

The Effect Of Problem-Based Learning (Pbl) Model On Improving Arabic Writing Skills Of Class 1e Students At As-Sa'diyah Dormitory Language Program, Sunan Drajat Islamic Boarding School, Lamongan

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Abstract: The research questions of this study are: 1) How is the implementation of the *Problem Based Learning* (PBL) model in improving the Arabic writing skills of class 1E students of the Language Program at As-Sa'diyah Dormitory, Sunan Drajat Islamic Boarding School Lamongan? 2) What is the effect of the *Problem Based Learning* (PBL) model on enhancing the Arabic writing skills of class 1E students of the Language Program at As-Sa'diyah Dormitory, Sunan Drajat Islamic Boarding School Lamongan? This study employed a quantitative approach with a quasi-experimental design. The sample consisted of class 1E (experimental group) and class 1D (control group), with a primary focus on analyzing the influence of the PBL model on improving writing skills. Data were collected through observation, interviews, documentation, tests, and questionnaires, and analyzed using a t-test. The findings revealed that: (1) The implementation of the *Problem Based Learning* (PBL) model was carried out through five core stages: problem orientation, task organization, group investigation, result presentation, and final reflection. These stages encouraged students to be more active, collaborative, and skilled in composing Arabic texts in a structured and contextual manner. (2) The PBL model had a significant impact on improving Arabic writing skills, as evidenced by the increase in the experimental group's average *pretest* score from 69.00 to 78.65 in the *posttest*, with a gain of 9.65 points. The t-test result showed a t-count value of 9.443, which was greater than the t-table value of 2.110 at a 0.05 significance level, and a p-value of $0.000 < 0.05$.

Keywords : *Strategy, Learning, Arabic Language*

Introduction

Arabic is an international language that plays a vital role in various aspects of Muslim life. As the language of revelation, Arabic is the primary key to understanding religious teachings, classical literature, and cross-border communication in the Islamic world. Therefore, Arabic language learning in Indonesia has a long history and is a fundamental part of the Islamic education system, both in madrasas, universities, and Islamic boarding schools (Maswan Ahmadi dan A. Fajar Awaluddin, 2023).

In the process of learning Arabic, mastering the four language skills of listening (*al-istima'*), speaking (*al-kalam*), reading (*al-qira'ah*), and writing (*al-kitabah*) is the primary goal. These four skills are interrelated and must be developed in a balanced manner. Although they are closely related, in practice, writing skills (*maharah al-kitabah*) often become the most complex and challenging aspect to master. This is due to the demands of integrating vocabulary mastery, understanding of grammatical

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rules (nahwu and sharaf), and the ability to organize ideas logically and coherently (Munir Mulkhan, 2000).

This problem is also reflected in the environment of the Arabic Language Program at As-Sa'diyah Dormitory, Sunan Drajat Islamic Boarding School in Lamongan, particularly in class 1E. Based on preliminary observations, it was found that students still face obstacles in constructing proper sentence structures, have limited vocabulary mastery, and struggle to express ideas in writing with confidence. This is exacerbated by the dominance of conventional learning models, such as lectures and copying exercises, which place the teacher at the center of activity (teacher-centered). Such approaches provide limited space for students to engage actively, think critically, and develop creativity in the writing learning process.

In an effort to overcome these problems, the Problem-Based Learning (PBL) approach is considered relevant as an innovative solution that emphasizes student activeness and independence. According to John R. Savery, PBL is a learning approach that places students at the center of learning by presenting them with real-world problems that encourage inquiry, collaboration, and interdisciplinary knowledge integration (John R. Savery, 2006). Savery emphasizes that through PBL, students not only understand the material theoretically but are also able to apply it in real-world contexts. In line with this, Argaw (as cited in Alfha Edison) asserts that PBL begins with the presentation of contextual problems that increase students' motivation to actively engage in solving them. This model requires students to understand the problem, formulate hypotheses, examine various information, and find solutions independently or in groups (Alfha Edison, 2023). Meanwhile, Ngali Mun adds that the implementation of PBL requires a conducive, open, democratic, and enjoyable learning atmosphere. Students are given space to explore creative ideas, engage in group discussions, and reflect on their own learning outcomes (Maulana Arafat Lubis, 2020). PBL positions students as active agents responsible for their own learning process.

In the context of writing skills, Al-Busaidi emphasizes that the writing learning process should be carried out in stages, starting from practicing letter copying, writing words, constructing simple sentences, to writing creative and structured free compositions (Munawarah, Zulkifli, 2020). Additionally, Wahyuni states that the evaluation of writing skills should consider linguistic aspects, including grammatical accuracy and vocabulary, as well as communicative aspects that encompass the completeness of meaning and cohesion between paragraphs. Wahyuni also emphasizes that the application of project-based assessment in the PBL approach is highly effective because it trains students to construct texts based on real-world problem-solving that they face (Sri Wahyuni, 2024).

Previous research has shown that the application of the Problem-Based Learning (PBL) model in Arabic language learning has a positive impact on improving writing skills (Novi Luthfiana, 2019).

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Novi Luthfiana proved that PBL implementation at the MTs level significantly improved Arabic writing skills. Fitria Eka Putri Rinjani's research also found that student collaboration based on PBL enhanced the quality of Arabic writing through idea exploration and group discussions (Fitria Eka Putri Rinjani, 2024). Additionally, Mushthafa Shadiq Al-Rafi'i discovered that PBL is more effective than conventional methods in improving Arabic vocabulary mastery at the high school level (Mushthafa Shadiq Al-Rafi'I, 2024).

However, most of these studies have focused on formal education contexts, so research on the application of PBL in boarding school settings with non-curricular learning systems is still limited. Based on the above discussion, this study focuses on examining how the implementation of the Problem-Based Learning (PBL) model can improve the Arabic writing skills of class 1E students at the As-Sa'diyah Dormitory Program, Sunan Drajat Islamic Boarding School in Lamongan. Additionally, this study aims to analyze the extent to which the application of the PBL model significantly influences the improvement of students' Arabic writing skills. It is expected that the results of this study will make a tangible contribution to the development of more effective and applicable learning strategies in improving Arabic writing skills in Islamic boarding school settings.

Methodology

This study employed a quantitative approach with a quasi-experimental design to examine the effect of the Problem-Based Learning (PBL) model on improving Arabic writing skills among class 1E students at the As-Sa'diyah Dormitory Program, Sunan Drajat Islamic Boarding School in Lamongan. The selection of this design was based on the limitations of controlling external variables; however, it still allows for objective measurement of the treatment effect through the administration of pre-tests and post-tests (Sugiyono, 2017). The research design used was a Non-Equivalent Control Group Design, which involved two groups: an experimental group (class 1E) that received the PBL model treatment, and a control group (class 1D) that did not receive any special treatment and continued to use conventional learning methods. Both groups were given a pre-test to determine their initial ability in Arabic writing skills, as well as a post-test to measure the results after the treatment. The difference in post-test results between the two groups served as the basis for analyzing the effectiveness of the PBL model.

Research instruments are tools used to measure natural or social phenomena. The instruments used in this study include tests, documentation, observation, interviews, and questionnaires. This study uses the independent variable in the form of the Problem-Based Learning (PBL) model and the dependent variable in the form of Arabic writing skills (maharah al-kitabah). The data analysis technique used is

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inferential statistics through hypothesis testing using the t-test, with data obtained from the test results in the experimental class that uses the Problem-Based Learning (PBL) model, and in the control class that uses conventional methods. In this study, class 1E was selected as the experimental group that received the PBL model treatment, while class 1D served as the control group that did not receive any special treatment and continued to use conventional learning methods (Suharsimi Arikunto, 2010).

Results and Discussion

Research Report

This study is a quasi-experimental research that uses two groups: an experimental group and a control group. The Problem-Based Learning (PBL) model is applied to the experimental group as a treatment, while the control group does not receive the treatment. The purpose of this study is to determine whether there are differences in students' Arabic writing skills before and after the implementation of the PBL model, and whether there is an improvement in writing ability after the PBL model is applied. To determine the effect of the PBL model on improving students' Arabic writing skills, the researcher conducts a pre-test and post-test on both groups. Here is the table of pre-test and post-test scores for the experimental group.

Table 1. Recapitulation Table of Pre-test and Post-test Scores for the Experimental Group

No	Nama Responden	Pretest	Posttest
1	Aina Haq Ulwiyah	70	88
2	Aini Zahra	67	84
3	Alif Fatimatus	71	86
4	Anjalina Kafabillah	70	83
5	Dianata Fahma	68	80
6	Eka Nur Ikfiyah Citra	69	80
7	Elysia Fairuz	68	78
8	Fadlilal El Maula	71	80
9	Ilvi Jazilatul	70	79
10	Jazzira Al-Maghfira	68	76
11	Lailatu Alfi Syahro	70	78
12	Maghfirah Annisa	68	75
13	Muwaffaqoh	66	73
14	Nur Syarifah Abdiya	66	72
15	Nurika Nailyn Najah	70	76
16	Riska Andriani	71	76
17	Yasinta Khoirul Nur	70	73
	JUMLAH	1173	1337
	RATA-RATA	69.00	78,65

The total recapitulation scores for the pre-test and post-test in the experimental class were 1,173 and 1,337, respectively, with an average pre-test score of 69.00 and an average post-test score of 78.65 out of a total of 17 respondents. From these data, it can be seen that there is an increase in scores after the implementation of the Problem-Based Learning (PBL) model on the Arabic writing skills of class 1E students at the As-Sa'diyah Dormitory Program, Sunan Drajat Islamic Boarding School in Lamongan. After knowing the average pre-test and post-test scores of the experimental group, the researcher also calculated the results using the t-test and percentage. Here is the detailed calculation of the pre-test and post-test scores for the experimental group:

Table 2. Recapitulation Table of Experimental Group Scores After Calculation

No	Nama	<i>Pre-test</i>	<i>Post-test</i>	Gaid (d)	Xd	Xd ²
1	Aina haq ulwiyah	70	88	18	8.35	69,77163
2	Aini zahra	67	84	17	7.35	54,06574
3	Alif fatimatus	71	86	15	5.35	28,65398
4	Anjalina kafabillah	70	83	13	3.35	11,24221
5	Dianata fahma	68	80	12	2.35	5,536332
6	Eka nur ikfiah citra	69	80	11	1.35	1,83045
7	Elysia fairuz	68	78	10	0.35	0,124567
8	Fadlilal el maula	71	80	9	-0.65	0,418685
9	Ilvi jazilatul	70	79	9	-0.65	0,418685
10	Jazzira al-maghfira	68	76	8	-1.65	2,712803
11	Lailatu alfi syahro	70	78	8	-1.65	2,712803
12	Maghfirah annisa	68	75	7	-2.65	7,00692
13	Muwaffaqoh	66	73	7	-2.65	7,00692
14	Nur syarifah abdiya	66	72	6	-3.65	13,30104
15	Nurika nailyn najah	70	76	6	-3.65	13,30104
16	Riska andriani	71	76	5	-4.65	21,59516
17	Yasinta khoirul nur	70	73	3	-6.65	44,18339
	JUMLAH	1.173	1.337	164	0	283.88

Berdasarkan tabel di atas, peneliti telah menghitung hasil *pretest* dan *posttest* menggunakan rumus deviasi ($d = \text{posttest} - \text{pretest}$), dengan total deviasi (Σd) sebesar 164, total deviasi setelah dikurangi rata-rata (ΣXd) sebesar 0, dan total kuadrat deviasi (ΣXd^2) sebesar 283,88.

Based on the calculation results, the t-count value was obtained at 9.443 with degrees of freedom ($df = N - 1 = 17 - 1 = 16$). The next step is to compare the t-count value with the t-table value to determine whether the research hypothesis can be accepted or rejected.

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Referring to the t-distribution table for one-tailed hypothesis testing, the t-table value was obtained at 1.746 at a 5% significance level and 2.583 at a 1% significance level for $df = 16$. The comparison results show that the t-count (9.443) far exceeds both t-table values. Thus, the alternative hypothesis (H_a) stating that the Problem-Based Learning (PBL) model has an effect on improving Arabic writing skills can be declared accepted.

This finding indicates that the implementation of the PBL model has a significant influence on improving the Arabic writing skills of class 1E students at the As-Sa'diyah Dormitory Program, Sunan Drajat Islamic Boarding School in Lamongan. In other words, there is a significant difference between the writing skills results before and after the treatment through the Problem-Based Learning (PBL) model.

Furthermore, to examine the results in the control group, a similar analysis was conducted using a paired t-test.

Table 3. Recapitulation Table of Pre-test and Post-test Scores for the Control Group

No	Nama	Nilai Pretest	Nilai Posttest
1	Ainur Duwi Putri	70	72
2	Arin Jawharotun	68	73
3	Awalina Miftakhul	66	68
4	Diah Ayu Lestari	66	72
5	Elfina Afifatu Sofiah	66	70
6	Erla Santika Sari	68	72
7	Etik Kusuma Dewi	66	70
8	Ghoiyatum Roatil	66	67
9	Keyzia Kisnul Sakinah	68	70
10	Khoirun Nisa'	71	72
11	Luthfun Nisa Wahyu	70	71
12	Maulidinah Pancarani	69	71
13	Nabila Chaerunnisa	71	72
14	Nilam Hayatul Faizah	71	74
15	Nofelia Anugrah	71	73
16	Silky Elthifatul Widad	66	69
17	Siti Fatma Juwariyah	66	72
JUMLAH		1159	1208
RATA-RATA		68	71

A total of 17 students in the control class took the pre-test and post-test. The average pre-test score was 68.18, while the average post-test score was 71.06. The pre-test scores ranged from 66 to 71, while the post-test scores ranged from 67 to 74. Most participants experienced an increase in scores, with individual score increases ranging from 1 to 6 points.

After knowing the average pre-test and post-test scores of the control group, the researcher also calculated the results using the t-test and percentage.

Table 4. Recapitulation Table of Control Group Scores After Calculation

No	Nama	<i>Pre test</i>	<i>Post test</i>	Gaid (d)	Xd	Xd ²
1	Ainur duwi putri	70	72	2	-0,88	0,78
2	Arin jawharotun	68	73	5	2,12	4,48
3	Awalina miftakhul	66	68	2	-0,88	0,78
4	Diah ayu lestari	66	72	6	3,12	9,72
5	Elfina afifatu sofiah	66	70	4	1,12	1,25
6	Erla santika sari	68	72	4	1,12	1,25
7	Etik kusuma dewi	66	70	4	1,12	1,25
8	Ghoiyatum roatil	66	67	1	-1,88	3,54
9	Keyzia kisnul sakinah	68	70	2	-0,88	0,78
10	Khoirun nisa'	71	72	1	-1,88	3,54
11	Luthfun nisa wahyu	70	71	1	-1,88	3,54
12	Maulidinah pancarani	69	71	2	-0,88	0,78
13	Nabila chaerunnisa	71	72	1	-1,88	3,54
14	Nilam hayatul faizah	71	74	3	0,12	0,01
15	Nofelia anugrah	71	73	2	-0,88	0,78
16	Silky elthifatul widad	66	69	3	0,12	0,01
17	Siti fatma juwariyah	66	72	6	3,12	9,72
JUMLAH		1159	1208	49		45,76

Based on the table above, the average increase in student scores was 2.882 points, from a pre-test score of 68.18 to a post-test score of 71.06. The sum of squared deviations from the mean ($\sum Xd^2$) was 45.76, indicating that the change in scores in the control group was smaller compared to the experimental group.

Based on the calculation results above, the t-count value was obtained at 7.027 with degrees of freedom ($df = N - 1 = 17 - 1 = 16$). The testing criteria state that the alternative hypothesis (H_a) is accepted if $t\text{-count} > t\text{-table}$ at a significance level of 5% (0.05) and 1% (0.01). Based on the one-tailed t-distribution table with $df = 16$, the t-table value was obtained at 1.746 at a significance level of 0.05 and 2.583 at a level of 0.01. Since $t\text{-count} (7.027) > t\text{-table} (1.746 \text{ and } 2.583)$, the alternative hypothesis (H_a) is accepted.

Thus, the t-test results show that both the experimental and control classes experienced statistically significant improvements in learning outcomes. However, the average score increase in the experimental class, which reached 9.65 points, was far greater than the control class, which only increased by 2.88 points. This indicates that the implementation of the Problem-Based Learning (PBL) model had a stronger and more effective influence on improving students' Arabic writing skills compared to conventional learning applied in the control class.

Based on these results, the research hypothesis stating that "there is an influence of the PBL model on improving Arabic writing skills" is proven and statistically accepted. This finding is reinforced by

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questionnaire, observation, and interview results, which show that the implementation of the PBL model not only improves writing test results but also builds active participation, collaboration, and student confidence in the learning process. Therefore, it can be concluded that the Problem-Based Learning (PBL) model is effectively applied as a learning approach for Arabic writing skills in Islamic boarding schools, as it can improve learning outcomes quantitatively and build a more contextual, active, and meaningful learning experience for students.

Conclusion

Based on the research results conducted through quantitative and qualitative data analysis, the following conclusions can be drawn:

1. The implementation of the Problem-Based Learning (PBL) model in teaching Arabic writing skills in class 1E of the As-Sa'diyah Dormitory Language Program at Sunan Drajat Islamic Boarding School in Lamongan was carried out through five main stages: problem orientation, group organization, independent investigation, presentation of results, and final reflection. This model proved to be able to increase students' active participation in writing activities, create a collaborative and enjoyable learning atmosphere, and encourage students to think critically and creatively in designing and composing ideas in writing.
2. The Problem-Based Learning (PBL) model has a significant influence on improving the Arabic writing skills of class 1E students. This is evidenced by the increase in average scores from 69.00 on the pre-test to 78.65 on the post-test, as well as the t-test results showing a t-count value of 9.443, which is greater than the t-table value at a significance level of 5% and 1% (df = 16). PBL effectively improves aspects of sentence structure (nahwu and sharaf), vocabulary selection, inter-idea cohesion, and the originality of students' ideas in writing Arabic texts contextually.

Thus, the implementation of the Problem-Based Learning (PBL) model is not only statistically proven to be effective but also able to create an active, collaborative, and meaningful learning process. The PBL model is feasible to be applied as an alternative learning strategy to improve Arabic writing skills, especially in the context of dormitory-based or Islamic boarding school education.

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