



Designing Advanced-Level Arabic Mass Media Teaching Material: A Project-Based Learning Approach

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Abstract. In the Arabic language teaching curriculum in higher education, Arabic mass media are usually used as part of the material objects in advanced-language learning skills. However, there is a lack of the supporting teaching materials in Arabic for mass media learning developed by experts, especially with a project-based approach. For this reason, this paper aims to examine the characteristics of the Arabic language in mass media and to design the results of the examination into a product as project-based teaching materials for Arabic mass media courses. This research uses qualitative research methods, describing mainly the characteristics of the Arabic for mass media and the consequent learning activities. The results of the study show that the register of Arabic language used on the mass media is generally the Modern Standard Arabic, especially in education, mass media (printed or online), literature, speech, and various other forms of official communication. Regarding the difficulty level, the Arabic of mass media is at an advanced level due to the complexity of word choice, technical terms, structures, and content. Furthermore, the results of the study were developed in a project-based learning design including the writing of reportage, of opinion articles, and of advertisement, as well as some relevant linguistic analysis. This study suggests that developing project-based teaching materials in Arabic for media courses is needed since it has the potential to increase student participation, activity, and productivity, so that learning outcomes can be achieved as planned.

Keywords: Arabic Mass Media · Teaching Material · Project-Based Learning · Advance Arabic

1 Introduction

Project-Based Learning (PjBL) is a learner-oriented learning model, where learning is carried out through working on a particular project in groups [1]. Cocco [2] explains that PjBL is a student-oriented learning instruction system based on three constructive principles; learning occurs in a particular context, students are actively involved in the learning process, and students achieve their goals through social interaction and sharing knowledge and understanding.

The project-based learning process assumes that students should be given the opportunity to build their own knowledge through solving real everyday problems by conducting investigations, data collection, data analysis, presenting data analysis results, making conclusions, and presenting reports [3]. Boss and Kraus [4] added that PjBL is a learning model that can improve students' problem-solving abilities and can hone students' higher-order thinking skills. Because, in the process, students will be required to investigate real problems and apply their knowledge to create real products. From some of the definitions above, it can be concluded that PjBL is a learning activity in the form of completing a real project by students in groups.

Not all projects can be used as the main task in project-based learning. Larmer and Mergendoller [5] explain that projects that can be used as tasks in PjBL are projects that meet two main criteria. First, students must personally consider the project important and meaningful so that they will work on it wholeheartedly. Second, the project must meet the learning objectives. Good project-based learning will bring several positive impacts to students.

Krajcik [6] mentions at least four positive impacts of PjBL implementation, including significantly increasing students' (1) understanding, (2) overall understanding of products and product manufacturing processes, (3) sense of responsibility and learning abilities, and (4) various needs. The effectiveness of using the PjBL learning model was also conveyed by Frank [7] who explained that this learning model was able to increase students' motivation and interest in learning, improve students' thinking and reasoning abilities, and make students feel responsible for their own learning process. Thus, this learning model is very suitable to be applied to language proficiency-based courses which aim to develop the capacity and capability of students.

One of the language proficiency courses for special purposes offered by the Arabic Language Education program, Faculty of Letters, Universitas Negeri Malang is the Arabic of Mass Media course. Through this course, students learn and analyze the principles of writing Arabic news, reports, opinions, and advertisements on various themes, as well as being able to explain the content and to practice writing in accordance with applicable rules. In terms of the learning objectives, there are at least two main achievement indicators in learning the Arabic of mass media, namely (1) being able to analyze content and (2) practicing writing various forms of Arabic for mass media. The two indicators, according to our observations, will be maximized if achieved through a project-based learning model.

Given that currently the government through various policies is promoting student-centered learning models to improve the 4C (creativity, critical thinking, collaboration, and communication) and higher order thinking skills (HOTS) of students [8], PjBL is one of the models that are widely used and researched by experts. Many studies have been carried out related to project-based Arabic learning. Among them was research on the integration of the use of project-based learning models and STEM to increase student capacity in higher-order thinking skills in Arabic learning conducted by Harun [9]. According to him, this learning model can encourage students to be more active, creative, and innovative, which is in line with the achievement of learning Arabic as a foreign language. While this research uses Arabic learning as its material object, it is still very general and does not touch on specific Arabic learning materials or topics. In

addition, the exploration is limited to literature because it only relies on the results of previous research and has not yet reached the process of preparing/developing learning designs.

Meanwhile, Mufti [10] conducted research on the application of project-based learning models to improve higher-order thinking skills in Arabic subjects. By using a qualitative descriptive approach, the results of the study show that the project-based learning model can be applied to learning Arabic in Madrasah Aliyah for grade 10 students with the following steps: (1) asking basic questions, (2) planning and scheduling, (3) monitoring, product appraisal, and (4) evaluation. However, as has been done by Harun [9], this research has not yet reached specific topics in learning Arabic. Although it has reached the learning design stage, the data or material objects used in this study are still relatively ambiguous.

On the other hand, Wati [11] has also researched project-based learning models to improve student innovation and speaking skills in learning Arabic. The results show that this learning model allows students to actively construct their knowledge. Through this learning model, students' motivation increases because they are actively and collaboratively given the opportunity to design learning to solve real problems through a project. As described by Harun [9] and Mufti [10], this research is still general and does not touch on specific aspects of learning Arabic, so its significance is still unclear.

There were two studies concerning the research and development of Arabic for mass media teaching materials. Maryam (2020), through her research on the theme of developing journalistic Arabic teaching materials for Arabic Language Education students at the State University of Malang, revealed that one aspect that must be considered in Arabic teaching materials is the accommodation of the local culture of Arabic learners into the material. Meanwhile, Haniefa [13] found various problems in learning journalism, including a mismatch between learning objectives and learning practices. The textbooks used today do not provide examples and opportunities for students to practice using Arabic and do not pay sufficient attention to students' difficulties in understanding Arabic terms. Therefore, her research was to make a journalistic writing skill exercise book based on a contextual approach.

While both were indeed developing teaching materials for learning the Arabic for Mass Media, they did not, however, develop teaching materials using a project-based learning model approach. Thus, this research aims to design a project-based Arabic teaching material so that learning becomes more meaningful for students and learning objectives can also be achieved optimally.

2 Method

This research is qualitative and descriptive based on the results of prior studies regarding the development of Arabic teaching materials for mass media and the development of other project-based teaching materials. In general, qualitative research aims to describe a situation, phenomenon, or event systematically from the point of view of the population being studied to produce new concepts and theories [14–16]. This study examines activities and conditions for learning Arabic teaching materials in mass media today, analyzes students' learning needs, and uses the results of existing studies to design the

development of project-based Arabic teaching materials for mass media. The following are the research steps adopted from Creswell [17]:

1. Identifying Research Problems
2. Reviewing Literature
3. Collecting Data
4. Selecting Sample
5. Analyzing & Interpreting
6. Reporting

This research begins by identifying and formulating research problems, namely that although many experts have developed mass media Arabic teaching materials, none have carried them out through a project-based learning approach. Next, it conducts a literature review related to the development of Arabic teaching materials for mass media and the development of other project-based teaching materials. Because the research is literature-based, the data collected are the relevant teaching materials to be used in learning Arabic, mass media, and tools including semester learning plans and learning evaluation instruments. The analysis is carried out by mapping the learning needs based on the learning objectives.

3 Findings and Discussion

3.1 Characteristics of Arabic Mass Media

The language of mass media or also known as journalistic language is the language used by journalists in writing news [19, 20]. It is also called the language of mass communication, namely the language used in communication through mass media, both orally in electronic media such as radio and television and in writing through various print media. The variety of mass media (journalistic) language has special distinctive rules. Its main characteristics are short, concise, simple, clear, straightforward, and attractive [21, 22]. This is certainly in line with the main purpose of using the language in the mass media itself which is used to convey information to the audience and attract their attention. However, special skills are needed to be able to read and absorb the information presented, as well as to practice writing.

Generally, the language of journalism uses the standard language set by the local government. In terms of learning Arabic in mass media, the language used is Modern Standard Arabic (MSA) [23, 24]. The widespread usage of MSA has been significantly aided by the expansion of Arab mass media since the 1950s [25].

Here are simple characteristics of the Arabic for mass media:

1. According to Ashtiany [26], two general features characterize the Arabic newspaper: variation and padding. Variation seems, for instance, to be at the root of the frequent use of synonyms for conjunctions. For the purpose of padding, which in itself can be a means to achieve variation, the Arabic mass media uses particular devices
2. The effect of translation from Western languages on the language of the press should also be recognized [27]

3. New loanwords and expressions were either translated or Arabicized through derivational conventions adapted to the structure of the Arabic language

In addition, when viewed from the order of presentation of learning in the structure of the Arabic Language Education curriculum at Universitas Negeri Malang, the Arabic language of the mass media is included in advanced-level Arabic. Apart from being presented at the end of the study period, the learning also includes strengthening the four language skills, namely (1) listening, (2) reading, (3) speaking, and (4) writing. On the other hand, the Arabic language of the mass media is also presented as a special purpose package of Arabic language courses, so that only certain students can choose to take the course.

3.2 Arabic for Mass Media Teaching and Learning

3.2.1 Learning Objectives

Learning objective or purpose is a clear statement of the information, abilities, and attitudes that students should be able to demonstrate after completing the course [28, 29]. It helps educators to structure learning content and assessments, as well as being a guide for choosing the right media, methods, and learning strategies.

As stated in the course handbook [30], the purpose of learning Arabic for mass media is so that students can understand and analyze the principles of writing Arabic news, reports, opinions, and advertisements on various themes, as well as being able to explain the content and to practice writing in accordance with the rules laid down. From the learning objectives, it can be seen that there are at least two main achievement indicators in learning Arabic mass media, namely (1) being able to analyze written content and (2) practicing writing various forms of Arabic mass media products.

3.2.2 Learning Resources

Text, video, software, and other items can be used as learning resources by educators to support students in meeting the curriculum's learning objectives [31, 32]. The sources of teaching materials used in learning Arabic for mass media include:

1. Online Arabic mass media texts which can be accessed through various news sites
2. Printed Arabic mass media, which can be in the form of various Arabic magazines or printed newspapers
3. Videos that are shown on various Arabic news channels, either on the respective media's websites or via Youtube; as well as
4. Several textbooks on learning Arabic mass media

3.2.3 Learning Activities

Since Arabic mass media is classified as an advanced-level language proficiency, the learning covers all aspects of language proficiency, including listening, reading, speaking, writing, and even translating. In general, the learning process includes the following activities:

- Reading a variety of Arabic journalistic texts, ranging from news, reports, opinion articles, and editorials, as well to commercial and public services advertisements; The aim is to get acquainted with and get used to reading various types of journalistic texts, identify sentence writing patterns, and identify new terms (or expressions) - **Reading**
- Watching news videos from several news portals or through Youtube channels; The aim is to practice listening, capture specific information, and get used to listening to Arabic news readings directly (without reading subtitles) - **Listening**
- Presenting the results of reading the text in Arabic in front of the class and discussing it together; The aim is to convey ideas verbally in a clear and concise manner and be able to use good and correct Arabic - **Speaking**
- Writing Arabic sentences or paragraphs around certain topics that have been determined or are being discussed; The aim is to practice Arabic journalistic writing correctly and effectively - **Writing**
- Translating sentences, paragraphs, or discourses of journalistic texts from Indonesian - Arabic or vice versa; The aim is to be able to translate Arabic journalistic texts appropriately by utilizing various translation strategies and techniques - **Translation**
- Carrying out various evaluations or written tests regarding the content of Arabic mass media texts; The aim is to measure students' understanding of the learning material that has been delivered - **Written Test**
- Doing group project assignments, writing complete reports or conducting research on the Arabic language of mass media, both in terms of its language and its use as learning materials/media; The goal is to train collaboration and critical thinking skills, and involve them in meaningful learning - **Final Project**

3.3 Project-Based Arabic Mass Media Teaching Materials

3.3.1 Need Assessment

Before beginning the process of designing the learning material, it is necessary to conduct a requirements assessment, which is a process of gathering the relevant data. A needs analysis tries to verify that the instructional materials or modules created adhere to the competency standards that students must achieve [33, 34]. As stated in the Introduction, there have been several academics who have developed teaching materials for learning Arabic for mass media.

Regarding the teaching materials for learning Arabic for mass media, based on the search results, it was found that three teaching materials for Arabic Mass Media were developed for use in universities, they are (1) "Bahasa Arab Jurnalistik: Ucapan Selamat, Ucapan Belasungkawa, dan Periklanan" written by Prof. Dr. Nurul Murtadho, M.Pd. [35], (2) "Durus al-Lughah al-'Arabiyyah al-I'lamiyyah" by Shovi Maryam [12], and (3) "al-'Arabiyyah li ash-Shachafah: Kurrasatu at-Tadribat li Maadat al-'Arabiyyah li ash-Shachafah" by Rifda Haniefa [13]. Table 1 is a brief review of the content presented in each of these teaching materials.

Table 1. Review of Arabic Mass Media Teaching Materials

<i>Book Title</i>	<i>Review</i>
Bahasa Arab Jurnalistik: Ucapan Selamat, Ucapan Belasungkawa, dan Periklanan [35]	This book consists of ten themes: congratulations on various occasions, condolences, education services, health services, job vacancies, food and restaurants, electronic goods, travel and delivery of goods, election social services and legal services. This book presents several texts accompanied by reading, writing, and translating exercises. The advertisements presented are taken from various sources in the form of daily Arabic newspapers. However, this book does not cover Arabic news texts, nor does it provide learning project assignments, either individually or in groups.
<i>Durus al-Lughah al-'Arabiyyah al-I'lamiyyah</i> [12]	This book consists of a cover, introduction, theme selection, learning content (composed of pictures, text, and vocabulary), as well as exercises including answering questions, translating, compiling sentences, matching sentences, correct-false choices, writing main ideas, to the practice of Arabic debate. However, almost all of these tasks are intended for individuals and there are no project-based tasks that are carried out in groups.
<i>al-'Arabiyyah li ash-Shachafah: Kurrasatu at-Tadribat li Maadat al -'Arabiyyah li ash-Shachafah</i> [13]	In general, this book consists of cover, introduction, table of contents, objectives, general knowledge, knowledge of news topics, mind mapping, appreciation questions, various kinds of news writing exercises based on text and images, writing news based on questions, writing news freely, questions reflection, aphorisms that are in accordance with the learning curriculum, and a dictionary at the end of the book. Even though it is relatively complete, there are no project-based learning tasks assigned to groups.

Based on the analysis of the teaching materials, so far there has been no Arabic for mass media teaching materials developed through a project-based learning approach, while it has been accepted that project-based learning in Arabic learning, especially in the context of language proficiency, can encourage students to be more active, creative, and innovative, as stated by Wati [11] and Harun [9]. Thus, it is necessary to design project-based Arabic for mass media teaching materials that can increase student capacity and capability, as well as support them to achieve the learning outcomes.

3.3.2 Design of Project-Based Arabic Mass Media Teaching Materials

A teaching material structure must be assembled using a number of steps. First, creating evaluation items to gauge the accomplishment of these particular goals after converting generic instructional objectives into specific ones. After that, arranging the material's key points in a sensible and quantifiable sequence. Additionally, the stages for the student learning activities are prepared. Examining the instruments is required for some learning and evaluation tasks in the final stage.

Since this is developmental research, the explanation of the design process for the Arabic for mass media teaching material in project-based approach is the only thing that is focused on. Simple descriptions of each stage of constructing this teaching material may be seen in the list below.

- **Determining learning objectives;** Describing Arabic for mass media learning objectives or expected learning outcomes, in general and specific way
- **Preparation of Learning Materials;** Drawing learning materials from various online and printed sources, as well as collecting examples from the various Arabic journalistic texts
- **Preparation of Student Worksheets;** Providing some additional tasks and assessment instruments to measure the achievement of learning outcomes set.
- **Preparation of group project assignments and guidelines;** Drawing up the guidelines and instrument of evaluation for several learning projects that will be assigned to students. Among the project options that can be submitted are (1) Arabic language research on mass media, (2) development/utilization of Arabic language for mass media as teaching materials or learning media, and (3) making a complete news report and publishing the results of the report on the Arabic mass media

From this design process, it is known that there are at least three project tasks that can be integrated as part of learning Arabic for mass media, namely (1) linguistic research on Arabic mass media, (2) development or utilization of Arabic language mass media as Arabic teaching materials or learning media, and (3) make an Arabic news report and, if possible, publish the results on the Arabic mass media. The simple steps for the assignment are presented in Table 2.

Table 2. Project Assignment Steps

<i>Project Name</i>	<i>Project Assignment Steps</i>
Arabic Linguistic Research	<ul style="list-style-type: none"> ✓ Orientation about Arabic linguistics research ✓ Formation of research group ✓ Determination of research topics for each group ✓ Creating & arranging the research schedule ✓ Monitoring the students and progress of research/project ✓ Assessing the research/project outcome: Linguistic Research on Arabic Mass Media
Utilization of Arabic Mass Media as Arabic Teaching Media and Materials	<ul style="list-style-type: none"> ✓ Orientation about Arabic teaching materials and media ✓ Formation of project group ✓ Creating the schedule of research and development ✓ Monitoring the students and progress of project ✓ Assessing the project outcome; Development of Arabic Mass Media as
Writing Arabic News Report	<ul style="list-style-type: none"> ✓ Orientation about Arabic news writing report ✓ Formation of project group ✓ Arranging the schedule of interview and news writing ✓ Monitoring the students and progress of project ✓ Assessing the project outcome: Arabic News Report

4 Conclusion

Based on the results of analysis, it can be noted that the Arabic language of mass media generally uses the Modern Standard Arabic (MSA), especially in education, mass media (printed or online), literature, speech, and various other forms of official communication. Furthermore, regarding the difficulty level, the Arabic of mass media is at an advanced level in terms of its complexity in terms of word choice, terms, structures, and content. Furthermore, the results of the study were developed in a project-based learning design

including the writing of reportage, opinion articles, and of advertisement writing, as well as some relevant linguistic analysis concerning the mass media. The results of this study imply that the development of project-based teaching materials in Arabic media courses is a need since it has the potential to increase student participation, activity, and productivity, so that learning outcomes can be achieved optimally. However, this research is still limited to the design of a teaching material, not yet developed and tested in the real teaching situation.

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