

The Effectiveness of Problem Based Learning In Improving Arabic Reading Skills

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Abstract

The Problem Based Learning method relates learning material to real-world situations to help students understand Arabic material better. A quantitative study with an experimental approach was conducted to determine the effectiveness of using the PBL method on Arabic reading skills. The one group pretest posttest design was used in this study. The results of the study show that in general, the results of the study revealed that the application of PBL in reading courses in general was effective both in terms of the learning process and learning outcomes. However, the research findings show the application of PBL in learning in reading courses becomes less effective for students who have low competency levels, poor learning attitudes, lack of willingness to learn, low learning discipline, and are less active in classroom.

Keywords: Problem Based Learning; PBL; Arabic Learning; Reading Skills.

INTRODUCTION

Problem Based Learning (PBL) methods are widely used in various contexts and aspects of education to improve students' ability to think critically and solve problems in actual learning conditions (Yew & Goh, 2016). Problem Based Learning (PBL) is a learning model that is compiled to familiarize students with solving a problem (Fauzi, 2021). Not only in learning in general, language learning is also the object of application of PBL, especially in Arabic learning.

Problem Based Learning (PBL) is a learning method designed to encourage learners to integrate research knowledge and skills using theory and practice to develop possible solutions to predefined problems (Savery, 2015). Problem Based Learning has been shown to have a positive if not quantitative impact on student attitudes (Demirel & Dağyar, 2016).

PBL in Arabic learning can be applied to a variety of mastery of Arabic language skills, especially *qiroah*. Teaching *Qiroah* is teaching the Arabic language that focuses on aspects of students reading skills. Not only is the reading done aloud but it can also be done silently (Aflisia et al., 2019). Reading is the ability to recognize and understand content through silent reading or synthetic writing (written notation) (Indraswari, 2014). The appearance of *Qira'ah* basically contains two aspects, namely converting the written symbol into sound, and capturing the meaning of the whole situation symbolized by the written symbol (Aflisia & Yasmar, 2018). To acquire these skills, Arabic language learning must be structured in such a way as to start from the objectives formulation, the preparation of teaching materials, the use of methods and media, and the application of appropriate evaluations (Aflisia et al., 2021).

Students who are majoring in Arabic Language Education at IAIN Kerinci must take and pass Arabic reading skills as one of their mandatory courses in order to graduate. One of the problems of reading the text of Bahasa Arab on campus is caused by the lack of mastery of vocabulary. College students face many difficult words that they do not understand their meaning. This has an impact on the difficulty of understanding the content of the text being read. In other words, the lack of mastery of vocabulary has an impact on the difficulty of understanding the content of the text. In arabic language learning sometimes use Arabic-language references. When taking courses with Arabic references students seem to be hindered by their lack of Arabic vocabulary. Lack of mastery of Arabic vocabulary becomes more evident when students read reference books or monographs and mass media text articles.

Some of the earliest studies you have done by previous researchers related to PBL in Arabic language learning. Research has shown that the application of PBL in Arabic studies methodology courses does not fare well for students who fall into the low category in terms of learning ability attitude willingness to learn discipline and class participation (Ainin, 2017). Efforts can be made by preparing problem-based learning model prototype which is presented in the form of learning activities in general and descriptions of learning activities, both teacher activities and student activities (Luthfiana et al., 2019). A learning model using project-based learning (PBL) allows students to actively construct knowledge. With this learning model we hope to encourage students to design active collaborative learning through projects to solve real-world problems (Wati, 1967). At the start of the learning process, the Problem Based Learning approach is employed by presenting problem statements for students to solve using Arabic, whether it be in the form of writing essay or engaging in a conversation. Additionally, the Information Search method is utilized as students search for relevant information in books that have been recommended by the teacher. In this combined approach, the teacher serves as an observer and guide. (Noviani, 2021).

The PBL learning model is able to improve students' abilities in Higher Order Thinking (Harun, 2020). Students in UEAs higher education liberal arts programs are positive about the use of PBL and recognize the importance of this approach to skill development (Mohammed, 2017). The PBL approach is implemented to aid students in comprehending familiar Arabic grammar concepts, such as *mubtada*, *khobar*, *fail*, *Inna wa akhowatuha*, *Naibul Fail*, *kaana wa akhowatuha*. Moreover, students can effortlessly grasp the essence of these materials and even find various models and forms of expression in Arabic that follow the *mubtada-khobar* structure, *fiil*, you know, and are damaged, among others, since they can explore their own abilities through the problems provided by the instructor (Qomari & Roziki, 2020). After being exposed to the 6-week PBL module, both groups displayed favorable views of the PBL process, particularly in areas such as enhancing communication skills and motivating them to learn. There were no statistical disparities in the positive attitudes between the two groups. The positive attitude towards the short PBL course at the institute remained constant and was not impacted as students progressed to higher academic years. (Gowda et al., 2013).

These past studies have shown a very positive value in the use of the PBL model in learning class. This positive value will be obtained if learning with the PBL model is applied appropriately and appropriately. The research that the researchers conducted was

implementative in order to find out directly the effect of this PBL in Arabic language learning, especially learning to read Arabic.

Judging from the existing problems and the effectiveness of various learning with PBL, improvements are needed in learning that can improve students' overall reading ability. The Problem Based Learning method is one of the learning methods that can improve students reading ability, which can help students find their own learning experiences. According to (Susilawati et al., 2017) PBL is a learning model that requires students to understand concepts by contextualizing real-world problems so that they can derive important information from their learning.

Learning using the PBL model giving freedom to students to be directly involved in the learning being carried out, so that the knowledge gained by students from learning becomes more meaningful. This agrees with the opinion (Wulandari & Surjono, 2013) which explains that The PBL learning model used can make learning activities carried out in class more interesting than usual learning, so that students become active during the learning process.

Based on this interpretation, as for the goal of the research is to evaluate the effectiveness of using the Problem Based Learning model in the study of Arabic literature. This study is expected to provide new insights into effective teaching methods for Arabic language teachers.

METHOD

This research was carried out on the fourth semester of the Arabic Language Department at IAIN Kerinci, namely in the 2021/2022 academic year. This type of research is quantitative uses an empirical approach and goals to determine the effectiveness of PBL models in language learning. This study used a pre-posttest group design which is an experimental study conducted on a randomly selected group (Sugiyono, 2018). Two types of variables are used in this study. independent variables are used to influence or causes changes or events in the dependent variable (Sugiyono, 2014). The independent variable in this study was Arabic reading ability according to the PBL model. Then the dependent variable is the variable that is affected due to the existence of the independent variable. The dependent variable in this study is the improvement of students Arabic reading comprehension.

The methods used for data collection are observation and testing. In this design he used only an experimental group of 4th quarter students learning Arabic with a total of 14 students. This group was treated with the PBL model of learning which started with the pre-test and ended with the post-test. Data were analyzed using a paired sample t test.

RESULTS AND DISCUSSION

Learning models that can link learning materials with real-world situations will be more able to make students understand the learning material well. A Problem Based Learning approach is a teaching method that initiates the learning process by using real-world problems related to concepts applicable in everyday life. During the learning process students should discover problems and find solutions. The problems presented in learning can increase curiosity about the subject matter, so that students can have analytical skills and critical thinking.

The PBL process begins by engaging each individual and group in the learning process guiding students to a contextual problem developing inquiry findings and evaluating problem-solving outcomes (Dakabesi & Luoise, 2019). A PBL learning model has at least five main characteristics, namely problem submission, linkages to other sciences, authentic investigations, presenting the results of studies obtained and collaboration. In this study, the researcher carried out a five-stage study. Before carrying out the PBL learning process, lecturers ensure that all the learning tools needed are ready. Students are expected to understand the PBL process and form groups. Here are the stages in PBL learning:

Tabel. 1 Stages of Learning to Read Arabic Using PBL

Syntax	Lecturer Treatment
Stage – 1 Orientate students to problems	Lecturers communicate learning objectives and Motivate students to participate in problem solving activities of their choice.
Stage – 2 Organizing student learning	Students determine and organize learning tasks related to existing problems with the help of lecturers.
Stage – 3 Assisting independent and group investigations	students collect the right information to conduct experiments, seek explanations, and solutions with the help of lecturers.
Stage – 4 Develop and present work	students plan and prepare appropriate student work, such as reports with the help of lecturers.
Stage – 5 Analyze and evaluate the problem solving process	Lecturers help students reflect or investigate the processes and strategies they use.

The Problem Based Learning (PBL) model for learning Arabic goes through the following stages: *first*, student orientation to problems. The initial stage of the learning process involves introducing the students to the problems. During this session, the instructor elucidates the learning goals for reading Arabic and the activities that will be undertaken to achieve those objectives. This stage is crucial in giving the students a basic understanding of what to expect from the learning experience, the topics that will be discussed, and how the learning process will be evaluated. Moreover, the instructor must have the ability to inspire students to participate actively in solving the selected problem.

Second. organizing students. At this stage, the lecturer helps students define and organize learning assignments in Arabic reading courses that relate to problems that It is organized by helping students to form small groups for example by having students read the questions found in the previous steps and then try to formulate hypotheses about the questions found. *Third*, Manage individual and group surveys. At this stage the teacher encourages them to make experiments to gather as much information as possible about the topics discussed in the Arabic reading class and share thoughts to find explanations and solve problems.

Fourth. Work development and presentation. During this stage, the instructor helps the students in analyzing the data related to the themes that were discussed and collected in the previous stage. The data is then correlated with the formulated problems and grouped by category. Subsequently, students provide arguments in support of their solutions to the problems. *Fifth*, Analysis and evaluation of the problem solving process. At this point the teacher asks students to review and evaluate the problem-solving

process. Students are asked to reflect on ideas and activities carried out during the learning process. Then, lecturers and students will work together to analyze and evaluate the solutions to the problems that have been presented by each group.

After completion of learning, lecturers provide reinforcement, thus students have a round concept of the basic competencies learned. So that what is to be achieved in learning to read Arabic can be achieved properly. Process starting point PBL starts from determining the problem to be discussed as a basis for goals that will later be made for students' reconstructive understanding in studying the material that has been set. Then carry out the analysis process by using students' cognitive understanding in solving the problems that have been presented, find collaborative and integrative projection patterns and find new solutions as a learning practice goal of predetermined problems. Then evaluate from each of the key points of the whole learning process.

Teachers have a role. The role of teachers and educators as well as the facilities are important so that students can feel confident about life and lifelong learning. Readers who play a role in PBL are readers who continually think a lot, namely 1) How to design and apply problems that exist in the real world into the learning process, 2) how to become facilitators and mentors for students in the process of problem solving and self-direction to construct cognitive thinking. students, and 3) how students can view themselves as students who are active in the problem-solving process presented.

Before going through the process of using PBL, students are given a pretest question which is then answered directly by them. Then after learning using PBL, students are given another posttest question. So that based on this treatment, the score of pretest and posttest are obtained the analysis results show the effect of using PBL model in Quran education. This is consistent with the findings from (Meilasari et al., 2020) which explains that the use of PBL learning model has a positive effect on students. The practical application of the Problem Based Learning (PBL) model focuses on using real-life environmental problems to develop students problem-solving and critical thinking skills. In addition the approach of Problem Based Learning (PBL) model helps students develop their ability to effectively implement problem-solving processes.

The efficacy of employing the PBL model in learning is evident from the action. From this opinion, there are two substantial things related to the use of PBL, namely the improvement of the learning process (problem solving) and learning outcomes (thinking and intellectual ability). The results of this study are pretest scores obtained from tests before learning and posttest scores for reading skills after being taught using the PBL learning model. The pretest and posttest results used in this study consisted of questions tested on 14 students. Next, the collected data was analyzed using a paired-sample T-test after testing for normality. Here are the normality test results:

Tabel 2. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,236	14	,033	,915	14	,186
Posttest	,190	14	,183	,900	14	,114

The above output results show that Pretest and posttest values greater than 0.05 indicate that the obtained data are normally distributed. After the simple test was done the researcher continued the analysis using paired sample t-test.

Tabel 3. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	61,71	14	8,361	2,235
	Posttest	90,29	14	6,627	1,771

From the above result, it shows that the average pretest value before learning was obtained at 61.71 and the average posttest value was 90.29. The analysis indicated that the mean score of the pretest was lower than that of the posttest ($61.71 < 90.29$). This indicates that there is a difference between the mean pretest and posttest scores.

Tabel 4. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre Test & Pos Test	14	,617	,019

Based on the output above, it shows a strong and positive relationship between pretest and posttest. This is indicated by a significance value of 0.019 smaller than 0.05 and a correlation coefficient value of 0.617.

Tabel 5. Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-28,571	6,745	1,803	-32,466	-24,677	-15,850	13	,000

The results table above shows a significance value (2-tailed) of $0000 < 005$ which indicates that the mean scores for the pre-test and post-test were not statistically the same. Thus, it is concluded that the application of the PBL learning model in Arabic reading subjects has a positive influence on increasing student academic achievement. The table also shows information about the average value of the pairwise difference -28571. This value is the difference between the mean pretest and the mean test or $6171 - 9029 = -28571$. This difference is between -32.466 and -24.677. Then obtained a t-count of 15850 and a t-table of 2179 based on a comparison between the value of t-count and t-table. So that the value of t count is $15850 > t$ table is 2179. For this reason, it can be concluded that there are moderate differences in the results of the pretest and posttest or the effect of learning Arabic with the PBL learning model.

CONCLUSION

The Problem Based Learning model is achieved by connecting learning content with real-world situations. Learning like this can better make students to understand the learning material to read Arabic well. During the learning process, students are asked to initiate a problem that will be solved by the student himself. The problems presented in learning can increase curiosity about the subject matter, so that students can have analytical skills and critical thinking. Based on experiments that have been carried out in the classroom that the PBL model applied to Arabic reading courses, it was found that there was an influence on the use of the PBL learning model on Arabic reading subjects in improving student learning outcomes. This research opens up opportunities for

subsequent researchers to take a deeper look at PBL in Arabic learning, not only on Arabic reading proficiency but other Arabic language proficiency.

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