



Project-Based Learning in Maharah Kalam: A Case Study at Miftahul Ulum Islamic Religious Institute, Lumajang

التعلم القائم على المشروعات في مهارة الكلام: دراسة حالة في معهد مفتاح العلوم للدراسات
الإسلامية، لوماجانج

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ABSTRACT

This study aims to analyze and describe the implementation of the Maharah Kalam learning model based on Project Based Learning (PjBL) in improving students' Arabic speaking skills at IAI Miftahul Ulum Lumajang. This research was motivated by the low speaking proficiency of students caused by learning processes that still relied on conventional methods, lacked contextual orientation, and provided limited opportunities for active speaking practice. This research employed a qualitative approach with a field study design. Data collection techniques included classroom observations, in-depth interviews with lecturers and students, and documentation. Data analysis was conducted through the stages of data reduction, data presentation, and conclusion drawing. Data validity was maintained through source and technique triangulation. The implementation of PjBL was carried out through stages of thematic dialogue project planning, collaborative muhawarah practice, project presentation, as well as evaluation and learning reflection. The findings showed that the implementation of the Project-Based Learning (PjBL)-based Maharah Kalam learning model coincided with observable improvements in students' Arabic speaking skills. However, given the case study design, these findings should be interpreted as context-specific rather than as evidence of causal effectiveness. Improvements were observed in speaking fluency, grammatical accuracy, vocabulary mastery, pronunciation clarity, and the ability to respond communicatively in conversations. In addition, project-based learning also had positive effects on students' affective aspects, such as increased motivation, courage, self-confidence, creativity, and active participation in the learning process. Authentic assessment, conducted through continuous performance evaluation and comparison of students' speaking performances at the beginning and the end of the learning process, enriched the qualitative findings by providing evidence of students' observable development in Arabic speaking skills.

Keywords: Maharah Kalam, Project Based Learning, Speaking Skills, Arabic Language Learning.

مستخلص البحث

تهدف هذه الدراسة إلى تحليل ووصف تطبيق نموذج التعلم القائم على التعلم القائم على المشاريع (PjBL) في تحسين مهارات الطلاب في التحدث بالعربية في معهد IAI مفتاح العلوم لوماجانج. كان هذا البحث مدفوعاً بانخفاض كفاءة الطلاب في التحدث بسبب عمليات التعلم التي لا تزال تعتمد على الطرق التقليدية، وتفتقر إلى التوجيه السياقي، وتوفر فرصاً محدودة لممارسة التحدث النشطة. استخدم هذا البحث نهجاً نوعياً مع تصميم دراسة ميدانية. شملت تقنيات جمع البيانات ملاحظات في الصف، ومقابلات معمقة مع المحاضرين والطلاب، والتوثيق. تم إجراء تحليل البيانات من خلال مراحل تقليل البيانات، وعرض البيانات، ورسم الاستنتاجات. تم الحفاظ على صحة البيانات من خلال تثليث المصدر والتقنية. تم تنفيذ PjBL من خلال مراحل من تخطيط المشاريع الحوارية الموضوعية، وممارسة المحادثة التعاونية، وعرض المشروع، بالإضافة إلى التقييم والتأمل العلمي. أظهرت النتائج أن تطبيق نموذج التعلم القائم على المشاريع (PjBL) في المهارة كلام تزامن مع تحسينات ملحوظة في مهارات الطلاب في التحدث بالعربية. ومع ذلك، وبالنظر إلى تصميم دراسة الحالة، يجب تفسير هذه النتائج على أنها سياقية محددة بدلاً من دليل على فعالية سببية. لوحظ تحسن في الطلاقة في الكلام، والدقة النحوية، وإتقان المفردات، ووضوح النطق، والقدرة على الاستجابة والتفاعل بصورة تواصلية أثناء

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المحادثات. وإضافةً إلى ذلك، كان للتعلم القائم على المشروعات آثارٌ إيجابية في الجوانب الوجدانية لدى الطلاب، تمثلت في زيادة الدافعية، والجرأة، والثقة بالنفس، والإبداع، والمشاركة الفاعلة في عملية التعلم. كما أسهم التقويم الأصيل، الذي أُجري من خلال التقييم المستمر لأداء الطلاب ومقارنة أدائهم في مهارة الكلام بين بداية عملية التعلم ونهايتها، في إثراء النتائج النوعية، إذ قدّم أدلةً واضحةً على التطور الملحوظ الذي طرأ على مهارات الطلاب في التحدث باللغة العربية.

الكلمات المفتاحية: مهارة كلام، التعلم القائم على المشاريع، مهارات الحديث، تعلم اللغة العربية

INTRODUCTION

The ability to communicate orally (*maharah al-kalam*) is one of the core competencies in learning Arabic because it is an indicator of students' success in using language as a means of communication, not just understanding linguistic rules. In the Islamic university environment, *maharah kalam* has a strategic position because it supports students' ability to access Islamic literature, discuss academically, and convey ideas in Arabic-language scientific forums. However, *maharah kalam* learning in various universities still faces various problems, such as the dominance of lecturer-centered learning, the lack of authentic communication practices, low student confidence, limited vocabulary, and learning that still emphasizes grammatical aspects rather than communicative skills. As a result, many students have a fairly good understanding of the structure of the Arabic language, but have difficulty speaking spontaneously in real situations (Erka Pulungan, et.al, 2026). This condition shows that learning requires a more contextual, collaborative, and experiential approach to student learning in order to be able to produce communicative competencies that are in accordance with the demands of 21st century learning et.al, 2026).

One of the learning models that is considered relevant to answer these challenges is Project Based Learning (PjBL). This model places students at the center of learning through the completion of real projects that integrate the processes of investigation, collaboration, communication, reflection, and product presentation. In *maharah kalam* learning, projects can be in the form of scientific presentations, Arabic podcasts, conversation videos, dramas, interviews, or digital content that requires students to actively use Arabic during the learning process. These characteristics allow students to gain a more authentic communication experience so that speaking skills develop gradually through meaningful activities. Previous studies have demonstrated the potential benefits of Project-Based Learning (PjBL) in language education. For instance, Febriyani et al, (2025) synthesized findings from multiple classroom-based studies and concluded that PjBL promotes learners' motivation, collaboration, and communicative

competence by engaging students in authentic language-use activities. Similarly, Guo, P., Saab, N., Post, L. S., & Admiraal, W. (2020) conducted a systematic review of project-based learning research and reported that PjBL positively influences students' critical thinking, collaboration, and learning achievement, although the reported outcomes varied depending on instructional context and implementation quality. However, most previous studies have employed quantitative or mixed-methods approaches to evaluate learning outcomes, while relatively limited attention has been given to exploring how PjBL is implemented in Arabic speaking (Maharah Kalam) instruction from a qualitative, classroom-based perspective. This study addresses this gap by examining the implementation process and students' learning experiences within an authentic instructional setting (Sugirma, M. Abdul Hamid, 2026).

Various studies on maharah kalam learning have developed in recent years. Syafitri et al. showed that Project Based Learning has a positive effect on increasing learning motivation and Arabic speaking and writing skills through collaborative projects (Hamid et al., 2026). Sugirma, Hamid, and Arifa found that students gave a positive perception of the implementation of Project Based Learning in *Muhadatsah courses* because they were able to increase the courage to speak, interaction between students, and the use of Arabic in real communication (Nila Sari Syafitri, et.al, 2026). Maharani and Prastika's research also confirms that the implementation of PjBL in Arabic language learning is able to integrate the development of *maharah kalam* and *maharah kitabah* through product-based learning so that students become more active and communicative (Maharani & Prastika, 2026). In addition, research on the language environment (*bi'ah lughawiyah*), technology-based learning, and interactive dialogue models show that the success of maharah kalam learning is greatly influenced by learning strategies that provide opportunities for continuous communication practice (Fahmiyah et al., 2026).

In addition, previous research was mostly conducted in schools or madrasas, so there was not much explanation of how lecturers design learning projects, how students participate in each stage of the project, factors that support or hinder implementation, and how the model builds students' speaking skills in the context of higher education. Thus, research is needed that is able to provide a comprehensive overview of the implementation of Project Based Learning in maharah kalam learning through a case study approach (Zuhdi et al., 2026).

This study asks several research questions, namely: (1) How is the Maharah

Kalam learning model based on Project Based learning to improve speaking skills at IAI Miftahul Ulum Banyuputih Kidul Lumajang? (2). How can the results of the Project based Learning Model improve speaking skills at IAI Miftahul Ulum Banyuputih Kidul Lumajang?

Based on these questions, this study aims to analyze the Use of the Maharah Kalam Learning Model Based on Project Based Learning to Improve Speaking Skills Case Study at the Miftahul Ulum Lumajang Islamic Religious Institute, identify the contribution of the model to the development of students' oral communication competencies, and analyze the factors that support and hinder its implementation. Theoretically, this research is expected to enrich the study of constructivist-based Arabic language learning and Project Based Learning in Islamic higher education. Practically, the results of the research are expected to be a reference for Arabic lecturers in developing maharah kalam learning that is more communicative, collaborative, and oriented towards strengthening 21st century skills.

RESEARCH METHOD

This study uses a qualitative approach with a case study design to analyze the implementation of the Project Based Learning (PjBL) learning model in *the Maharah Kalam* course at the Miftahul Ulum Lumajang Islamic Religious Institute. The qualitative approach was chosen because this research aims to understand in depth the learning process, the experiences of lecturers and students, as well as various factors that affect the success of the implementation of Project Based Learning in improving Arabic speaking skills. A case study design was employed because the research focused on a single bounded case, namely the implementation of the Project-Based Learning (PjBL) model in one Maharah Kalam class of the Arabic Language Education Study Program during one academic semester. This bounded case enabled the researcher to obtain an in-depth understanding of how the learning model was planned, implemented, and evaluated within its authentic instructional context, as well as how students experienced the learning process. The data sources in this study consist of primary data and secondary data. Primary data was obtained directly from informants involved in the implementation of *Maharah Kalam learning* based on Project Based Learning at the Miftahul Ulum Lumajang Islamic Religious Institute. The informants were selected using the purposive sampling technique, which is based on their involvement and understanding of the implementation of the learning model studied. The research

informants consisted of one lecturer in charge of the *Maharah Kalam* course, the Head of the Arabic Language Education Study Program, and twelve students who took part in the lecture.

Secondary data was obtained from various documents related to the implementation of learning, such as the Study Program Curriculum, Semester Learning Plan (RPS), lecture modules, project assessment rubrics, student project results, academic documents, photos and videos of learning activities, as well as various relevant scientific articles regarding Project Based Learning and *Maharah Kalam learning*.

Data collection was carried out through observation, in-depth interviews, and documentation. Observations were carried out directly during the learning process to obtain data on lecturer activities, student participation, project implementation, learning interaction patterns, and the development of students' speaking skills during project-based learning. Interviews are conducted in a semi-structured manner to lecturers, Head of Study Programs, and students. The interview aims to explore information about the learning planning process, the implementation of Project Based Learning, perceptions of the effectiveness of the learning model, the benefits obtained by students, and various obstacles faced during implementation.

Documentation is used to complement the data of observation and interview results through the review of various academic documents, learning tools, student project results, assessment sheets, photos of activities, project presentation videos, and other supporting documents. To ensure the validity of the data, this study applied source triangulation, technical triangulation, and member checking. Triangulation is carried out by comparing information obtained from various informants and various data collection techniques, while *member checking* is carried out by asking the informants to reconfirm the results of the interview and the interpretation of the researcher so that the data obtained has a high level of credibility.

The data analysis used an interactive analysis model developed by Miles, Huberman, and Saldaña, which included four stages that took place simultaneously. The first stage is data collection, which is collecting all information obtained through observation, interviews, and documentation. The second stage is data condensation, which is the process of selecting, simplifying, grouping, coding, and focusing data according to the research objectives so that relevant information is obtained about the implementation of Project Based Learning in *Maharah Kalam learning*. The third stage is data presentation, which is compiling data in the form of narratives, matrices, tables, and

thematic categories so that it makes it easier for researchers to understand the relationship between research findings.

The fourth stage is the drawing and verification of conclusions, namely interpreting the patterns that emerge from the results of the analysis, identifying supporting and inhibiting factors for the implementation of Project Based Learning, and verifying findings through a triangulation process so that the conclusions produced have high validity and credibility.

RESULT AND DISCUSSION

The Maharah kalam learning model is based on Project Based learning to improve speaking skills at IAI Miftahul Ulum Lumajang

The Project based Learning learning model is one of the cooperative learning approaches that emphasizes cooperation, independence, and group investigation in building an understanding of a topic. This model engages students in various stages, from planning to presentation of learning outcomes, all of which are done collaboratively.

At IAI Miftahul Ulum Lumajang, Maharrah Kallam lectures apply the Project Based Learning model in several Muhawwarah learning meetings in the PBA Semester 3 department The implementation is carried out in stages and according to the conditions of the classroom and the characteristics of the material taught. The Learning Steps of Project Based Learning are as follows: The learning steps in the Learning Model of Project Based Learning are planning and implementation and processing which can be described as follows:

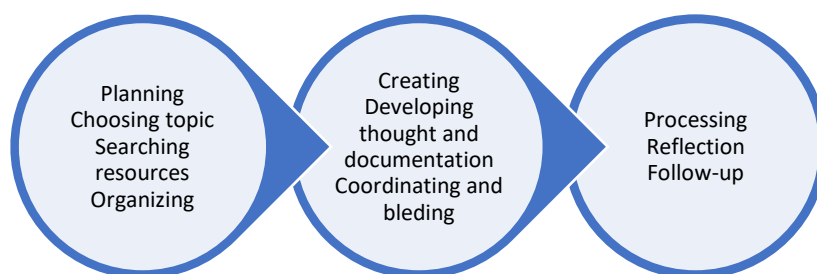


Figure 1

Common framework of project-based learning

1.Design of the PjBL-Based Maharah Kalam Learning Model

The learning of muḥāwarah is started by the lecturer by opening the lecture through greetings and prayers as a form of initial conditioning and instilling religious values in the learning process. This opening activity aims to create a conducive classroom atmosphere, foster students' mental readiness, and build positive interactions between lecturers and students before entering the core learning activities. After that, lecturers check attendance as part of academic administration as well as to ensure students' active involvement in the learning process. The presence of students is an important aspect of muḥāwarah learning because speaking skills require direct participation, interaction, and the courage to communicate verbally. In the opening stage, the lecturer also relates the muḥāwarah material that will be studied to the student's initial experience or knowledge through introductory questions. This activity is intended to arouse interest in learning, bring out the context of the use of Arabic in daily communication, and direct students to the learning goals to be achieved. Thus, students have an initial idea of the conversation theme and speaking activities that will be carried out. Through the structured learning opener, students are expected to be cognitively, affectively, and psychomotor ready to actively participate in muḥāwarah learning. This opening stage is an important foundation for the implementation of further learning, especially in encouraging the courage to speak and student involvement in the practice of Arabic conversations.



Figure 2

The Classroom Atmosphere in Muhawwarah Learning

2.Steps in learning maharah kalam

At the project planning stage inProject-Based Learning-based learning, lecturers

determine the form of the project in the form of thematic dialogue as the main product that students must produce. Thematic dialogue was chosen because it is considered relevant to the learning objectives of maharah kalam, which is to train speaking skills in a communicative, structured, and contextual manner.¹⁰² Through thematic dialogue, students not only practice reciting Arabic speech, but also understand the meaning, context, and function of language in certain communication situations.

The dialogue themes used in project planning include التعارف (introduction), التربية (education), and الظلة اليوم في (in everyday life). The selection of these themes is based on their proximity to the real experience of students, making it easier for them to develop ideas and organize conversations naturally. The theme of ta'āruf is directed to practice basic expressions in early communication, while the themes of tarbiyah and fi al-yaum al-'ādī serve to expand vocabulary and the ability to convey more complex ideas.

In this stage, students are guided to design dialogue flows according to the predetermined theme. Each group determines the characters, the context of the conversation, and the expressions to be used in the dialogue. This planning process requires students to discuss, collaborate, and exchange ideas, so that learning is not individual, but collective and participatory as the main characteristics of Project Based Learning. Lecturers act as facilitators in the project planning stage by providing direction related to dialogue structure, the appropriateness of vocabulary use, and the suitability of expressions to the context of the theme. In addition, lecturers also help students identify the learning objectives to be achieved from each dialogue theme, so that the project designed is not only oriented to the final product, but also to the process of developing students' speaking skills.

Through the planning of this thematic dialogue project, students are expected to have a thorough readiness before entering the stage of implementation and practice of muḥāwarah. Systematic planning allows students to understand what will be done, how it will be done, and what results are expected. Thus, the project planning stage becomes an important foundation in the implementation of Project Based Learning to improve Arabic speaking skills effectively and sustainably. The application of project-based learning in muhawwarah learning can be detailed as follows.



Figure 3

Application of project-based learning to muhawwarah learning

Based on the results of the study, the learning of mahārah kalām based on Project Based Learning (PjBL) in the Department of Arabic Language Education, Islamic Institute of Miftahul Ulum Lumajang has been designed and implemented systematically, gradually, and contextually, so that it is effective in improving students' speaking skills (Salito, 2025). The implementation of PjBL begins from the project planning stage in the form of thematic dialogue that is close to student life, followed by the implementation and assistance through collaborative muhāwarah practices, and ends with presentation, evaluation, and reflection on the project. This model encourages students to learn through hands-on experience (learning by doing), increase active participation, cooperation, and learning responsibility, while fostering courage and confidence in communicating using Arabic (Mukhlisin et al., 2022).

Furthermore, the results of the study show that muhāwarah exercises that are arranged gradually – ranging from structured, semi-structured, to free – have a positive impact on the development of students' linguistic and communicative aspects, including fluency in speech, accuracy of language structure, vocabulary suitability, clarity of pronunciation, and the ability to respond spontaneously to interlocutors (Andi Nurul Hidayatullah, 2025). Learning evaluations conducted in an authentic, comprehensive, and continuous manner through performance assessment, attitude observation, and comparison of initial and final abilities (oral pretest-posttest) showed significant improvements in both students' speaking skills and affective aspects, such as motivation, courage, and active involvement (Dongoran, 2024).

The results of this study confirm that Mahārah Kalām learning based on Project Based Learning (PjBL) does not stop at the conceptual level, but gives birth to real action in the practice of Arabic language learning in universities. The main action of this study is the systematic implementation of the PjBL learning model in Mahārah Kalām lectures at IAI Miftahul. Pedagogically, this research encourages a change in lecturers' actions from teacher-centered learning to student-centered learning (Aisyah & Zahro, 2026). Lecturers act as facilitators and project supervisors, while students become the main actors in the learning process through planning, practice, presentation, and reflection on speaking Arabic. This action can be seen in the increase in active student participation, the intensity of speaking practice, and the courage to appear in academic forums (Amanda et al., 2026).

Thus, project-based mahārah kalām learning is not only effective in improving Arabic speaking competence, but also relevant as a meaningful, reflective, and sustainable learning model in the context of higher education at Ulem Banyuputih Kidul Lumajang, which is realized through the design of contextual muhāwarah projects, the implementation of collaborative learning, and speech-based performance-based evaluations.

The results of the Project based Learning Model can improve speaking skills at IAI Miftahul Ulem Kidul Lumajang.

In this study, under the title Analysis of the Use of the Maharah Kalam Learning Model Based on Project Based Learning to Improve Speaking Skills Case Study at the Miftahul Ulem Lumajang Islamic Religious Institute. The goal is to collect qualitative data on the level of students' speaking skills (maharah kalam) through structured interviews. Using Arabic language education student respondents, the following are some of the questions asked, namely:

1. Initial Observation and Student Interview Stage

The researcher conducted initial observations through structured interviews using Arabic to students of the Arabic Language Education Study Program. The questions given are related to self-identity, campus description, daily activities, hobbies, and views on the importance of the Arabic language. This interview was conducted to find out the students' initial ability in speaking skills (maharah kalam), especially in the aspects of fluency in speaking, pronunciation accuracy, vocabulary mastery, and the ability to compose sentences simply in Arabic.

Based on the results of the initial observation, it was found that some students still had difficulty in conveying ideas orally using Arabic. Some students seem to lack confidence, often stop when speaking, and are still limited in the use of mufradat and sentence structure. Nevertheless, students show quite good enthusiasm and interest in learning Arabic. These initial findings are the basis for researchers to apply a more active and communicative learning model to improve students' speaking skills.



Figure 4

Interviews and Interviews with PBA Students

2.Initial Ability Assessment Stage (Pretest)

In the initial ability assessment stage (pretest), the researcher evaluates students' speaking skills through interviews and simple conversations using Arabic. This activity aims to find out the initial level of students' ability before the implementation of the planned learning model. In its implementation, students were asked to answer several questions and convey brief opinions related to the predetermined theme so that their speaking ability could be observed directly. The aspects assessed in the pretest include fluency in speaking in conveying ideas orally, the accuracy of the use of vocabulary according to the context of the conversation, the ability to use Arabic grammar correctly, and intonation in pronunciation so that communication sounds clear and easy to understand. Through the results of the assessment, the researcher can find out the strengths and weaknesses of students in maharah kalam so that it can be used as a basis for determining appropriate learning steps to improve students' speaking skills. From the results of these questions, their values and indicators in answering the question in Arabic were found. The Indicators on the Question are adjusted to the assessment rubric and the results are made in the form of digrams as

shown in the diagram image below:

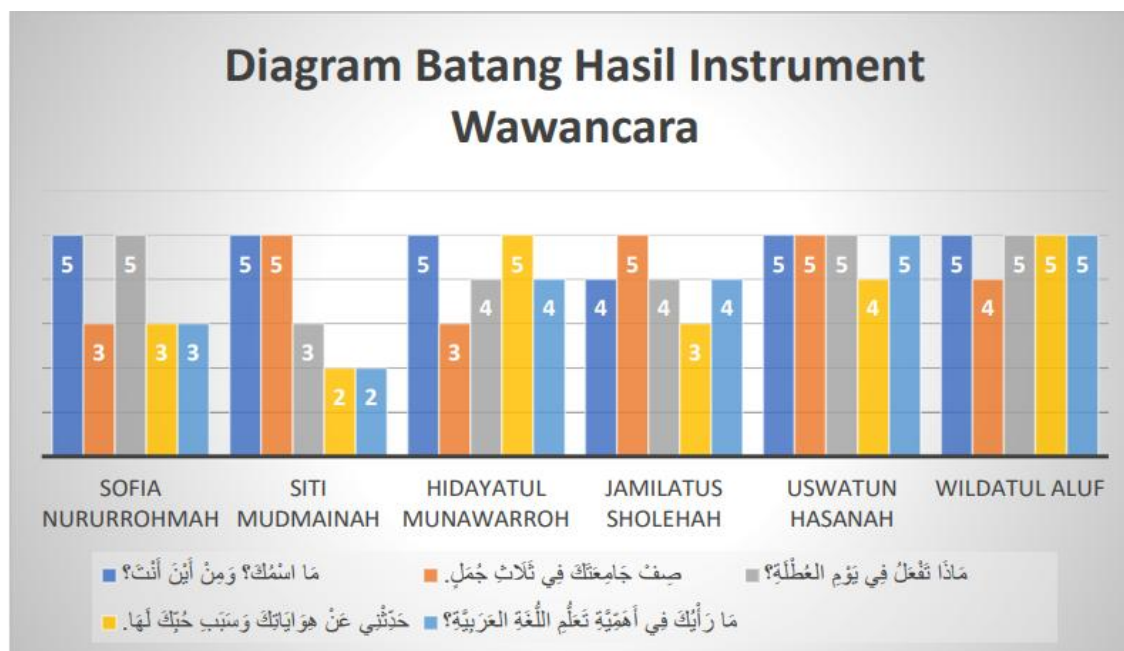


Figure 5

An Interview With The Results

3.Stages of Implementation of the Project Based Learning Model

The researcher applied the Project Based Learning model in maharah kalam learning through actively and collaboratively designed Arabic conversation project activities. In its implementation, students are divided into several groups to compile, practice, and display Arabic dialogues according to a predetermined theme. This project activity aims to train the courage to speak, improve oral communication skills, enrich vocabulary, and familiarize students with using Arabic in real situations in a more communicative and interactive manner.

Students are divided into several groups and given the freedom to determine the theme of conversation according to the muhawarah material studied. Through these activities, each group is encouraged to actively use Arabic vocabulary in conversation, speak more communicatively, increase creativity in presenting dialogues, and build courage to speak in public. With group work and hands-on practice, students become more confident and used to using Arabic in their daily interactions. In classroom learning, the researcher directly provides the conversation material that has been explained and directly to the practice before the practice the researcher gives the topic that they will choose as the topic in their conversation.



Figure 6

The atmosphere of the classroom was dark.

4.Implementation Stages of a Conversational Video Project

Students make a conversation video of about 1–2 minutes based on the theme that has been chosen according to the learning material. Through the project, students are trained to actively use Arabic vocabulary in conversation, speak more communicatively, increase creativity in presenting dialogues, and build the courage to speak in public. This video-making activity also provides an opportunity for students to practice independently and work together in producing interesting and easy-to-understand Arabic conversations.



Figure 7

Opening video conversation

5. Project Results Evaluation Stage

The results of student projects are assessed based on several important aspects, namely the suitability of the content with the specified theme, the completeness of the material presented in the conversation, the accuracy of the use of Arabic, the depth of the material in developing dialogue, creativity in the presentation of the project, and the accuracy of the information conveyed. The assessment is carried out to find out the extent to which students are able to apply Arabic speaking skills well, communicatively, and in accordance with the learning objectives that have been set. In addition, the results of making videos can be used as evaluation material for lecturers in assessing the extent of the achievement of student competence, both in terms of fluency, accuracy of language structure, and courage in communicating as shown in the following table.

Table 1. Assessment results on Conversation video creation

Students	
Content Suitability	8,0
Material Completeness	8,5
Language Accuracy	9,5
Depth of Material	7,5
Presentation Creativity	9,5
Information Accuracy	7,5

The results of the assessment showed that most students scored high in the aspects of the accuracy of the use of Arabic, creativity in presenting projects, and communication skills when delivering conversations. This shows that the application of the Project Based Learning model can help students become more active, confident, and skilled in using Arabic orally in communicative and interactive learning situations

6. Stage of Analysis of Speaking Skills Improvement

Based on the results of the pretest and the implementation of the project, it was found that there was an improvement in students' speaking skills in maharah kalam learning. The improvement can be seen in students' fluency in speaking in Arabic, courage in delivering conversations in front of the class, better vocabulary mastery, the ability to compose sentences more precisely, and increased communication interactions between students during the learning process. In addition, students also seem more active, enthusiastic, and confident in participating in learning activities so that the classroom atmosphere becomes more communicative and interactive. Table 1. It

contains student performance assessments (likely in the form of presentations, media creation, or project assignments) with six aspects of assessment, namely: Student Achievement→ High scores on language (9.5) and creativity (9.5), but somewhat low on depth of material (7.5) and accuracy of information (7.5). This means that the presentation is interesting and the language is good, it's just that the material is still lacking in depth and needs more accurate data.

7. Reflection and Conclusion Stage

Based on the entire research process, it can be concluded that the Project Based Learning model is effective in improving students' speaking skills (maharah kalam). The application of this model is able to create a more active, communicative, and student-centered learning process. Through project activities, students are given the opportunity to be directly involved in the practice of speaking Arabic so that learning is not only theoretical, but also applicative. In addition, the Project Based Learning model is also able to increase student participation during the learning process. Students become more active in discussing, expressing opinions, and working together with group members in completing Arabic conversation projects. These activities help students build confidence and courage to speak in Arabic in public. This model also helps students use Arabic in a more real and contextual way in learning at IAI Miftahul Ulum Lumajang. With hands-on practice through the project, students can better understand the use of vocabulary, grammar, and oral communication in everyday situations. Therefore, Project Based Learning can be one of the effective learning models to improve students' ability to excel.

Based on the results of the research and discussions that have been presented in the previous chapters, it can be concluded that the application of the Maharah Kalam learning model based on Project Based Learning (PjBL) at IAI Miftahul Ulum Banyuputih Kidul Lumajang has proven to be effective in improving students' Arabic speaking skills. This is shown through improving students' abilities in terms of fluency in speaking, accuracy of language structure, mastery of vocabulary, courage to communicate, and the ability to convey ideas contextually. The results of structured interviews showed that students were able to respond to simple to complex questions in Arabic with varying levels of score achievement, but were generally in the good to very good category. In addition, the implementation of the project in the form of making a conversation video (muḥāwarah) provides space for students to learn actively, collaboratively, and creatively, so that learning is not only oriented to linguistic results alone, but also to the

process of thinking, cooperation, and learning independence (Sulthan Matalino Irgaza, Mukmin, 2026).

The use of pre-test and post-test as evaluation instruments showed a significant improvement in the quality of students' knowledge after the implementation of the PjBL model. Thus, the Project Based Learning model can be used as an alternative learning model that is relevant and applicable in the teaching of maharah kalam in universities, especially in the Arabic Language Education Study Program (Nagif et al., 2026).

The results of the study indicate that the application of the Maharah Kalam learning model based on Project Based Learning (PjBL) is effective in improving students' Arabic speaking skills. The findings of interviews and project assessments show that students are able to use Arabic more fluently, confidently, and contextually, although grammatical errors and vocabulary limitations are still found which are a natural part of the second language acquisition process. The muhāwarah video making project acts as an authentic learning tool that encourages active involvement, cooperation, and student courage in communicating (Diah Ayu Pitaloka, 2026).

The improvement in pre-test and post-test results shows that PjBL contributes significantly to strengthening students' communicative competence, especially in the aspects of language accuracy and presentation creativity. However, the aspects of depth of material and accuracy of information still need to be strengthened through content assistance and academic literacy. Thus, PjBL can be interpreted as an effective and relevant learning model for the development of maharah kalam in higher education, as long as it is designed systematically and balanced with strengthening the substance of the material (Vivi Dwi Clarisa et al., 2026).

The results of this study show that Maharah Kalam learning based on Project Based Learning (PjBL) is more effective than conventional learning that is oriented towards memorization and structured exercises. Through PjBL, students not only experience an increase in fluency and courage in speaking, but also are able to use Arabic in a more communicative, creative, and contextual way through real projects such as making muhāwahah videos. Compared to the non-project approach, PjBL is superior in increasing student active involvement, cooperation, and confidence, although aspects of material depth and accuracy of information still need to be strengthened. Thus, PjBL can be understood as a more holistic and relevant learning model for the development of maharah kalam in higher education if balanced with strengthening academic substance

(Sulthan Matalino Irgaza, Mukmin, 2026).

The findings of this study reinforce the view that *Mahārah Kalām* instruction should not be limited to the mastery of grammatical structures (*nahwu* and *ṣarf*), but should provide learners with meaningful opportunities to use Arabic in authentic communicative contexts. This finding is consistent with the principles of Communicative Language Teaching (CLT), which emphasize that language learning is most effective when learners actively negotiate meaning and use the target language to accomplish communicative purposes rather than merely memorizing linguistic forms (Richards, 2006). Likewise, the results align with Task-Based Language Teaching (TBLT), where carefully designed communicative tasks encourage learners to develop fluency and interactional competence through authentic language use (Ellis et al., 2020). In the present study, thematic dialogue projects, collaborative discussions, classroom presentations, and video production functioned as authentic communicative tasks that enabled students to use Arabic meaningfully while simultaneously developing confidence and interactional competence (Amanda et al., 2026).

However, the present findings also extend previous international research by demonstrating that the benefits of Project-Based Learning (PjBL) are mediated by the quality of instructional support provided throughout the learning process (Aisyah & Zahro, 2026). While previous studies have consistently reported that PjBL enhances learner engagement, motivation, collaboration, and communicative competence (Guo et al., 2020), they have primarily emphasized measurable learning outcomes rather than examining how project activities facilitate Arabic speaking development in authentic classroom settings. In contrast, this case study reveals that students' speaking confidence and oral fluency emerged gradually through a sequence of scaffolded learning experiences, including staged speaking practice, peer collaboration, lecturer feedback, and reflective activities. These findings suggest that the effectiveness of project work depends not merely on the existence of projects themselves but on the pedagogical processes that guide students throughout project completion (Andi Nurul Hidayatullah, 2025).

The findings also contribute to the literature on Second Language Acquisition (SLA) by illustrating how meaningful interaction supports language development. According to the Interaction Hypothesis, learners acquire a second language more effectively when they engage in authentic communication that requires negotiation of meaning (Guo et al., 2020). Similarly, Swain's Output Hypothesis argues that

opportunities to produce language encourage learners to recognize linguistic gaps and refine their language use through feedback and self-monitoring (Neilsen & Shokouhi, 2025). The dialogue performances, collaborative presentations, and video-based speaking projects observed in this study created opportunities for students to produce comprehensible output, receive corrective feedback, and improve their communicative performance over time .

Nevertheless, this study also highlights an aspect that has received relatively limited attention in previous PjBL research. Although project-based activities successfully promoted students' willingness to communicate, oral fluency, and contextual language use, they did not automatically guarantee the depth of content knowledge or the linguistic accuracy of students' presentations (Sawaluddin, Imran Rido, Koiy Sahbudin Harahap, 2024). Some students were able to communicate confidently but still experienced difficulties in organizing ideas, providing accurate information, and using complex grammatical structures. This finding complements previous studies on instructional scaffolding, which emphasize that authentic communicative tasks should be accompanied by systematic language support, explicit modeling, vocabulary development, and formative feedback to ensure balanced development of fluency and accuracy. Therefore, communicative project work alone is insufficient unless it is integrated with appropriate pedagogical scaffolding (Ellis et al., 2019).

Furthermore, the use of continuous performance evaluation throughout project implementation supports current perspectives on authentic assessment in language education. Rather than relying solely on traditional tests, students were evaluated through dialogue performances, presentations, collaborative projects, and reflective activities, allowing the lecturer to assess language use within meaningful communicative situations. This finding is consistent with international research emphasizing that authentic assessment provides richer evidence of learners' communicative competence than conventional paper-based examinations (Mueller, 2020). However, the present study also indicates that authentic assessment should include explicit assessment criteria addressing both communicative performance and content quality to prevent students from prioritizing fluency at the expense of linguistic accuracy (Pannel et al., 2017).

Overall, this study contributes to the international discussion on project-based language learning by demonstrating that Project-Based Learning supports Arabic

speaking development not simply because students complete projects, but because projects create structured opportunities for authentic interaction, collaborative learning, continuous feedback, and reflective practice. At the same time, the findings indicate that successful implementation requires systematic content scaffolding, explicit language support, and authentic assessment practices that balance communicative fluency with linguistic accuracy.

CONCLUSION

This study demonstrates that the implementation of Project-Based Learning (PjBL) in the *Mahārah Kalām* course at the Miftahul Ulum Lumajang Institute of Islamic Studies operates through a series of interconnected learning mechanisms rather than through isolated speaking exercises. The learning process is organized around thematic dialogue projects, collaborative group work, staged speaking practice, video production, classroom presentations, and reflective activities. These instructional mechanisms create authentic opportunities for students to use Arabic in meaningful communicative contexts while encouraging active participation, peer interaction, and continuous feedback throughout the learning process. The findings indicate that these project-based learning mechanisms primarily contribute to increasing students' confidence to speak, speaking fluency, vocabulary development, and contextual communicative competence. Students became more willing to express ideas in Arabic, demonstrated greater fluency in oral interaction, and were able to apply vocabulary and sentence structures more appropriately in everyday communication. The lecturer's role as a facilitator, who provided guidance, scaffolding, and formative feedback throughout the projects, also emerged as an important factor supporting students' learning experiences. However, this study also suggests that Project-Based Learning does not automatically ensure the depth of subject content or the accuracy of the information presented by students. Although project activities successfully promote communicative interaction, some students still experienced difficulties in developing accurate linguistic content and presenting well-supported information. Therefore, the implementation of PjBL in *Mahārah Kalām* should be complemented with content scaffolding, explicit language support, and strengthened academic literacy to ensure that communicative competence develops alongside linguistic accuracy and conceptual understanding. As this research is based on a single bounded case in one *Mahārah Kalām* class, the findings should be interpreted within the specific instructional context rather than generalized to all Arabic language learning

settings. Future research is recommended to investigate the implementation of PjBL across different institutions, learning levels, and instructional contexts, as well as to examine how various forms of scaffolding and assessment strategies can further enhance students' Arabic speaking competence.

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