

Problem Based Learning in Arabic Language Learning at Madrasah Aliyah

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Abstract The implementation of Problem Based Learning (PBL) strategy can improve the effectiveness of Arabic language learning in Madrasah Aliyah. PBL is a learning approach that focuses on solving real problems and is a core method in developing students' understanding and skills. This article discusses the application of PBL in the context of Arabic language learning at Madrasah Aliyah. This approach provides opportunities for students to relate Arabic to real-world situations, which can enhance their understanding of Arabic language and culture. This article uses the literary study method. The results show that PBL can improve students' motivation, critical thinking ability, as well as their Arabic language mastery. PBL can help students in developing collaboration, communication, and problem-solving skills that are important in students' lives

Keywords *problem based learning*, Arabic Language, madrasah aliyah

يمكن أن يؤدي تطبيق استراتيجية التعلم القائم على حل المشكلات (PBL) إلى تحسين فعالية تعلم اللغة العربية في المدرسة العليا. التعلم القائم على حل المشكلات هو منهج تعليمي يركز على حل المشكلات الحقيقية وهو أسلوب أساسي في تطوير فهم الطلاب ومهاراتهم. تناقش هذه المقالة تطبيق منهجية التعلم القائم على حل المشكلات في سياق تعلم اللغة العربية في المدرسة العليا. ويوفر هذا المنهج فرصاً للطلاب لربط اللغة العربية بمواقف واقعية، مما يعزز فهمهم للغة العربية وثقافتها. يستخدم هذا المقال أسلوب الدراسة الأدبية. وتظهر النتائج أن أسلوب الدراسة الأدبية القائمة على التعلم القائم على التعلم يمكن أن يحسن دافعية الطلاب وقدرتهم على التفكير النقدي، بالإضافة إلى إتقانهم للغة العربية. يمكن أن يساعد التعلم القائم على حل المشكلات الطلاب في تطوير مهارات التعاون والتواصل وحل المشكلات المهمة في حياة الطلاب	ملخص البحث
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كلمات أساسية	التعلم القائم على حل المشكلات، اللغة العربية، مدرسة عليّة
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INTRODUCTION

Various studies on innovative learning methods have been conducted and concluded that the more effective learning methods to achieve core competencies, character building, and soft skills are student-based learning methods known as student oriented (Afthon, 2023). The learning paradigm shift from teacher-centred learning to student-centred learning has been long in the making. The implementation has also been carried out massively, especially with the existence of government regulations that support student-centred learning methods. For example, various curricula issued by the government, ranging from character education-based curricula, competency-based curricula to IQF-based curricula, emphasise the importance of mastering high-level thinking skills and positive characters that support lifelong learning (Anugraheni, 2018). Nurhidayati, 2021, says this can only be achieved through a two-way learning approach that is not teacher-centred. In this new paradigm, the teacher acts more as a facilitator who facilitates the learning process of students to achieve optimal learning outcomes (Lathifah, 2020).

Student-centred learning is a learning process that places students at the centre of learning (Yulianti, 2019). Shofiyah, 2018. Currently, various learning methods as part of the student-centred learning approach have been developed, for example, independent learning methods, small group discussions, cooperative learning, and problem-based learning. One of the student-centred learning methods that has been trialled and implemented is problem-based learning with a five-step approach.

The basic principle of problem-based learning is that students use a "trigger" from a case or problem scenario to define the learning outcomes they want to achieve. Subsequently, they undertake an independent and self-directed learning process before returning to the group to discuss and enhance the knowledge gained. Thus, the problem-based learning method does not only emphasise on students' problem-solving ability, but rather uses the trigger problem as a driver for students to improve their knowledge (Handayani, 2017). Problem-based learning is a learning method that leads students to solve problems and reflect on their experiences so that cognitive abilities such as reasoning, communication, and connections can develop.

In recent years, research on problem-based learning continues to be conducted. In the field of language learning, PBL research has also been conducted by Ainin, 2017 which analyses the use of problem-based learning methods in the Arabic Research Methodology course. This

research shows that, in general, the application of problem-based learning is considered effective, both in terms of the learning process and learning outcomes. However, this method is less effective for students with lower levels of competence, learning attitudes, willingness to learn, learning discipline, and activeness in class. In addition, research conducted by Solihah and Mashinta (2019) analysed the application of problem-based learning to improve elementary school students' problem-solving skills in natural science classes. They concluded that this method proved significantly more effective in developing elementary school students' problem-solving skills. Meanwhile, Hadiannor, 2022 analysed the effect of PBL on learning outcomes and critical thinking of education study program students (prospective teachers) in virtual learning and the results showed that PBL proved effective in developing critical thinking skills of prospective teachers.

Based on the review of previous studies on the application of problem-based learning used in the learning process mentioned above, it is known that problem-based learning has been widely applied at various levels of education (elementary, junior high, high school, and college) and in various fields of science (science, social, language, and medical/clinical in particular). The application of problem-based learning methods has also been widely studied in the field of language education, including Arabic language education.

RESEARCH METHODS

This research is a type of library-based text research, which is research about the PBL learning model. This research uses a qualitative descriptive method, with data in the form of descriptions of words and not numbers. Descriptive method aims to describe a situation as it is. Based on the stages of analysis initiated by Moleong, this research begins with data reduction, namely the selection of relevant data. Next, data display, which is classifying the data. Finally, drawing conclusions and verifying the data. The aim is to find the meaning of the data that has been collected and compare its suitability with existing theories, so that it becomes more objective.

RESULTS AND DISCUSSION

The term PBL was introduced by John Dewey, among others. It is based on Dewey's studies that emphasise the importance of experiential learning. According to Dewey, problem-based learning is an interaction between stimulus and response which is a relationship between two directions, learning and the environment. The environment presents a

problem, while the brain's nervous system functions to interpret the problem, investigate, analyse and find a good solution. The PBL learning model is a way of presenting learning materials by making problems as a starting point for discussion to be analysed and synthesised in an effort to find solutions or answers by students. The problem can be proposed or given by lecturers to students, from students together with lecturers, or from students themselves, which are then discussed and sought for solutions as student learning activities. Barrows defines PBM as a learning strategy in which both the results and the teaching-learning process are directed towards knowledge and problem solving.

PBL is a learning strategy that teaches students to solve problems and reflect on their experiences. The Problem Based Learning method can increase educational productivity, provide the possibility of individualised learning, provide a more dynamic basis for education, more stable learning, enable instant learning and a broader presentation of education (Meilasari, 2020). PBL is able to foster learning citizens and learning is not quickly bored and able to generate interest to follow learning activities seriously.

Definition of Problem Based Learning Model

PBL is a learning approach that uses real-world problems as a context for students to learn about critical thinking and problem-solving skills, as well as to acquire essential knowledge and concepts from the subject matter. PBL is learning based on cognitive theory which includes constructivism learning theory. According to constructivism theory, thinking and problem-solving skills can be developed if learners conduct themselves, discover, and transfer the complexity of existing knowledge. Risyadi, 2021 says:

The goals of problem-based learning are to help students develop flexible knowledge that can be applied in many situations, in contrast to inert knowledge. other goals of problem-based learning are to enhance intrinsic motivation and skills in problem solving, collaboration, and self-directed lifelong learning.

According to Fauzi, 2021 There are 5 phases in implementing PBL, namely (1) orienting students to the problem; (2) organising students to research; (3) assisting independent and group investigations; (4) developing and presenting work; (5) analysing and evaluating the problem-solving process. The problems in PBL are problems encountered in the real world. Although individual abilities are required for each student, but in the learning process in PBL, students learn in groups to understand the problems faced. Then students learn

individually to obtain additional information related to problem solving. The role of the teacher in PBL is as a facilitator in the learning process.

Hasyim, 2021 The argument about learning models is a conceptual framework for designing and conducting learning activities in the classroom. Meanwhile (Mayasari et al argue that the learning model is the basis for learning practices based on the results of a decrease in educational psychology theory and learning theory designed based on analysis of curriculum implementation and its application at the classroom operational level. Luthfiana et al., 2019 also argues that a learning model is a plan or pattern used in the formation of curriculum, designing learning instruments, and facilitating learning in the classroom.

Indraswari, 2014 argues that the Problem Based Learning (PBL) Learning Model is a learning approach that is applied as a stimulus for students' higher-level thinking in situations oriented towards real-world problems including learning. While Noviani, 2021 argues that the Problem Based Learning (PBL) learning model acts as a learning model that involves students to solve problems through several stages of the scientific method, so that students are expected to be able to learn knowledge related to the problem and involve skills in solving problems.

Based on the description of the Problem Based Learning (PBL) learning model, it shows that in its implementation, PBL provides problems to students so that students discuss and emphasise collaborative learning. This collaborative learning is one of the innovative learning approaches, providing active learning conditions to students through team or group learning. The emphasis on learning lies on student activities to solve problems by applying the skills of identifying, analysing, creating, and presenting learning products based on real experiences.

Characteristics of Problem Based Learning Model

According to Purwanto & Pangandaran, 2022 Problem-based learning has the following characteristics.

1. Learning starts with a problem
2. Ensure that the problem relates to the students' real world
3. Organising lessons around problems, not around disciplines
4. Giving students a great deal of responsibility in shaping and directing their own learning
5. Uses small groups

6. Requiring students to demonstrate what they have learnt in the form of a product or performance in order to shape students' skills.

Sintaks Learning Model Problem Based Learning

Based on the understanding of several experts, it is concluded that the learning model is a pattern used to guide the planning of learning in the classroom which is systematically arranged to achieve certain learning objectives (Hermawati, 2018). Learning that applies an interesting learning model can be used as a way to improve the quality of learning. The stages of the Problem Based Learning (PBL) learning model are as follows.

Table 1. Sintaks PBL

Phases in PBL	Teacher Behaviour
Phase 1 Provide orientation about the problem to students	The teacher discusses the learning objectives, describes the various needs, and motivates students to engage in problem-solving activities.
Phase 2 Organising students to research	The teacher helps students to define and organise learning tasks related to the problem.
Phase 3 Assisting independent and group investigation	The teacher encourages students to obtain appropriate information, conduct experiments, and seek explanations and solutions.
Phase 4 Develop and present the problem	The teacher assists students in planning and preparing reports, video recordings, and models that help them to communicate with others.
Phase 5 Analyse and evaluate the problem-solving process	The teacher helps students to reflect on their investigations and the products they used.

Advantages and disadvantages of Problem Based Learning Strategy

Problem-Based Learning (PBL) is a learning strategy that focuses on problem solving. In this method, students learn through independent enquiry and collaboration in tackling complex situations or problems. As with other learning approaches, PBL has advantages and disadvantages. The advantages of PBL Learning Model are as follows. (1) Development of Deep Understanding. PBL encourages students to understand the material more deeply because they have to apply their knowledge to solve

real problems. This helps build a more durable and sustainable understanding (2) Improved Problem Solving Ability. PBL teaches students to think critically and creatively in tackling complex problems. They learn how to analyse situations, identify potential solutions, and choose the best approach. (3) Development of Collaboration Skills. In PBL, students often work in groups to solve problems. This helps them develop collaboration skills, communicate effectively, and understand others' perspectives. (4) Application of Knowledge in Real Context. PBL allows students to connect theoretical knowledge with real-world situations. This helps them see the relevance of the learning material in their daily lives. (5) Higher Motivation. Since students are engaged in solving interesting and real problems, their intrinsic motivation tends to be higher, thus promoting more effective learning.

While the weaknesses of the Problem-Based Learning Model are as follows. (1) Time Required. PBL requires more time in designing and implementing learning. The problem-solving process and group discussions can take a significant amount of time. (2) Competent Guide and Facilitator. PBL requires good guidance and skilled facilitators to direct students in the learning process. Without adequate guidance, learning can be ineffective. (3) Not All Materials are Suitable. Although PBL is effective in teaching problem solving and critical thinking skills, not all learning materials are suitable for this approach. Materials that are theoretical or require a strong foundation may be difficult to implement in PBL. (4) Complicated Evaluation: PBL can make it difficult to assess student understanding consistently. The assessment process in PBL should detail how students approach the problem and argue for their solution.

PBL has strong potential to advance students' critical thinking, collaboration, and problem-solving skills. However, its implementation requires good planning, competent guidance, and customisation to the desired learning objectives. Like all learning approaches, PBL is not a universal method suitable for every situation, but it can be an effective tool in helping students develop essential skills in an ever-evolving world.

Application of Problem Based Learning (PBL) Strategy in Arabic Language Learning at Madrasah Aliyah

The application of Problem Based Learning (PBL) Strategy in Arabic language learning at Madrasah Aliyah is a relevant and effective approach. It helps students to better gain understanding and mastery of Arabic as they are actively involved in solving real problems related to the language. The following is a further discussion regarding the application

of PBL in Arabic language learning at Madrasah Aliyah. The steps that need to be taken are as follows (1) Selection of Relevant Problems. In PBL, teachers should choose problems that are really relevant to students' lives and the context of Arabic language use. For example, teachers can provide problems related to everyday situations such as communicating with native Arabic speakers in the context of travelling or shopping. This problem should challenge students and require real application of Arabic. (2) Group Formation. Students are usually grouped in small teams to work together in solving problems. This develops students' cooperation skills, helps them to learn from each other, and improves communication skills in Arabic. (3) Problem Introduction. The teacher introduces a problem or situation for students to solve. This can be a case study, situation, or question that requires a good understanding of Arabic. The teacher should also identify the learning objectives to be achieved by using PBL.

(4) Independent Research. Students are given the opportunity to conduct independent research to understand the given problem. They will seek information, resources and various references in Arabic to help them understand the context of the problem. (5) Collaboration and Discussion. During the PBL process, students collaborate in groups to discuss problems, share knowledge, and develop problem solving. This discussion allows them to learn from each other and practice their speaking skills in Arabic. (6) Problem Solving and Presentation. After conducting research and discussion, students must formulate a solution or answer to the given problem. They will then present their solutions to the class. This allows them to practice speaking and critical thinking in Arabic. (7) Evaluation and Feedback. After the presentation, students and teachers can give constructive feedback on the problem solving proposed by each group. This helps students to better understand the strengths and weaknesses of their problem solving. (8) Reflection. At the end of the PBL process, students should reflect on what they have learnt during this process, how their Arabic language skills have improved, and how collaboration in groups has affected their learning.

The advantages of implementing PBL in Arabic language learning at Madrasah Aliyah include improved students' understanding of Arabic, better communication skills, enhanced critical thinking ability, and better understanding of the context in which Arabic is used in daily life. However, it is important for teachers to ensure that PBL is well integrated into the curriculum and clear guidelines are given to students so that they can follow the process well. In addition, good evaluation is also needed to measure the achievement of learning objectives set in PBL.

CONCLUSIONS

This PBL approach can be an effective learning method to improve students' understanding and skills in Arabic. In the context of Madrasah Aliyah, where Arabic is an important subject, PBL can provide various significant benefits, namely as follows. (1) PBL Increases the Relevance of Learning. By selecting everyday problems and situations relevant to students, PBL makes Arabic learning more relevant and meaningful. (2) Improved Arabic Language Comprehension. PBL allows students to experience Arabic in different contexts, which can improve their understanding of grammar, vocabulary and language structure. (3) Improved Communication Skills. Through collaboration in groups, students learn to speak, listen and interact in Arabic. This improves their communication skills significantly. (4) Critical Thinking Ability. PBL promotes students' critical thinking in solving problems and formulating solutions. They have to analyse information, identify problems, and look for good solutions. (5) Collaboration and Social Skills: PBL teaches students to work in teams, collaborate and share knowledge. This helps them develop social skills necessary in everyday life. (6) High Learning Motivation. PBL often increases students' learning motivation as learning becomes more interesting, interactive and relevant to their lives. PBL is an effective learning approach for teaching Arabic in Madrasah Aliyah. However, its implementation requires good preparation, support from teachers, and careful planning to ensure that the learning objectives are well achieved. PBL can help students master Arabic better and prepare them to communicate confidently in the language.

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