

The Effect of the Project-Based Learning Model on Interest in Learning Arabic Language

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Abstract

This study aims to determine the effect of the project-based learning model using Instagram reels on interest in learning Arabic at Islamic Junior High School 31 Jakarta. This type of research is quantitative research using experimental research methods. The population in this study consisted of all seventh-grade students at Islamic Junior High School 31 Jakarta, which consisted of 190 students. The sample used was 64 students consisting of class 71 as a control class with a total of 33 students and class 72 as an experimental class with a total of 31 students. The sampling technique used is probability sampling with cluster sampling type. Data collection techniques used are observation and questionnaires. Data analysis techniques in this study are validity test, reliability test, normality test, homogeneity test, t-test, simple regression analysis test, and regular gain test. Based on the conclusions of the research data, the researchers obtained: 1) In the t-test, the results of the t-count value of 9.320 are greater than the t-table value of 1.699 with a significant value of $0.000 < 0.05$, which means H_a is accepted, then the project-based learning model has a significant effect on interest in learning Arabic in seventh-grade students at public Islamic Junior High School 31 Jakarta for the academic year 2021/2022. 2) In the standard gain test, it is known that the increase in the average value in the experimental class is 32.1% with the "medium" factor criteria. In the control class, it is 16.6% with the "low" factor criteria. 3) The results of testing the correlation coefficient value of project-based learning models on interest in learning Arabic are 0.741 or 74.1%, which means that project-based learning models are one of the factors that influence interest in learning Arabic by 74.1% and 25.9% influenced by other factors. So, the project-based learning model affects interest in learning Arabic. Therefore, learning Arabic using a project-based learning model is better for increasing interest in learning Arabic than conventional learning models.

Keywords: learning model, interest in learning, Instagram reels, learning Arabic, project-based learning.

1. Introduction

Teaching Arabic as a foreign language has long been taught in Indonesia, both formally and non-formally, starting from elementary school to the university level. This is because Arabic serves a

substantial function for the people of Indonesia, namely as a language of religion, culture, and science, as well as a language of communication with Arab nations.

Arabic language lessons have been a core subject since the establishment of pesantren and madrasah educational institutions, unlike in pesantren, which place Arabic language lessons in a substantial proportion - especially in pesantren, which have emphasized the teaching of Arabic Syntax and Morphology. Arabic language lessons in madrasah are included in religious education subjects. Arabic language lessons in madrasah are not grouped into the general primary education group, meaning that it is not as another foreign language (such as English), but rather as the language of Islam, which must be learned to understand the Qur'an, Prophetic Hadith, and Arabic-language Islamic religious books.

Although Arabic is a subject that has long been made compulsory and has an essential position in understanding Islam, student interest in schools under the Ministry of Religion of the Republic of Indonesia still needs to be higher. In Islamic Junior High School 31 Jakarta, for example. Although this is a pilot school, the students' interest in learning Arabic still needs to grow. Based on the results of a questionnaire about students' interest in learning, it shows that students who are not active in learning 34.38%, students who lack interest in learning Arabic 20.31%, and Arabic subject matter is difficult to understand as much as 21.88%. These problems can make students not interested in learning Arabic. Especially for students who have never known it, like students in regular classes, most of whom come from public schools. Because interest in learning affects student learning outcomes, it is the main factor that causes students' lack of interest in learning Arabic.

Learning a second or foreign language, such as Arabic, for children needs a unique strategy to attract students' interest in learning and foster their understanding of the language. It is necessary to apply a learning model based on the characteristics of the current generation, which has a high curiosity. The learning model that suits these characteristics is the project-based learning model. Project-based learning is a research-based teaching method that engages students in acquiring knowledge through completing meaningful projects and developing transferable skills (Krajcik & Shin, 2014). Project-based learning (PjBL) is a student-centered learning approach in which students work together on consecutive, authentic tasks and develop a final project (Mills, 2009). As a teaching method, project-based learning allows the students to drive their learning through inquiry as they collaborate to research and create projects that reflect their knowledge (Bell, 2010).

Several previous studies have shown that project-based learning positively impacts learning. Students participating in project-based learning (PjBL) can understand the material well, become highly competent learners, and feel more motivated to learn (Al-Busaidi & Al-Seyabi, 2021). PjBL offers students many benefits, including opportunities to build self-confidence, an increase in self-esteem, increased autonomy, improved collaboration skills, increased motivation, problem-solving exercises, and improved language skills (Tsiplakides & Fragoulis, 2009). McCarthy (2010) concluded that implementing PjBL helps students realize their ability to learn. Primarily, PjBL exercises enhance students' language proficiency, foster their learning disposition in EFL courses (Artini et al., 2018), and cultivate a strong focus on writing skills while using EFL to increase motivation (Kovalyova et al., 2016).

The number of studies on the success of project-based learning in improving teaching encourages researchers to investigate the impact of the project-based learning model on interest in learning Arabic at Islamic Junior High School 31 Jakarta. Although research has been conducted on project-based learning, examining the influence of the PjBL learning model on interest in learning Arabic is a study that has never been conducted before.

2. Method

This study uses a quantitative experimental design. According to Leavy (2017), experimental research is a method used to determine the effects of specific treatments on others under controlled conditions. Since external variables continue to influence the formation of the dependent variable, the experimental setup is pre-experimental. The type of preliminary trial used is a single case study, meaning that a treatment/treatment is given to a group, and then the results are observed. The treatment in question is the project-based learning model as the independent variable, and the outcome is learning interest as the dependent variable. The use of quantitative experimental methods in this study aims to determine the effect of the project-based learning model on the interest in learning Arabic among Class 7 students at Islamic Junior High School 31 Jakarta in the 2021/2022 academic year.

The population of this study consisted exclusively of 7th-grade students at Islamic Junior High School 31 Jakarta, i.e., a total of 190 students. Meanwhile, the sample in this study included 64 students who were selected using a probability sampling technique with cluster sampling type. The research tools used in this study were observation and questionnaires. The type of observation is participatory observation, i.e., H., the researcher is directly involved in the person's daily activities or serves as a source of research data. Meanwhile, for the questionnaire, the researcher provided closed-ended

questions with answers on a Likert scale indicating the levels of “Strongly Agree,” “Agree,” “Moderately,” “Disagree,” and “Strongly Disagree.” Having. The interval scale used is as follows:

1. Strongly Disagree (STS) is given a score of 1.
2. Disagree (TS) is given a score of 2
3. Fair (C) was given a score of 3
4. Agree (S) is given a score of 4
5. Strongly Agree (SS) is given a score of 5

To calculate the percentage score using the following formula (Sugiyono, 2018):

$$P_{\text{skor}} = \frac{\text{Skor Total}}{\text{Skor Maksimum}} \times 100\%$$

Information:

PSkor = Score Percentage

Total score = Total score of respondents' answers

Maximum Score = Maximum Score if all statements answered strongly agree

The percentage of scores obtained is then interpreted into categories based on the following table.

Table 1. Interpretation of Presentation of Questionnaire Results

No.	Percentage	Interpretasi
1.	0% - 20%	Very bad
2.	21% - 40%	Bad
3.	41% - 60%	Enough
4.	61% - 80%	Good
5.	81% - 100%	Excellent

The higher the percentage obtained from the calculation of respondents' answers, the better the feasibility of the statement. The data analysis technique used is a quantitative data analysis technique. The data was analyzed quantitatively in the form of data on the study results using descriptive statistics. This data analysis aims to test the questionnaire results regarding the impact of the project-based learning model on interest in learning Arabic and to determine the impact between the two variables.

3. Result and Discussion

A. Hypothesis Test Results

1. Test t (Causality)

a. Test t PJBL Against Learning Interest – Experimental Class

The t test is one of the statistical tests used to determine whether or not there is a significant improvement between two variables, namely the Project Based Learning learning model with student learning interests applied to the experimental class. The t-test used is using SPSS 23.0.

Table 2. Test t PJBL Against Learning Interest – Experimental Class
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.129	4.756		4.022	.000
	X1Total	1.457	.156	.866	9.320	.000

a. Dependent Variable: Ytotal

Based on the results of SPSS 23 data processing above, it is known that the significant value of the variable X1 (PJBL) is 0.000 and the t-calculated value is 9.320. Because the t-count value is $9.320 > t\text{-table is } 1.699$ and the significance value is $0.000 < 0.05$, H_a is accepted which means PJBL has a significant effect on interest in learning Arabic.

b. TBL t-Test Against Learning Interest – Control Class

The t-test is one of the statistical tests used to determine whether or not there is a significant increase between two variables, namely the Text-Based Learning learning model with student learning interests applied to the control class. The t-test used is using SPSS 23.0.

Table 3. Test t PJBL Against Learning Interest – Experimental Class
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	42.101	6.830		6.164	.000
	X2Total	.136	.151	.160	.905	.373

a. Dependent Variable: Ytotal

Based on the results of SPSS 23 data processing above, it is known that the significant value of the variable X2 (PBM) is 0.373 and the t-count value is 0.905. Because the t-count value is $0.905 < t\text{-table}$ is 1.699 and the significance value is $0.373 > 0.05$, H_0 is accepted, which means TBL has no significant effect on interest in learning Arabic.

2. Simple Regression Analysis

a. PJBL Regression to Learning Interest – Experimental Class

In this study to measure the influence of the Project Based Learning Model as an independent variable on learning interest as a dependent variable using the following formula:

$$Y = a + bX_1$$

Where:

Y = interest to learn
a = Constant Regresi
b = Coefficient of X1
X1 = Project Based Learning

Table 4. Simple Regression Analysis X1 to Y Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.129	4.756		4.022	.000
	X1Total	1.457	.156	.866	9.320	.000

a. Dependent Variable: Ytotal

Based on the results of SPSS 23 data processing, a simple regression analysis formula is obtained as follows:

$$Y = 19.129 + 1.457X_1$$

The formula can be interpreted as follows: if the X1 (PJBL) value is at 0 (zero), then interest in learning Arabic is a constant value of 19,129 points. Then, if the X1 (PJBL) value increases by 1 point, the interest in learning Arabic will also increase by 1,457 points.

b. TBL Regression to Learning Interest – Control Class

In this study to measure the influence of the Text-Based Learning Learning Model as an independent variable on learning interest as a dependent variable using the following formula:

$$Y = a + bX_2$$

Where:

Y = Minat Belajar
 a = Constant Regresi
 b = Coefficient of X1
 X2 = Text-Based Learning

Table 5. Simple regression analysis X2 to Y Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	42.101	6.830		6.164	.000
	X2Total	.136	.151	.160	.905	.373

a. Dependent Variable: Ytotal

Based on the results of SPSS 23 data processing, a simple regression analysis formula is obtained as follows:

$$Y = 42.101 + 0.136X_2$$

The formula can be interpreted as follows: if the X2 (TBL) value is at 0 (zero), then interest in learning Arabic is a constant value of 42,101 points. Then, if the X2 (TBL) value increases by 1 point, then interest in learning Arabic will also increase by 0.136 points.

3. PJBL Correlation Coefficient to Learning Interest

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.866a	.750	.741	3.6516

a. Predictors: (Constant), X1 Total

Based on the results of SPSS output on the correlation coefficient of project-based learning models to interest in learning Arabic, it can be concluded that the variable of learning interest is influenced by the pjbl model by 74.1% or 0.741, which means the pjbl model as one of the factors that influence interest in learning Arabic by 74.1% and 25.9% is influenced by other factors outside this study.

4. Discussion

This research is based on the fact that the researchers found that in State Islamic School 31 Jakarta, the 2013 curriculum was used. However, the learning activities in Arabic language subjects are still teacher-centred. The learning model used in the learning activities in Arabic language subjects in Class 7 is based on a text-based learning model. Learning with text-based learning models leads to low student interest in learning the Arabic language. Therefore, researchers used an Instagram Reels project-based learning model in this study to increase interest in learning Arabic. This study aims to determine the effect of the project-based learning model on students' interest in learning Arabic. In addition, to identify the project-based learning model applied to Arabic language subjects in the form of projects created by students using Instagram Reels to increase interest in learning Arabic among Class 7 students at Islamic Junior High School 31 Jakarta in the 2021/2022 school year to increase.

This research uses experimental research methods included in quantitative research. The samples used in this study were Class 71, with 33 students, and Class 72, with 31 students. The number of samples used was, therefore, 64 students. In experimental research, there are two classes: experimental and control. The experimental class in this study was Class 72, and the control class was Class 71. The experimental class was treated using a project-based learning model using Instagram Reels to implement the learning activities. The control class uses a learning model applied in Arabic subjects: the text-based learning model.

The project used in the project-based learning model consists of three chapters. The material in chapter one is about at-true, chapter two is about school facilities, and chapter three is about school equipment. The project in Chapter One involves students creating self-introduced Instagram video reels in Arabic. The project in chapter two involves students creating Instagram video reels by composing Arabic songs about the microdata of school institutions. The project in chapter three involves students creating educational posters about school equipment and explaining it using Instagram video reels. During implementation, these projects were carried out by students in groups. A group consists of 3-4 students out of a total of 31 students. The number of groups is, therefore, eight groups.

The steps used in this study were to distribute pre-learning questionnaires on learning interests in experimental and control classes. The researchers then conducted learning activities in experimental classes with project-based learning models and control classes with text-based learning models. After applying different learning models in the experimental and control classes, the next step is distributing interest in learning questionnaires after the treatment in both classes. The learning interest questionnaire was created in the experimental class according to the project-based learning model. In contrast, the learning interest questionnaire was created in the control class according to the text-based learning model. Based on the test results, the project-based learning model influences interest in learning Arabic.

This is evidenced by the results of the learning interest questionnaire before and after using the text-based and project-based learning models. In the control class, the average value of the questionnaire results on students' learning interest before using the text-based learning model was 61.55%, and the average value of the questionnaire results after using the text-based learning model was 67.52%. In the experimental class, the average value of the questionnaire results on students' learning interest before using the project-based learning model was 50.10%, and the average value of the questionnaire results after using the project-based learning model was 66.13%. Based on these results, it is known that there is a 16.03% increase in value in the experimental class and a 5.97% increase in average value in the control class. In the standard gain test, it is known that the value in the experimental class under the medium factor criteria is 32.1%, and the value in the control class under the low factor criteria is 15.5%. Based on these results, it can be concluded that the increase in learning interest in the experimental class is more significant than that in the control class. So, the project-based learning model has a more significant impact

on increasing interest in learning Arabic.

Evidence of students' increased interest in learning the Arabic language can also be seen in the increase in the value of daily tests and end-of-semester tests as an assessment of one of the indicators of interest in learning, namely knowledge. Using Microsoft Excel, it is known that the average value of the daily test in the control class is 83, and the average value in the experimental class is 78. Moreover, the average value of the last semester's test in the experimental class is 84. From the average value results, a 7% increase in the average value in the experimental class and a 4% decrease in the average value in the control class. It can be concluded that using project-based learning models can increase interest in learning the Arabic language based on the results of daily test scores and end-of-semester test scores as an indicator of interest in learning, namely knowledge. Suppose the average score increases by 6 points or 7% from taking the daily test to carrying out the final assessment of the semester. In that case, using the PjBL model can increase students' interest in learning Arabic by 7%.

The increase in interest in learning the Arabic language can also be demonstrated by individual and group assessments, which are included in the “motivation” category as an indicator of interest in learning. Based on the results of individual and group project evaluations in the experimental class, it can be seen that in CHAPTER I, the individual average value is 90.48, and the group average value is 90.75. Chapter II shows that the individual average value is 90.81, and the group average is 93.38. In Chapter III, the average individual score is 91.06, and the average group score is 94.75. From these results, it can be seen that there was an increase in the average score both individually and in groups. The individual assessment increased the average grade of 0.58. In the group rating, there was an increase of 4.00. It can be concluded that applying the PJBL model can increase students' interest in learning with motivation as an indicator. This is evidenced by an increase in the average value of each project in Chapter I, Chapter II, and Chapter III, both individual and group values.

In addition, from the T-test results, it can be proven that the significant value of the variable (PJBL) is 0.000, the T-Count value is 9.320, and the T-Table value is 1.699. Since the T-Count value of 9.320 is greater than the T-Table value of 1.699, and the significant value is 0.000 < 0.05, H_0 is rejected, and H_a is accepted, which means that the project-based learning model significantly affects interest in learning Arabic.

The significance of the regression analysis results demonstrates the influence of project-based learning models on interest in learning the Arabic language. Based on the results of simple regression analysis X_1 on Y , it is known that the t -value of the public variable is 19.129, and the significant value is 0.000. The number of students is 31, with a significance level of 0.05, resulting in the t -table value = 1.699. Since $19.129 > 1.699$ and a significant value of $0.000 < 0.05$, it can be concluded that the project-based learning model influences the interest in learning Arabic.

Then, it is known from the test results that the correlation coefficient value of the project-based learning model on Arabic language learning interest is 0.741, which means that the learning interest variable is influenced by the project-based learning model by 74.1% or 0.741, which means that the project-based learning model as one of the factors that influence Arabic language learning interest by 74.1% and 25.9% is influenced by other factors outside this study.

The results of this study are consistent with the results of the research conducted by Saini in 2015 with the research title. Namely, the application of project-based learning models to increase interest in learning the Arabic language among seventh-grade students of DDI Parang. The Tsanawiyah Madrasa of the Siallah State states that project-based learning models influence interest in learning Arabic. The project-based learning model is a learning model that uses projects in the learning process. This learning model is student-centered, and the teacher is a facilitator and motivator. Moreover, interest in learning is a feeling of pleasure, joy, and interest students experience when carrying out learning activities. Student learning interests can support student learning success because learning interests influence student learning outcomes.

Based on the above explanation, it can be concluded that the project-based learning model influences the interest in learning Arabic compared to the interest in learning Arabic using a text-based learning model for seventh-grade students at Islamic Junior High School 31 Jakarta.

5. Conclusion

Based on the research results, the researcher can conclude as follows.

1. Based on the results of data analysis on the T -test in the experimental class, it is concluded that the project-based learning model significantly impacts seventh-grade students' interest in learning the Arabic language at Islamic Junior High School 31 Jakarta in 2021. School year 2022. This can be seen from the calculated t -value of 9.320, greater than the t -table

value of 1.699 with a significant value of $0.000 < 0.05$, meaning H_a is accepted. Meanwhile, the T-test data analysis results in the control class concluded that the text-based learning model did not impact the interest in learning Arabic in seventh grade at public Islamic Junior High School 31 Jakarta in the 2021/2022 school year. This can be seen from the calculated t-value of 0.905, which is smaller than the t-table value of 1.699 with a significant value of $0.373 > 0.05$, which means H_0 is accepted.

2. The results of data processing based on individual and group project evaluation tests included in one of the learning interest indicators, namely motivation, concluded that the individual average score increased by 0.58 and the group average score increased by 4.00, which means that the project-based learning model can increase the interest of seventh-grade students at MST Negeri 31 Jakarta in learning the Arabic language.
3. The data processing results based on the results of the daily test and the final test of the semester concluded that the average value of the daily test increased with the value of the final test of the semester in the experimental class. This can be seen in the increase in the average score by 7%.
4. Based on the test results, the correlation coefficient value of the project-based learning model with interest in learning Arabic is 0.741, which means that the learning interest variable is influenced by the project-based learning model by 74.1%, or 0.741 means that the project-based learning model is 74.1% one of the factors that influence interest in learning Arabic and that other factors outside of this study influence 25.9%.

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