

Optimizing Writing Skills based on TPACK Learning and Poster Media

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Abstract

Arabic writing skills in higher education are a forum for increasing student creativity. Through the media of posters and descriptions of cultural texts, students can develop their imagination in written form. However, there is a need for a TPACK (Technological Pedagogical Content Knowledge) learning model as a systematic flow in implementing learning Arabic writing skills. On that basis, this research aims to analyze TPACK-based learning practices through multicultural texts with poster media. This research used a mixed-method design with research subjects of 122 fifth-semester Arabic Language Education study program students at UIN Imam Bonjol Padang—data collection techniques through tests, observation, interviews, and documentation with a mixed-method based analysis. The research results reveal that learning writing skills using multicultural texts and poster media can improve students' ability to write Arabic, which is characterized by the diversity of phrases, sentences, and paragraphs through descriptions of the culture found in Indonesia. This research recommends further research to analyze the forms of phrases that develop among students.

Keywords: Writing Skills; TPACK; Multicultural; Poster Media

INTRODUCTION

Arabic language learning based on multiculturalism is learning that is carried out through a cultural diversity approach. According to the big Indonesian dictionary, multicultural is things related to diverse cultural affairs. However, in terms of terminology, multicultural learning is learning that is based on diverse cultural values (Aziz et al., 2024). Arabic is one of the courses in Islamic universities that must be taught in all departments. Both language and non-language departments, because Arabic is the main tool in understanding Islamic teachings and various kinds of knowledge developed by Muslim scientists in the past through various literature of books from classical to modern (Rusyadi & Fahmi, 2020). That is why Arabic is presented to all students of Islamic universities, one of which is the Islamic University in the city of Padang, namely the Imam Bonjol State Islamic University, Padang. The main objective of this course in the study program is to make students skilled in Arabic, one of which is skilled in writing Arabic texts. Language skills can be divided into four, namely maharah al-istima', maharah al-kalam, maharah al-qira'ah and maharah al-kitabah. These four skills must complement each other, because based on experience and input from listening, speaking and reading, they have a tremendous influence on writing. (Hamidah & Kayati, 2023) Writing skills are the highest skill of the four language skills. Important components in

improving the quality of Arabic language lessons are teaching materials and educators. Even in the midst of the development of science and technology today, teachers are not only sufficient to provide material but are also required to be able to optimize technological capabilities and understand the pedagogy of students. (Renni Hasibuan, Ira Safira Haerullah, 2023) Through multicultural texts, Arabic language teachers will be able to improve their students' writing skills. In this case, Syamsuddin Asyrofi stated, as cited by Hidayah(2020) that there are at least two aspects in writing activities, namely skills in forming letters and mastering spelling and skills in expressing thoughts and feelings in the form of Arabic writing. This means that behind its complexity, writing skills have great benefits as an important support in language activities, especially its contribution in helping to develop children's initiative and creativity to find, collect, process and organize information which is then presented in the form of quality writing (Azizah et al., 2022). Writing (kitabah) is a difficult job for children and requires several skills. In this case, mistakes are bound to occur, but this is what will take them to a higher level in writing skills (maharah al-kitabah).

Students at UIN Imam Bonjol Padang come from various regions and provinces. They have begun to become familiar with the society and culture of their new friends. Making posters about culture in Indonesia in Arabic can train them in using digital media such as Canva, PPT, and so on. Posters are media used to convey certain information, suggestions or ideas, so that they can stimulate the desire of those who see them, to carry out the contents of the message. Posters help lessons feel more real when presented to students (Nabillah & Tanjung, 2023, Harsono et al., 2019). A good poster should be easy to remember, easy to read, and easy to stick anywhere. In the world of education, posters (images that are installed) have received considerable attention as a medium for conveying information, suggestions, ideas and so on (Fatah et al., 2023). One of them also pays attention to the rules of nahwu shorof in composing the sentences on the poster. The use of posters in relation to Arabic language learning can help students' reasoning ability to explain what they see which then students are able to express in writing, based on attention and observation of the events contained in the poster. Not only that, but they also observe the visualization of the image whether it is appropriate or not, and hope to improve their Arabic writing skills based on the poster.

Integration of technology in the learning process is in accordance with the regulation of the Minister of National Education No. 16 of 2007 which states that a teacher must have competence in the fields of technology, information and communication. Competence in the fields of technology, information and communication functions to develop oneself and as a support for the learning process. This statement is strengthened by Permendikbud No. 22 of 2016 (Salinan Permendikbud Nomor 22 Tahun 2016, 2016) in the process standards, namely the learning principle used is that teachers must be able to utilize information and communication technology to increase the efficiency and effectiveness of learning. In an effort to face today's educational challenges, technology media is the right solution to increase student creativity, one of which is in improving Arabic writing skills. The use of technology in teaching Arabic, one of the goals of which is to master the four Arabic language skills (maharatul istima', maharatul kalam, maharatul qiraah, and maharah kitabah) is very helpful in achieving the desired competencies both as a learning resource and as a learning medium. This certainly requires teachers to have the competence to integrate intellectual abilities in this case, namely content knowledge, pedagogy, and technological insight into learning. These

three abilities are called technology, pedagogy, and content knowledge (TPACK) (Hanik et al., 2022), TPACK is a development of PCK (pedagogical content knowledge) proposed by Shulman. TPACK is a framework that explains how teachers understand technology and how to produce effective teaching with technology (Mishra & Koehler, 2008). TPACK has three main components, namely teacher knowledge of content (content knowledge), pedagogy (pedagogical knowledge), and technology (technological knowledge) (Koehler et al., 2013). TPACK focuses on the complex interaction between teacher knowledge of content (CK), pedagogy (PK), and technology (TK). A teacher must be able to integrate the three main components above, starting with PCK (pedagogical content knowledge), TCK (technological content knowledge), TPK (technological pedagogical knowledge), and the interaction between the three which we know as TPACK (technology, pedagogy, and content knowledge).

Previously, there have been many studies discussing the implementation of TPACK and HOTS in Arabic language learning. The results of Nurcholis's research, (2018) revealed that TPACK can increase the motivation of students to learn Balaghah at IAIN Tulungagung. Alghamdi's findings (2018) showed that the use of technology by English teachers was positively related to their knowledge and perceptions of TPACK. Nahrida Latuconsina et al. study stated that the combination of technology and content knowledge as distributed devices can change the mindset of teachers and students in learning.

Another study was also conducted by Syuhadak and Danial Hilmi (2021) with the results of the study that the multicultural-based Arabic language learning model at PTKIN in East Java was implemented intensively and grouped based on ability, and the development of textbooks and differences in SKS weights. The implementation of Arabic language learning in East Java was carried out simultaneously to achieve the target while still paying attention to multiculturalism in the learning stages. The findings of the study were that multicultural Arabic language learning at PTKIN was absolutely implemented in addition to the fact that learning Arabic is a right for everyone, but also the demands of becoming graduates who master Arabic are also driven by the spirit of building togetherness between all tribes. Ethnicities and races in this country. and research conducted by Ubaidillah with the results of the study that globalization has had a significant impact on Arabic language teaching, especially in terms of cultural diversity and student backgrounds. Therefore, a strategy is needed to increase awareness of cultural diversity, develop an inclusive and responsive curriculum, and an approach that takes into account multicultural aspects.

METHOD

This study uses a mixed method research design (Takona, 2024) consisting of qualitative and quantitative research. The researchers identified students' perceptions of writing learning using TPACK and poster media and tested the effectiveness of their learning using a quantitative approach. Both methods are used as a form of tracing and testing the practice of learning multicultural text writing skills using TPACK (Technological Pedagogical Content Knowledge)-based posters.

Data collection techniques used observation, interviews, documentation and tests. Observations are carried out to examine writing skills learning activities using TPACK. The researcher used limited interviews distributed in the form of questionnaires consisting of ten essay questions related to learning experiences using TPACK-based

poster media. The documentation is taken in the form of poster archives about multicultural texts. While the test is used to measure the effectiveness of learning using TPACK-based posters.

To analyze the data obtained, the researcher used the t-test analysis technique (Brown & Melamed, 2012) for quantitative research and the data triangulation technique from Milles and Hubberman for qualitative data (Miles & Huberman, 1994). As a form of data validity testing, the researcher used the homogeneity and normality test techniques in the value data obtained. Meanwhile, the validity of qualitative data is measured through peer discussions and triangulation of the data sources obtained.

RESULTS AND DISCUSSION

Learning Plan of Writing Skills based on TPACK Framework

The learning process is begun with a lesson plan that can be designed by lecturer using the framework in the following table that functions as the foundation of implementation in implementing TPACK based learning in writing skills instruction.

Table 1. TPACK's Implementation in Writing Skills Instruction

N o	Theme	Activity	TPACK	TPACK Integration
1	Descript ion Text	Design a text multicultural	Content Knowledge (CK) Pedagogical Knowledge (PK) Technological Knowledge (TK) Pedagogical Content Knowledge (PCK)	<i>Description Text</i> Approach: Scientific Method: Q and A, Discussion, Presentation, Practice, and Observation HP, LCD, e-learning, Powerpoint, Google classroom Conversation design based on discussion, Questioning among students, and e-learning task
2	(<i>Daily Activitie s</i>) in <i>Muhada tsah</i>	Design a <i>Muhadatasah</i> text for dialogue with Arabic native speaker	Content Knowledge (CK) Pedagogical Knowledge (PK) Technological Knowledge (TK) Pedagogical Content Knowledge (PCK)	<i>Al-hayah Al-yaumiyah (Daily Activities)</i> Approach: Scientific Method: Q and A, Discussion, Presentation, Practice, and Observation HP, LCD, e-learning, Powerpoint, Google classroom Conversation design based on discussion, Questioning among students, and e-learning task to communicate with Arabic native speakers.
3	(<i>Hoby</i>) in <i>Muhada tsah</i>	Design a <i>Muhadatasah</i> text for dialogue with Arabic native speaker	Content Knowledge (CK) Pedagogical Knowledge (PK) Technological Knowledge (TK) Pedagogical Content Knowledge (PCK)	<i>Al-hiwaayah (Hoby)</i> Approach: Scientific Method: Q and A, Discussion, Presentation, Practice, and Observation HP, LCD, e-learning, Powerpoint, Google classroom Description text design based on discussion, Questioning among students, and e-learning task to design the poster

Table 1 shows that TPACK based learning is planned through design a theme that will be presented by paying attention to the allocation of online learning time. The learning planning process can be discussed through ed-link.

The Implementation of Speaking Skills based on TPACK Framework

Arabic writing skills learning uses the TPACK model consisting of Content Knowledge (CK), Pedagogical Knowledge (PK) and Technological Knowledge (TK). The three aspects are described in the following paragraph.

The process of delivering Arabic language skills knowledge uses a syllabus that has been designed at the beginning of the semester, there are 16 face-to-face meetings and each meeting has a project assignment that students need to prepare (HASTANG, 2019). The learning time consists of 3 credits or equivalent to 135 minutes. The process of providing knowledge about the content or subject matter being taught (for example, knowledge of Arabic grammar, vocabulary, or sentence structure in Arabic). For example, in the first three meetings, the teacher identifies letters, phrases or words in Arabic. After that, in the next meeting, students understand the forms of paragraphs, the use of mindmapping media, writing observation results, writing official and unofficial letters, writing biographies and autobiographies, advertising texts and multicultural texts.

The Pedagogical Knowledge (PK) used varies, the teacher uses direct methods and also group discussions in learning writing skills. Learners are given independent and group assignments. Both of these methods serve to improve their communication and understanding of the learning materials being studied. Individual independent projects, for example, making official and unofficial letters, while group projects such as writing scientific papers in Arabic.

The third element in the TPACK concept is the Technological Knowledge (TK) element. In learning Arabic writing skills using digital media, such as the use of the ed-link system which is an online system adopted by UIN Imam Bonjol Padang. In the ed-link system, students can download learning materials and upload assignments given by lecturers. Basically, the use of TPACK from the knowledge element is related to technology and digital tools that can be used to support learning.

As stated in Rifda and Samsudin's research(2023), Technological knowledge is the teacher's ability to understand technology broadly, starting from low-tech technology, such as pencils and paper, to digital technology, such as the internet, digital video, interactive whiteboards, and software programs. to apply it productively in the teaching and learning process, teachers explore, understand and master technology more deeply so that they can recognize when technology can help or hinder the achievement of learning goals, teachers are expected to be able to continue to adapt to changes in technology so that they can determine the technology that is appropriate for the learning process. Technological knowledge is also related to the teacher's perspective on technology and its use. One of the project tasks is the creation of a text-based poster containing a description of Indonesian culture as follows.

Figure 1. Student Poster Project Results

Multicultural comes from the word multi which means many or more than one or variety, various. While cultural means culture (Alwi et al., 2023), multicultural itself is all forms of activities related to cultural diversity, for example daily life between different communities, customs, activities in commemorating different special days. From the picture above, it can be described that there are so many different cultures in Indonesia, and based on the theories studied previously and their respective observations, they can come up with creative ideas in improving their Arabic text writing skills (Anindya et al., 2023). Not only that, this assignment also trains them in using digital media by creating various designs that are in accordance with their respective ideas so as to produce good work.

Through various statements from informants, the process of making multicultural texts through posters using TPACK-based learning is as follows.

Table 1. The Process for Making Multicultural Text

1 th Informant	The steps I took in completing this assignment were: 1) finding out how the concept of making a poster; 2) looking for material that will be made for the poster; 3) choosing and sorting materials from one of the cultures and the one I chose was a culture from one of my places, namely in Pariaman which is called the Hoyak Tabuik culture; 4) looking for examples of posters on Google and Canva; 5) watching other people's videos in making posters on social media; 6) trying to design on Canva; 7) trying to make a poster on Canva to make it more attractive (VRO, 2024)
2 th Informant	The steps I took to make a poster were watching YouTube tutorials and I asked a friend who could make it after that I tried to make it (RNI, 2024)
3 st Informant	The first step is to find a title or theme reference, then find the material that will be placed in the poster assignment, third, compiling a framework so that when it is placed on the project assignment it can be interesting and impressive. Finally, find interesting media and decorations for the poster project (AM, 2024)
4 nd Informant	The steps are: 1) Find data and process it; 2) Find references about posters; 3) Process it into infographics in a digital application (NS, 2024)
5 rd Informant	Initially I looked for a template for this poster through the Canva application. But I didn't find a suitable one, then I made it manually by combining images from Pinterest (NP, 2024)
6 th Informant	The steps I took: 1) I downloaded the Canva application on the poster; 2) I entered the application; 3) I logged in using Google to access the application; 4) I searched in the search column for traditional cultural posters in Indonesia; 5) I was interested in Javanese posters and 6) made the poster. (FAZ, 2024)

From the various answers of the students above, it can be described that in making multicultural texts through posters using TPACK-based learning, there are various types. Because as with the types and benefits of TPACK in innovative learning, where this

innovative learning has an important role and is the key to preparing students to face the demands of the world in the education system (Renni Hasibuan, Ira Safira Haerullah, 2023). Where the concept of TPACK itself emerged as one of the important integration of technological knowledge, pedagogy, and lesson content. As stated by Shulman quoted in the mukti journal, a teacher is expected to have mastery of Pedagogical Knowledge (PK) and Content Knowledge (CK) which are the main parts of teaching activities. The combination of Pedagogical Knowledge (PK) and Content Knowledge (CK) implies that a teacher not only has mastery of the material, but also understands how to effectively convey the material or content to students (Purnama, 2018). This is in line with the principles recognized in Law No. 14 of 2005 concerning Teachers and Lecturers, which emphasizes that a teacher must have competencies that include pedagogical, personality, social, and professional aspects. In this context, the ability to combine PK and CK will help teachers to design interesting, effective, and appropriate learning experiences for students, as well as carry out their professional roles well.

Figure 2. Results of the Arabic Text Project of Students



Based on the image above, it can be seen that the poster work of UIN Imam Bonjol Padang students is very innovative and very interesting to read. This is certainly poured out of creative ideas and technological references that help them create the content. One of the references that helps them in making the project assignment is YouTube media. As stated by one of the following students:

"The steps I took to make a poster were to watch the YouTube tutorial and I asked a friend who could make it after that I tried to make it" (RNI, 2024). This is in line with the research conducted by Umi Machmudah and Laili Mas Ulliyah Hasan (2022), published by Atlantis Press at the 2021 ISLAGE (International Symposium on Religious Literature and Heritage) conference, one of the results of which was research on imla' learning media using YouTube for prospective students at the Darussalam Gontor Islamic boarding school, with the aim that students are able to write sentences containing alif lam syamsiah and qomariah after watching learning videos on YouTube correctly together. In this case, the position of TPACK in the formulation of learning objectives is in the Condition position, namely watching learning videos on YouTube.

Figure 3. The Example of Multicultural Text



Several types of texts obtained are cultural texts consisting of Minangkabau cultural texts, Javanese culture, Batak, Madura, Sasak and others. The texts developed are also in the form of cultural descriptions consisting of cultural origins, traditional foods, traditional houses and the distinctive culture of each region.

In making texts in the form of posters, of course, it cannot be separated from the help of technology. An article written by Umi Machmudah and Siti Nikmatul Rochma (2022) which examines the Aljazeera.net media learning at Darussalam Gontor University, which was published in Liza Arabiyah: Arabic language education journal in 2022. In this study, we can see that the effectiveness of using TPACK (Technology Pedagogical Content Knowledge) in learning Maharah Kitabah at Darussalam Gontor University through Learning media. Aljazeera.Net reflects an innovative approach in the education process.

Based on the findings, the increase in student understanding through the TPACK learning process is very significant. This is indicated by an increase in student scores through the following table.

Table 2. Statement's of Increasing the Output of Writing Skills

7 th Informant	With this system, it means benefits for creative skills in doing assignments and adding soft skills effectively (RW, 2024)
8 th Informant	In my opinion, the learning system using TPACK is very efficient, because the task of making posters like culture in Indonesia in Arabic can train us to use digital media such as canva, PPT, and so on. In addition, this assignment also pays attention to the rules of nahwu sharag in composing sentences in posters (AR, 2024)
9 th Informant	In my opinion, this TPACK learning system is very fun which makes our posters trained in thinking and learning to design so that they produce works (HN, 2024)

To be continued

10 th Informan	In my opinion, this TPACK-based learning is very effective and suitable for students. Because with the project given by the lecturer, students learn more, read, understand the language structure that they will write. (NAR, 2024)
11 th Informan	In my opinion, this learning system is very suitable for training soft skills and hard skills simultaneously, especially if implemented with clear guidance and support from lecturers and can increase student engagement and train practical skills (MZ, 2024)
12 th Informan	TPACK-based learning has many advantages. For example, it can make students understand more deeply about understanding learning materials, because they have practiced it and improved creative thinking skills (ERA, 2024)
13 th Informan	TPACK-based learning can improve my understanding, creativity and skills. Because through this project, I directly apply the theory I have learned (LHA, 2024)
14 th Informan	In my opinion, this learning system is quite fun, because at that time I could train my creative ideas in expressing ideas and even what kind of design is good. I also tried to make my own design. (AAA, 2024)

From the statements above, the students explained the positive side of using Arabic text writing skills learning through this poster, which greatly helped them in understanding the theory and practice at the same time. Through this illustrated poster, they are also better able to train themselves to come up with creative ideas. Of course, this cannot be separated from the help of technology that makes it easier for them to access various cultural images in Indonesia (Hilmi & Hasaniyah, 2023). The following is a student's explanation regarding the advantages of learning with TPACK-based poster project assignments as follows:

Table 3. Statement's of Increasing the Creativity

15 th Informan	It can improve students' creativity, especially in expressing ideas in this poster project (FW, 2024) Of course, this assignment can improve critical thinking skills because there we have to be really careful in choosing the diction of words used in writing grammar. (MM, 2024)
16 th Informan	The advantages of TPACK-based learning can make students develop their creativity and (MRF, 2024)
17 th Informan	The advantages of this TPACK project can increase creativity in designing, train thinking about how to make our projects good and liked and train independence in carrying out tasks (RD, 2024)
18 th Informan	The advantages are that students can learn unconsciously to increase insight into using editing systems and increase creative thinking (FN, 2024)
19 th Informan	More skills are improved and not only focused on theory but can be in the practice process because this assignment increases interest and motivation in learning (FJ, 2024)
20 th Informan	The advantages of this learning are increasing insight, understanding in more detail, getting used to using software and increasing student knowledge (AF, 2024)
21 st Informan	The advantages can make us more innovative and creative in utilizing existing technology (NS, 2024)
22 nd Informan	The advantages can train self-confidence to express opinions or essays that exist in someone (FK, 2024)
23 rd Informan	The advantages are that we can get to know cultural customs Indonesia, learn to think creatively and critically and come up with ideas so that the results of this project are interesting (IZ, 2024)
24 th Informan	The advantages are increasing creativity, developing visual and technological skills, active learning can involve students, honing problem-solving skills in graphics and improving teamwork (MT, 2024)
25 th Informan	It can improve students' creativity, especially in expressing ideas in this poster project (FW, 2024) Of course, this assignment can improve critical thinking skills because there we have to be really careful in choosing the diction of words used in writing grammar. (MM, 2024)

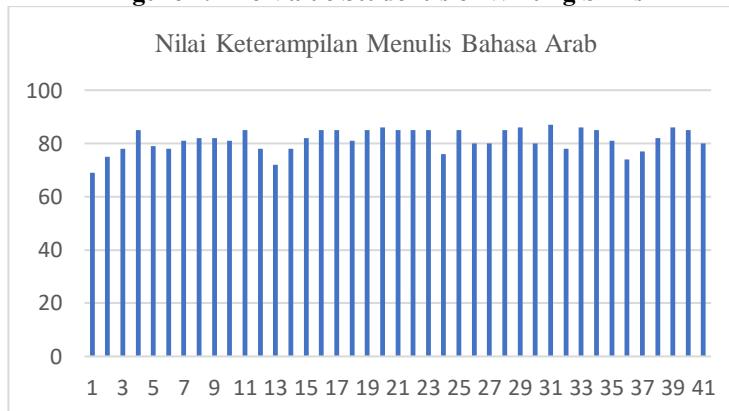
Based on the informant data above, it can be described that the advantages of this learning outcome are as follows:

First, the lesson becomes more fun. Because it combines creative ideas and technology. The use of technology can make students feel more motivated (Elwood & Kawano, 2022) and engaged because they experience new activities that make them more challenged to express their creativity by designing a poster project. Moreover, poster presentation is more likely fun since the poster is designed attractively. (Prichard & Ferreira, 2014). Second, increasing creativity, developing visual and technological skills, active learning can involve students, honing problem-solving skills in graphics and improving Teamwork. This finding is consistent with that of Supriyadi and Gunanto (2021) who witnessed TPACK based learning promote student's 21st century skills by experiencing various activities of learning that must be conducted in finishing a project given. (Martinez, 2022)

Third, increasing digital literacy, understanding in more detail, getting used to using software and increasing student knowledge. As the rapid advancement of information and communication technologies, digital competencies and mediate its risks are urgently required by teachers (Setuju et al., 2024). For this reason, ongoing training is the must.(Gómez-Puerta et al., 2024; Stakhova et al., 2024) Thus, to prepare pre-service teachers with adequate digital literacy, this poster project provokes them to increase their digital literacy by using canva or other websites to do the project under supervision of lecturers. Fourth, it can train self-confidence to express opinions or essays that exist in someone. These results corroborate the findings of the previous work in comparing poster presentation and class presentation done by Prichard and Ferreira (2014). They stated that after every presentation, the poster group spoke up a lot more than the class presentation group did. The poster presentation group made numerous remarks and asked a lot more questions than the class presentations, which only had nine questions (from two of the most talkative students). Fifth, we can get to know Indonesian customs and culture. As stated by the following student.

"The advantages are that we can get to know Indonesian customs and culture, learn to think creatively and critically and come up with ideas so that the results of this project are interesting".

Figure 4. The Value Student's of Writing Skills



Based on the distribution of the data above, it can be described that the value of students' Arabic writing skills has an average of 80.05. As we know, writing skills are one of the skills that require adequate understanding of content and vocabulary mastery (Zainab et al., 2021). In writing, they must express critical abilities and innovative ideas regarding content that is in accordance with the rules of nahwu shorof on the poster that will be written (Khobatsaniyah et al., 2022). The results of this value were obtained based

on the project assignment given previously, as stated by one of the following students: "Of course this assignment can improve critical thinking skills because there we have to be really careful in choosing the diction of words used in writing grammar"

In addition to the advantages above, this learning model certainly also has disadvantages, and this cannot be separated from the experience of implementation in class and the results of the responses from the following students.

Table 4. The experience's for Writing Skills Learning

27 th Informan	The disadvantages are difficulty in accessing supporting media in its creation (SAR, 2024)
28 th Informan	There are several applications that cannot be edited when creating posters and lack variants (FY, 2024)
29 th Informan	Requires more time and energy (HH, 2024)
30 th Informan	Limitations in choosing attractive templates (AW, 2024)
31 st Informan	Students use AI rather than their own abilities (FIS, 2024)
32 nd Informan	Paid applications that cause difficulties (FW, 2024)
33 rd Informan	Independent learning, takes a long time and minimal internet connection (ML, 2024)
34 th Informan	In designing, I may have difficulty in determining the right color and image combination because many templates are premium and have to be designed manually (AJ, 2024)
35 th Informan	Limited access to information, difficulty in exploring ideas and culture (MTR, 2024)
36 th Informan	It takes a long time to edit it and think about how this poster project is interesting and storage must be a lot because the application used requires money and is time consuming. (AM, 2024)

Based on the results of the statement above, it can be seen that TPACK-based project tasks do not always have advantages but also have the following disadvantages: first, network difficulties and costs. In using the network when accessing references and requiring costs to access it. Second, the editing process is quite complicated. To produce a good project, of course, there is also an extraordinary effort in the work, one of which is this editing process, where in designing poster edits they must explore ideas about the culture of thought, references from various learning media and so on. This finding was also reported by Belda-Medina and Calvo-Ferrer: (2022) that show the participants demonstrated a deficiency in practical expertise regarding content creation which indicating their lack of technological pedagogical knowledge (TPK) (Insani et al., 2024)

Third, it takes a long time. In making this project, it takes a long time starting from choosing the culture to be discussed, language diction that is in accordance with Arabic language rules, and adequate mastery of the word city. In accordance with the present results, previous studies have demonstrated that making the project takes a lot of thought and time. (Theodorio et al., 2024). Fourth, the poster project is addressed to evoke student to be more creative and critical. (Saimon et al., 2023) Students are made lazy to think by AI, they rely more on artificial intelligence than on their own abilities. Accessible AI affected to students creativity in finishing the project. Project Based Learning is addressed to evoke student to be more creative and critical. This study supports evidence from previous observations that revealed the area most impacted by artificial intelligence is human sloth (Ahmad et al., 2023; Sabharwal et al., 2023). Fifth, limitations in choosing an attractive poster template, not all templates are obtained for free, but there are also those that are paid to obtain the template.

Thus, we can conclude that the Arabic text writing skills of students using posters with the TPACK model have advantages and disadvantages, where the advantages are that students can explore their ideas about Indonesian culture and put them into Arabic

text writing, improve critical thinking, improve understanding related to the content discussed. In addition to the advantages, there are also disadvantages, for example, the difficulty of accessing due to limited internet, and paid templates and others that have been mentioned above.

CONCLUSION

Based on the results of the study, this study shows that TPACK-based writing skills learning through poster media can improve students' skills with a maximum level of significance. Several other benefits were found such as increased creativity, critical thinking skills and creating variations of phrases in writing. This study is limited to the number of samples, so researchers recommend further research to examine different research objects.

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