Rahardjanto et al., 2019), so in this way increasing enthusiasm, self-confidence, creativity, independent learning, and collaborative learning skills.

The term "Project" in PjBL is not always identical to the material product of science and technology learning, but more than that, namely investigative research, problem-based learning, and project approaches (Djordjevic & Blagojevic, 2017). These terms express many of the same features as PjBL: experiential learning, negotiated meaning and experience, research and investigation, problem-solving, and projects (Mohamad & Tamer, 2021). The

CEFR, in its book, gives examples of language projects that a language learner must be able to express in a variety of conditions, one of which is when he wants to stay in a hotel on vacation and is ready to communicate with various possibilities if he encounters various obstacles, for example, complains with existing facilities, price changes suddenly due to the holiday season, beware of the possibility of fraud, then ended with a holiday beauty story. At the same time, Seameo exemplifies that the language project product is making a drama (Goullier, 2007).

Nowadays, almost all aspects of life are assisted by technology, including learning activities (Gil, 2015). In the 21st century, there has been a shift from the traditional face-to-face education system to an online-based education system or e-learning (Al-Kindi et al., 2017); even online learning is considered prestigious (Yaumi, 2018). E-learning makes learning and educational practices student-centred, offering new, more flexible learning methods.

Currently, many online learning software or platforms have been created that can be installed on websites that provide features that support online learning activities. According to Pireva et al. (2016) this software or platform is called LMS or MOOC. Online learning platforms, both open source such as Moodle, Sakai, ATutor, Claroline, MyGuru2, and MyLMS and paid ones such as Blackboard, SuccessFactors, SumTotal, Litmos, Angle learning, Geo learning, Cornerstone and Connect Edu (Kasim & Khalid, 2016) are LMS that can be used as a MOOC, this depends on the pedagogy or use. As Gallagher argues that an LMS is a web-based platform that allows instructors to plan, evaluate, automate administration, report training events, and implement learning processes (Veluvali & Surisetti, 2022); then if the principles of the LMS are geared towards massive and open learning, LMS becomes MOOC.

Research on language learning using the PJBL method is still minimal because PjBL is generally used for learning such as Mathematics, science and social sciences where to do projects, students engage in discussions in their mother tongue while doing projects in the target language, often a distraction (Tavares & Potter, 2018). However, several recent studies have revealed that using the PjBL learning model can improve language skills, such as speaking and writing. Sauri et al. (2020) reported that implementing PjBL increased high-level thinking abilities (HOTS) (Mufti, 2022; Wati & Zainurrakhmah, 2022). Meanwhile, PjBL, combined with an online system and a hybrid-based PjBL, significantly improves learning outcomes.

As for online technology platforms that are spread throughout the world today, Khrabrova et al. (2022) noted that 50 platforms are most frequently used in several different regions of the world, for example in East Asia and Russia using Moodle (Liu et al., 2020), in the Middle East or West Asia region they use blackboard (Mansour, 2021), in the Americas the use is more varied, namely Google Classroom, Microsoft Teams, Blackboard, while in Indonesia they generally use Moodle and Google Classroom (Amri & Muhadjir, 2022; Setiadi et al., 2021).

The novelty element of previous research in this research is that the author reveals how PjBL is implemented in e-learning-based Arabic language learning using Moodle in the Islamic Education study program at Jakarta State University.

2. METHODS

This study is a descriptive study of analysis that provides an overview of a symptom or phenomenon. The research uses a qualitative approach to document and library analysis, with data sources obtained from educational institution documents that regulate learning activities in the institution. Besides, the researchers are also part of the research source. In qualitative research, researchers try to determine the meaning of a phenomenon from the participants' viewpoint. One of the critical elements of data collection in qualitative research is to observe behaviour by engaging in their activities (Creswell & Creswell, 2017); in this connection, even Sugiyono (2013) says that in quantitative research, its instruments are people or human instruments, that is, the researcher himself. To be instrumental, researchers must have a broad supply of theory and insight to ask, analyze, photograph, and construct social situations that are studied to be more precise and meaningful.

3. RESULTS AND DISCUSSION

Learning Arabic at the Arabic Language Education Study Program, Jakarta State University

In the Islamic Religious Education study program at the Faculty of Social Sciences, Jakarta State University, learning Arabic consists of several stages spread over preparatory Arabic, Arabic II, and Arabic III. The Arabic language learning curriculum referred to here is the curriculum for the "introductory Arabic" course aimed at first-year students. This learning supports further learning, which generally requires mastery of basic Arabic, which leads students to achieve learning goals and mingle with the Muslim intellectual community worldwide.

The aim of preparatory Arabic language learning in the Arabic Language Education study program is that students can master the basic principles of Arabic communication (listening, speaking, reading and writing) in everyday life, which includes their personal life, at home, on campus, and social community that reflects polite speech based on Indonesian culture and Arabic culture." From the above formulation of Arabic language learning outcomes, it is then reduced to Arabic language learning outcomes, namely as follows:

1. Students understand oral communicative texts about introductions and static texts about individual information, and students can rewrite their information on the form
2. Students understand the oral communicative text about family visits and can tell in the form of exposition text what the text understands.
3. Students understand narrative texts about holidays and can retell their real holiday experiences to friends via the internet
4. Students understand oral and written communicative texts about eating and can narrate their meal plans for tomorrow verbally and invite friends to go to a cafe.
5. Students understand oral communicative texts about the atmosphere on campus. In this phase, students are expected to be able to narrate various themes that have been studied in a more varied way, both in terms of wording and timing.

6. Students understand narrative texts, both oral and written, about travel in more varied situations and times

7. Students understand narrative text about making a curriculum vitae and descriptive tests on static text on a curriculum vitae sheet, and students can create their curriculum vitae. At this stage, students are expected to be able to produce creative and natural communicative activities

The definition of curriculum is understood with various meanings, namely, curriculum as learning outcomes, as subjects, curriculum as content (Ansyar, 2015), and some even interpret it as learning planning (Ainin, 2020); this is because the definition of curriculum is very general, namely is an arena for students to compete to reach the finish line in the form of learning objectives (Dewantoro, 2003). Therefore, after the learning objectives have been set, the next step is to manage memorable learning activities that can deliver the learning objectives, which are then measured using evaluation tools.

Introductory Arabic learning activities in order to realize learning outcomes in the Islamic studies program at State University of Jakarta use the PjBL method with the help of online Learning Management System (LMS) technology provided by the institution, namely https://onlinelearning.unj.ac.id/. The learning activities are as follows:

Preparation phase

1. Create planning documents

The learning achievement targets are broken down into several learning sub-achievements, and each sub-learning achievement is calculated by calculating sufficient time to master it. At this stage, study materials, forms of learning, types of assignments, leading and supporting references and evaluation of learning are also determined so that when learning is carried out, students and lecturers can determine the methods, types of media, and types of activities that will be used.

2. Develop textbooks that are integrated with the LMS

The course instructors prepare textbooks integrated with the LMS from the planning documents. Therefore, students registered to take introductory Arabic courses are given access to the introductory Arabic language LMS. Textbooks that are integrated with the LMS can be printed or non-printed; this depends on students' learning interests. Non-print textbooks can be input into the LMS as one of the features available in the LMS. In contrast, printed textbooks can be read, processed and recorded directly without being connected to the internet. Both have their respective advantages and disadvantages. Textbooks contain teaching materials, daily assignments and evaluations.

Teaching materials consist of vocabulary, grammar and language skills activities. Vocabulary and grammar material is directed at mastering communication on a particular theme. In contrast, language skills material in the form of reading and listening are concrete examples of vocabulary and grammar material presented in each specific learning sub-outcome. Then assignments or projects such as making mini-dramas or videos are student language practice activities that utilize all teaching materials, namely vocabulary, grammar,

listening activities and reading activities.

3. Online learning

As the parent institution, State University of Jakarta provides Moodle-based LMS online learning platform facilities, namely ttps://onlinelearning.unj.ac.id/. All learning activities included in the textbook are also included in the LMS. Even more than that, LMS functions as a complement to textbooks. Some LMS features that complement textbooks include 1) video material, 2) listening material, and 3) tests that require sound. Moreover, other features that make learning activities flexible, namely (1) videos discussing the material, (2) online tests that can be reviewed again, and the results appear immediately, (3) collection of project assignments such as writing and speaking, (4) authentic and comprehensive assessments that are well organized and easy to access.

Figure 1. Online Learning Platforms

This online learning is designed to be carried out even without face-to-face meetings in class because it already provides 1) video explanations of teaching materials, 2) PDFs of teaching materials and 3) exercises, assignments and online evaluations. These three elements are requirements for implementing online learning (Bassi et al., 2014; Daniel et al., 2020; Nissenson & Shih, 2016).

PjBL Implementation

1. Group and Individual Assignments

Learning activities are carried out in a mixed manner, namely inside and outside the classroom. In principle, the PjBL method requires more time outside of class, and this is by the distribution of SKS time (Permendikbud No.3, 2020), namely that each 1 SKS calculation is 50 minutes in class, 60 minutes for structured assignments, and 60 independent studies per week over 16 meetings. In this regard, introductory Arabic courses receive two credits, which means 100 minutes in class, 120 minutes on structured assignments, and 120 minutes of independent study. Independent learning activities and structured assignments can be carried out simultaneously in groups.

Before starting learning, all students are given a pre-test to learn basic Arabic language skills. As explained in the introduction, the composition of students in the Arabic Language Education study program consists of graduates from general high schools, Madrasah Aliyah and Islamic boarding schools. General high school graduates dominate. This composition was utilized by creating groups of students with weak, medium and high abilities whose data was taken from the pre-test. The most prominent group member is made chairman and is responsible for understanding the other members, ensuring they all work together. The duration of the group is until the lecture is finished.

Each lesson contains specific learning outcomes, including vocabulary, grammar and receptive skills material, namely listening and reading. These materials can be confirmed through objective exercises. However, to find out the use of words and grammar that have been studied in the form of honest communication, in this case, speaking and writing, this can be done by making video products in which there is interaction in the use of the vocabulary and grammar studied in the context of everyday life. Both tasks in the form of understanding the material and projects are carried out in groups.

In-class activities with the lecturer/instructor are used to 1) reunite discussions that may have gone too far in the group into learning outcomes, 2) difficulties encountered in the group, 3) confirm understanding, 4) invite honest communication, 5) report weekly on the learning progress of the group's achievements.

2. Tasks for understanding the material and quizzes

Each student is made to understand the material independently by reading textbooks and learning videos prepared by the lecturer on the LMS. Then, discuss it with the group. The leader of the group where he is most prominent may provide a lot of direction, considering that they have more experience learning Arabic, and in this activity, they can train their soft skills. After students understand the material, they can confirm their understanding by doing the exercises in the LMS and textbook.

3. Projects create products

The project here is to create a language demonstration on a specific theme. Students explore various information contained in the lesson material deductively, and then inductively, they can explore various new vocabulary that they want to use in communication.

Material Analysis and Practice Quizzes on PjBL

The material presented in the learning is competency-standard material, which directs students to understand and practice the material as well as analyze, evaluate, and produce functional language projects.

Understanding and practising are the basic levels of Bloom's taxonomy. Objective exercises such as vocabulary and grammar follow understanding and practising activities. Then, at the evaluation stage, students can examine what they have understood by making variations and creating other word formations based on their understanding. At the production stage, students already have their concept about a theme, visualized as a mini-

drama in a video. Of course, at the analysis, evaluation and production stages, we do not limit students' creativity in creating language projects they want to develop. Therefore, the assessment technique can use a more detailed rubric, such as language skills, grammatical accuracy, speed in responding, whether the expressions expressed are still like robots, whether there are elements of feeling and creativity in the story's content, and so on. For language skills rubrics, you can use the Brown rubric (Brown, 2004).

The level of questions in objective training is conceptualized to continue beyond the level of understanding practice and analysis. An example of the experience level, for example, in lesson 1, is practising vocabulary and grammar questions using pictures, then choosing the answer provided and answering the correct choice from an imperfect sentence. An example of the level of analysis, for example, in lesson 1, is an exercise in understanding question words and differentiating words packaged in paragraph form with an introductory context. Then, students analyze the use of question words in complete sentences in the form of communication and explore the differences in words from communication paragraphs about introductions. The detailed examples of questions based on level of thinking are as follows:

Examples of levels of memory questions

Figure 2. Question of lower thinking level of memory

This example question falls into memory-level thinking because the answer demands only focus on choosing, showing, and matching using only memory.

Examples of levels of understanding questions

Figure 3. Question of lower thinking level of understanding

This example question falls into the level of thinking at the level of understanding because the answer demands are directed at contrasting and comparing juxtaposed answers using grammatical formulas.

Examples of application-level questions

٢. نادية :هَلْ هَذِهِ صَدِيْقَتُكَ ؟

موليادي : نعم ... صَدِيْقَتِيْ

أ. هِيَ

ب. هُوَ

ج. أَنْتِ

Figure 4. Question of higher thinking level of application

This example question falls into applied level thinking because the answer demands are directed at implementation, adapting, and classifying using grammatical formulas and paragraph context.

Example of the level of analysis questions (before answering this question, there are instructions to listen to).

٨. نَعْرِفُ مِنَ النَّصِ أَنَّ الشَّيْح ...

أ. كَرِيْم

ب. بَخِيْل

ج. عَالِم

Figure 5. Question of higher thinking level of analysis

This example question falls into analytical-level thinking because the answer demands are directed at concluding, estimating, rationalizing, detecting, and diagnosing using grammatical formulas and language skills in the context of the paragraph.

Example of evaluation level questions (before answering this question, there are instructions to listen).

٥. مَاذَا يَعْنِيْ بِـ "أَذْبَحُهُ وَأَطْبَخُهُ"..

أ. يُحِبُّ الشَّيْخُ لَحْمَ الأَرْنَب

ب. يَغْضِبُ الشَّيْخُ

ج. يَمْزَحُ الشَّيْخُ

Figure 6. Question of higher thinking level of evaluation

This example question is included in evaluation-level thinking because the answer demands are directed at interpreting, assessing, and clarifying using a complete understanding of language in the paragraph's context.

Examples of project tasks are as follows

Figure 7. Question comprehensif level

From this task order, students will mobilize all their thinking abilities from understanding, applying, analyzing, evaluating and creating. At the level of remembering, understanding and applying, students will choose what vocabulary will be used to build communication on a theme. Meanwhile, at the level of analyzing, evaluating and creating, students analyze the material in the book with the need to create a project in a particular context, which, of course, to provide the best performance, must combine the teaching material in class with external elements that they have worked on themselves. In this way, learning becomes meaningful, contextual, collaborative and creative.

Learning evaluation is carried out comprehensively: an accumulation of objective practice questions whose results are directly recorded and project assignments requiring the lecturer's analysis. Both objective exercises and project assignments are carried out every week continuously until the end of learning in the 16th week. Students are given a comprehensive project assignment based on learning outcomes and a final semester exam at the final meeting. Therefore, students' final grades are based on two main instruments, namely a combination of objective grades and semester exam grades recorded on the LMS, as well as project assignments, namely weekly projects and final projects.

At this stage, they are given a bond of responsibility and risk to maintain group cohesion and a sense of shared responsibility in mastering the material and working on projects. Responsibility is understanding your material and other members you feel don't understand. The risk is that the group members' value will affect different members, namely by using the formula (value of all group members + individual)/2. This way, each member is moved to maintain unity and shared responsibility.

4. CONCLUSION

Learning Arabic using the PjBL learning model is a new way of learning Arabic, which is part of efforts to ensure that Arabic language learning outcomes are complete, as

emphasized by the Ministry of Education, culture, research and Technology and the Ministry of Religion in the sense that the Arabic language studied is not just used not only to understand the holy book but also as a fundamental communication tool used for social life. Because the PjBL model moves all levels of thinking from low-level thinking to high-level thinking, namely remembering, understanding, applying, analyzing, evaluating and creating, learning must be set to allow students to learn inside and outside the classroom. The consequence is that learning evaluation must include individual activities in the form of daily exercises that confirm understanding of all material, including vocabulary, grammar, and language proficiency, as well as group activities in the form of projects that prove that they are practising language activities. Online learning technology ensures that various activities run according to plan because material, exercises and assignments can be accessed without being tied to time and place.

Due to research limitations, this research only describes how to set up PjBL Arabic language learning activities based on online learning using Moodle in the Islamic Education Studi Program at State University of Jakarta, the success of which has been revealed by previous researchers. This model reaffirms the importance of language learning as it should be, namely mastering language for communication, namely learning that does not drift into learning grammar. It is hoped that this research becomes a basis for other researchers who discuss the effectiveness of PjBL Arabic language learning based on online learning with other modern learning models and the quality of the Arabic language products from the project activities.

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