



Contextual-Based *Qiroatul Kutub* Learning Using The Plickers

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Abstract: During the past decades, *Qiroatul Kutub* has been adopted as the learning model, therefore, this study is aimed to explore the development of the *Qiroatul Kutub* model using the Plickers application and the feasibility of it. Driven by Borg and Galls model of research and development (RnD), the researchers collected the data through documentation of 35 University students including expert assessments of learning method, materials and media. The expert validity test is based on 3 aspects of the module, learning model, and learning media using five scale analysis techniques, namely very good to very poor. From the expert validity test, an average score of 3.7 (A) was obtained, which was very good in terms of modules, learning models, and learning media, while the limited test to 32 student respondents obtained 3.8 (A) or very well from 3 aspects. Then after the revision, field testing was carried out and got an average score of 4 (A) or very good with an increase in student achievement from the pre-test and post-test results of 19.15%, indicating that the development of this learning model is very feasible to use. Drawing on the findings, this study provided an insightful finding on the adoption of Plickers application in Arabic reading skills. Thus, the teacher could incorporate this application to gain better students reading skills.

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Introduction

Maharah al-Qira'ah/Qiroatul Kutub learning is considered by learners as a difficult skill due to the length of grammatical learning.¹ On the other hand, prior research on exploring Arabic grammar revealed that some of the teachers could not teach grammar comprehensively, thus the students felt tired to learn in the classroom.² The

¹ Hidayatul Khoiriyah, "Metode Qirā'ah Dalam Pembelajaran Keterampilan Reseptif Berbahasa Arab untuk Pendidikan Tingkat Menengah," *Lisanuna: Jurnal Ilmu Bahasa Arab dan Pembelajarannya* 10, no. 1 (August 27, 2020): 32–44, <https://doi.org/10.22373/ls.v10i1.7804>.

² Ade Arip Ardiansyah and Azhar Muhammad, "Implementation of Integrative Arabic Grammar (Nahwu & Sharaf) Curriculum in Islamic Boarding School," *Izdihar: Journal of Arabic Language*

inability of educators in this regard is also based on the selection of an inappropriate learning model. The ability of educators in choosing *Qiroatul Kutub* learning models determines the direction of success of learners' achievements in terms of Arabic reading skills.³ The study showed that the right model such as DRTA (Directed Reading Thinking Activity) can contribute as much as 72% in the reading comprehension course,⁴ as well as the SQ3R method which makes a positive contribution to reading comprehension learning.⁵

In spite of that, the results of the study indicated that there is no correlation between students' reading ability and the learning model used by educators,⁶ also evidenced by several studies which say that the strategy that has been designed and used does not provide a real solution, because it is hampered by knowledge, interest and motivation of the students themselves⁷ as well as the correlation between the mastery of the vocabulary of learners who are still minimal is very influential there.⁸ Including project-based learning that is applied in students' reading skills in learning, it does not produce positive things, quite the opposite.⁹ However, the strategy still provides a positive correlation with the self-efficacy of reading students.¹⁰ Especially with online-based learning in the current COVID-19 pandemic, educators are required to always provide great motivation to learners for them to survive until after the pandemic ends

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³ Wisal Moayad Khudair, Rasim Ahmed Abees, and Hassanein Ali Diwan, "Evaluating The Performance of Arabic Language Teachers in Light of Skillful Thinking Skills," *PalArch's Journal of Archaeology of Egypt / Egyptology* 17, no. 6 (December 1, 2020): 2511–33.

⁴ Abdullah Hasan, "The Effect of Directed Reading Thinking Activity (DRTA) Method on Students' Reading Comprehension for State Islamic Senior High School," *Journal of English and Arabic Language Teaching* 8, no. 2 (2017): 140–48.

⁵ Wandu Syahfutra, "Improving Students' Reading Comprehension by Using SQ3R Method," *Journal of English and Arabic Language Teaching* 8, no. 2 (2017): 133–40.

⁶ Abdulkhaleq Abdulhadi Al-Qahtani, "Reading English as A Foreign Language: The Interplay of Abilities and Strategies," *Indonesian Journal of Applied Linguistics* 10, no. 3 (January 31, 2021), <https://doi.org/10.17509/ijal.v10i3.31738>.

⁷ Indah Permatasari and Erna Andriyanti, "Developing Students' Intercultural Communicative Competence through Cultural Text-Based Teaching," *Indonesian Journal of Applied Linguistics* 11, no. 1 (June 2, 2021): 72–82, <https://doi.org/10.17509/ijal.v11i1.34611>.

⁸ Zahia Mebarki, "Vocabulary Knowledge and Reading Comprehension," *International Journal of Arabic-English Studies* 12, no. 1 (2011): 131–54.

⁹ Baneen Aqeel Abed and Mushriq Mohammad Majwai Al-Jubori, "The Effect of The Performance-Based Assessment Strategy on The Achievement of Second-Grade Students The Averages Subject in Arabic Grammar," *PalArch's Journal of Archaeology of Egypt / Egyptology* 17, no. 6 (December 1, 2020): 2501–10.

¹⁰ Zainab Alsuhaibani, "The Relationship between Female EFL Students' Use of Reading Strategies and Their Reading Self-Efficacy," *International Journal of Arabic-English Studies* 19, no. 2 (2019): 373–93.

with one of them is to provide an interesting and not boring learning models.¹¹

In online learning, teachers can adopt numerous method regarding the circumstances and condition of the class, one of the methods is collaborative learning. Prior research on exploring collaborative groups¹² and direct evaluation of students provide an insightful finding.¹³ For example, Mahmud Kamil revealed that in the *Qiroatul Kutub* learning there are at least two aspects that must be mastered in learning. First, the psychological response or the student's response to the text to be read and re-expressed. Second, understanding the content of the text read.¹⁴ The main principle is a brief explanation of the text, explanation of difficult vocabulary, and evaluation.¹⁵ One example of learning that is considered effective in this regard is direct practice and continues to grammatical understanding.¹⁶ Problem based learning method is one of the things in interpreting it where the text as a problem and grammatical as a tool in finding solutions. The principle of this method supports collaborative, independent groups, seeks new things and reflects on them.¹⁷ The problems in it can be in the form of subjects or objects (content)¹⁸ so the method is considered effective in improving students' reading skills.¹⁹

In the context of online learning PBL is highly supported by various existing media, especially online conditions which are considered to be able to maximize the

¹¹ Nasser Rady Al-Zuhri Ibrahim and Adel Abdel Fadeel Eid Bleek, "E-Learning Problems in Arabic Language and Islamic Courses during The Corona Pandemic," *PalArch's Journal of Archaeology of Egypt / Egyptology* 17, no. 6 (December 3, 2020): 9074–80.

¹² Wandi Syahfutra, "Improving Students' Reading Comprehension by Using SQ3R Method." *Journal of English and Arabic Language Teaching* 8, no. 2 (2017).

¹³ Ahmed Bashir et al., "Transitioning to Online Education in English Departments in Bangladesh: Learner Perspectives," *Indonesian Journal of Applied Linguistics* 11, no. 1 (June 2, 2021): 11–20, <https://doi.org/10.17509/ijal.v11i1.34614>.

¹⁴ Muhammad Kamil al Naqah, *Ta'lim al-Lughah al-Arabiyah li al-Nathiqin bi Lughat Ukhra : Ususuh-Madakhiluh-Thuruq Tadrisih* (Makkah al-Mukarramah: Jami'at Um al-Qura, 1985), 186.

¹⁵ Penny Respati Yurisa, "Maharah Al-Qiraati wa Ta'limuha wa Muasyiratuha," *International Journal of Arabic Language Teaching* 1, no. 01 (2019): 42, <https://doi.org/10.32332/ijalt.v1i01.1596>.

¹⁶ Ismail Suardi Wekke, "Arabic Language Teaching and Learning in Muslim Minority of West Papua," *Jurnal Pendidikan Islam* 6, no. 1 (June 6, 2017): 147–68, <https://doi.org/10.14421/jpi.2017.61.147-168>.

¹⁷ Cindy E. Hmelo-Silver, "Problem-Based Learning: What and How Do Students Learn?," *Educational Psychology Review* 16, no. 3 (September 1, 2004): 235–66, <https://doi.org/10.1023/B:EDPR.0000034022.16470.f3>.

¹⁸ Oon-Seng Tan. *Problem-based Learning Innovation: Using Problems to Power Learning in the 21st Century*. (Singapore: Seng Lee Press, 2003).

¹⁹ Zulkifli Zulkifli, "The Use of Problem Based (PBL) Learning in Teaching Reading," *Voices of English Language Education Society* 1, no. 1 (April 16, 2017), <https://doi.org/10.29408/veles.v1i1.390>.

teacher's ability to highlight the mistakes of their students,²⁰ whose principle is that students must be directly involved in formative evaluation²¹ in finding strengths and weaknesses for further action as skill development.²² One of the e-learning media based on formative evaluations are *plickers* that are considered good, conducive, efficient²³ and fun.²⁴ This application is real time along with learning²⁵ so that the process of looking for advantages and disadvantages for development on *qiroatul* poles can be carried out immediately.

Some researchers focus on teaching materials for *qiroatul* polar learning itself which develop teaching materials in the digital era such as using motion graphics which are considered effective for use in *tarkib*²⁶ learning as well as on online media itself in learning Arabic which is considered effective in the pedagogical role of prospective language teachers Arabic.²⁷ Despite growing body of research investigate the adoption of *qiroatul* pole as online learning methods, little of study on reporting *qiroatul* pole as online learning method in boarding school context 3 processes that must be passed²⁸ as well as not focused on matters that are in accordance with the real life of students²⁹ as well as research *qiroatul* polar media which is still limited to general learning and

²⁰ Mohd Azrul Azlen Abd Hamid, Muhammad Sabri Sahrir, and Khairil Azwar Razali, "A Preference Analysis and Justification of Arabic Written Corrective Feedback Among Instructors and Undergraduates," *Indonesian Journal of Applied Linguistics* 10, no. 3 (January 31, 2021), <https://doi.org/10.17509/ijal.v10i3.31756>.

²¹ Ahmed Bashir, Md Elias Uddin, Bijoy Lal Basu, Rubina Khan, Diana Hardiyanti, Yunita Nugraheni, Mangatur Nababan et al. "Transitioning to online education in English Departments in Bangladesh: Learner Perspectives." *Indonesian Journal of Applied Linguistics* 11, no. 1 (2021): 11-20.

²² Heidi Andrade and Gregory J. Cizek, eds., *Handbook of Formative Assessment* (New York: Routledge, 2009).

²³ Elsayed Makki Elbishr Ali Hassan et al., "Electronic Strategies and Their Importance in Teaching and Learning Arabic Language for Non-Native Speakers and The Sciences of Qur'an," *PalArch's Journal of Archaeology of Egypt / Egyptology* 18, no. 4 (January 20, 2021): 551–63.

²⁴ Khusnul Roifah, "Pengaruh Pemanfaatan Plickers dalam Pembelajaran Matematika di SMP Negeri 9 Semarang terhadap Motivasi dan Hasil Belajar Siswa," *Universitas Negeri Semarang* (2017).

²⁵ Nani Yuliani, Yatti- Sugiarti, and Dwi Lestari Rahayu, "Using Technology for Formative Assessment in Food Preservation Learning," *Journal Penelitian Ilmu Pendidikan* 13, no. 2 (October 31, 2020): 110–19, <https://doi.org/10.21831/jpipfip.v13i2.32555>.

²⁶ Hayati Nufus et al., "Development of Tarkib Teaching Materials Based on Motion Graphic in Islamic Junior High School I Tatwir al-Mawad al-Tarkibiyyah 'ala Asas al-Rasum al-Mutakharrikah bi al-Madrasah al-Mutawassitah al-Islamiyyah," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 14, no. 1 (March 6, 2022): 40–57, <https://doi.org/10.24042/albayan.v14i1.7145>.

²⁷ Umi Hanifah, Mukhoiyaroh Mukhoiyaroh, and Rizki Gumilar, "Online Learning System for Arabic Teacher Professional Education Program in the Digital Era," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 14, no. 1 (June 24, 2022): 117–35, <https://doi.org/10.24042/albayan.v14i1.11321>.

²⁸ Din Muhammad Zakariya, "Metode Pembelajaran Qiro'atul Qutub di Pondok Pesantren Karangasem Lamongan," *Tadarus* 8, no. 1 (July 11, 2019), <http://dx.doi.org/10.30651/td.v8i1.3044>.

²⁹ Erma Febriani and Cahya Adi Prabowo, "Developing Interactive Multimedia Based Learning Media for Foreign Students," *International Conference on Sustainable Innovation Track Humanities Education and Social Sciences* (2021): 44–50, <https://doi.org/10.2991/assehr.k.211227.008>.

although considered effective but has not touched on formative evaluation which is very important in assessing the strengths and weaknesses of students in reading Arabic texts. Therefore, this study intends to develop learning *qiroatul* poles quickly and easily evaluated and involves the real life of the students themselves. The aim of this research is to determine the development of the *Qiroatul Kutub* learning model based on problem based learning using the Plickers application and the feasibility of its use.

Drawing on the previous research, the authors wanted to see how the *Qiroatul Kutub* learning is designed with a problem-based learning model using the Plickers application, and how the feasibility of the learning that has been carried out from the results of validity by experts and the results of product testing in a lesson. This study contributes to Arabic learning, especially in the *Qiroatul Kutub* aspect with a problem-based learning model design, in which educators do not teach grammatical (*nahwu-shorof*) to students, but instead learning starts from the Arabic text which participants are always actively involved in formative evaluations using the Plickers application.

Methods

Driven by Borg and Gall model, this research conducted via several stages, namely problem description, evaluation, and experiment. In more detail, there are 8 stages: 1) problem identification (problems and potentials); 2) data collection; 3) product design; 4) product validation; 5) design revision; 6) limited product trials; 7) product revisions, and 8) field product trials, followed by the final revision and dissemination. The type of data in this study is quantitative data. The data were derived from closed questionnaires, documentation to collect data from product questions being developed, and tests used to collect expert and field validation data. Thirty five undergraduate students from Study Program of Islamic Religious Universitas Islam Indonesia participate in this study on the voluntary basis, which had previously been tested products limited to 32 students with different classes to see the first production that requires many revisions with different abilities and years.

The design developed by the researchers is as follows. First, the researchers identifies problems related to *Qiroatul Kutub* and the model to be used as well as supporting applications for the online learning period. After getting clear references, researchers chose to use PBL and Plickers applications in learning development. Next, the researchers makes developments including materials, modules, strategies, methods,

and evaluations of learning that will be used, then the first product is produced. After that, the researchers tested the first finished product to a learning material expert, a teaching and learning model expert, and an IT (e-learning) expert. The researchers revises the product that has been given by the experts in the field then used to be tested on 32 students in the first learning year, after that the researchers revises the results of the limited trial, which is used to be tested in the field to 35 students in the second lesson. Lastly, revise the product and the product is disseminated.

The data were analyzed using qualitative analysis technique including four parts, first of all, identification of the problem, data collection and product development. Secondly, using validity analysis techniques, namely by changing the assessment scores given by experts into interval data to provide an assessment of product quality. Conversion of score data into five scale values which can be seen in the following table.

Table 1. Scale Score Conversion Guidelines

No	Indicator	Grade	Category
1	$(M+1.5s) < X$	A	Very Good
2	$(M+0.5s) < X \leq (M+1.5s)$	B	Good
3	$(M-0.5s) < X \leq (M+0.5s)$	C	Fair
4	$(M-1.5s) < X \leq (M-0.5s)$	D	Poor
5	$X \leq (M-1.5s)$	E	Very Poor

The third technique is the validity and reliability analysis technique of the test which is used to provide evaluations to students, which technique is used when testing questions on a limited test to students to determine discriminatory power, distractor analysis, level of difficulty, and reliable estimation using the Cronbach alpha formula. The test instrument is said to be reliable if the reliability coefficient as follows $\alpha \geq 0,70$ ³⁰ then the SEM value will be known. Then the fourth is to know the percentage escalation in student learning achievement using descriptive analysis and t test and gain analysis, the data that has been obtained from student learning tests/evaluations in the form of pre-test and post-test were analyzed using n gain.

³⁰ Chan Yuen Fook and Gurnam Kaur Sidhu. "Assessment Practices in Higher Education in United States." *Procedia-Social and Behavioral Sciences* 123 (2014): 299-306.

Results and Discussion

This research implements problem-based learning using the plickers application. The modules, learning models, and learning media used in this study have previously been assessed by both media expert validators and material experts as follows.

Table 2. Module Validation Results

No	Indicator	Grade	Category
1	Content Eligibility	4	Very Good
2	Display Eligibility	4	Very Good
3	Language Assessment	4	Very Good
4	Relevance to everyday life	4	Very Good
5	Visualization	3	Good

Table 2 revealed that the learning module used obtained an average score of 3.8 (A) or very good so that the module is suitable to use with revisions in the visualization aspect. The expert said that the module must be adapted to the actual state of the Arabic language material or not imposed in the Indonesian language phrase. The display in the learning module can be given a categorization that is in accordance with the actual use of the Arabic language nomenclature and does not impose it in the Indonesian language nomenclature.

Table 3. Model/Method Validation Results

No	Indicator	Grade	Category
1	Model Eligibility	3	Good
2	Model Consistency	4	Very Good
3	Strategy Selection	3	Good
4	Method Selection	4	Very Good
5	Evaluation Selection	4	Very Good

Table 3 indicated that the learning model obtained an average value of 3.6 (A) or very good so that the learning product of the model is feasible to use with revisions to the feasibility aspect of the learning model and the selection of learning strategies in the Lesson Plan (RPS). The expert said that the feasibility of the *Qiroatul Kutub* learning model designed using PBL seemed less appropriate to the daily lives of students, as much as possible the learning model should be adapted/contextualized to the daily lives of students. In the RPS, the discussion of texts related to students' daily lives is written in depth, indirectly the text is not only translated but also includes the addition of affective aspects that are included in the assessment sheet. Furthermore, the expert in this case also

said that the learning strategy used should fully refer to the PBL principle. The RPS also includes learning strategies where they are given the freedom to develop the material independently, so that the material presented is not limited to the text then students' grammatical development can be better.

Table 4. Media/IT Validation Results

No	Indicator	Grade	Category
1	Text display	4	Very Good
2	Picture Quality	4	Very Good
3	Easiness	4	Very Good
4	Information Clarity	3	Good
5	Score Evaluation	4	Very Good

Table 4 revealed that the e-learning media used to carry out formative evaluations obtained an average score of 3.8 (A) or very good so that the product of learning media development using the Plickers application was feasible to use with revisions to the clarity of information. The expert said that in the clarity of the information, students should not need to ask again of what was done with the text that was being displayed because there was no such feature in the application. Finally, the experts suggest that the clarity of the information is included in the text that is being displayed so that students understand what must be answered in the text that is being displayed. The results of research on a limited test to 32 students given in the form of a readability questionnaire are as follows.

Table 5. Student Readability Questionnaire Results

No	Indicator	Grade	Category
1	Module	3	Good
2	Learning Model	4	Very Good
3	Learning Media	4	Very Good

Table 5 indicated that the reliability results obtained with the value of $\alpha=0,786$ so that the value indicates that the test instrument is reliable and the SEM value is 10,29 which shows that the content and construct validity of the test instrument can be used for further trials, that is field trials. After the researchers revised the results obtained above, the researchers tested the field trials on 35 students which were obtained from the results of the field trials as follows:

Table 6. Student Assessment Score Results on Product Development

No	Indicator	Grade	Category
1	Module	4	Very Good
2	Learning Model	4	Very Good
3	Learning Media	4	Very Good

Table 6 showed that the average value of all aspects with a value of 4 (A) or very good. These results indicate that the product developed is very feasible to use. Data from observations made by researchers at each meeting show that the first to last meeting is 99% with a minimum practicality limit of 80% which shows that the product being developed is practical to use in terms of the implementation of the learning model. Related to the effectiveness of learning can be seen in student learning outcomes in field trials as follows.

Table 7. Student Achievement

Average	Total Student	Total Student \geq KKM (79)	Percentage
83	35	32	91,4%

Table 7 showed that as many as 32 students out of 35 students' learning achievement scores have exceeded the KKM (Minimum Completeness Criteria). The KKM are 79 and 32 students have exceeded the KKM or as many as 91.4% of students have exceeded the KKM. This suggests that PBL on *Qiroatul Kutub* learning using Plickers applications is very effective for use in teaching and learning. Next, the data from the students' pre-test and post-test results in accordance with the effectiveness criteria (specialization, conjecturing, justification, and generalization) in the field trial obtained the following results:

Table 8. Pre-test and Post-test Result

Aspect	Implementation				Percentage Increase
	Pre-Test		Post-Test		
	Average	Percentage	Average	Percentage	
Specialization	65	65%	81	81%	16%
Conjecturing	67,5	67,5%	86	86%	18,5%
Justification	64,2	64,2%	90,1	90,1%	25,9%
Generalization	68,3	68,3%	84,4	84,4%	16,1%
Average	66,25	66,25%	85,4	85,4%	19,15%

Table 8 showed that the results of the pre-test and post-test of students resulted in an average of 19.5% in increasing students' abilities with the learning model that was being carried out. Previously, the average aspect of the effectiveness of students' abilities was 66.25% and after the treatment there was an increase to 85.4%, where the increase was included in the good category. From the results in table 8 which have been described by the researchers above, it shows that there is a significant increase between the pre-test and post-test so that the problem-based learning model of *Qiroatul Kutub* using the Plickers application can significantly improve students' abilities.

In the first stage, the researchers identified the problem by observing the previous learning, in which the learning was still on a general-specific basis. Lectures are carried out by providing grammatical material to the end, then heading to Arabic reading texts to be analyzed according to the grammar that has been studied. However, this makes students confused, because it agrees with what was conveyed by Harmeay that reading skills are not only limited to grammar, but rather ideas, problems, and opinions.³¹ Then the lecturer collected data on *Qiroatul Kutub* learning with various references to find learning formulas so that students are not confused with the grammar that they have learned, although actually in other spheres (eg salaf Islamic boarding schools), grammatical-based learning actually produces maximum output.^{32,33} The formula uses general-specific based learning, in detail as follows students see the Arabic text first then the student learns grammar in accordance with what is in the text. It is supported also by Afflerbach's opinion with the statement that it is not grammatically sought but the actual meaning is not listed in the text.³⁴

The general-specific formula is designed by the lecturer using a problem-based learning (PBL) learning model in which the text (object) becomes a problem that must be solved by students through available grammatical learning. Lecturers also provide grammatical material as a whole in the form of videos uploaded on Youtube so that

³¹ Sinéad Harmeay, "Perspectives on Dealing with Reading Difficulties," *Education 3-13* 49, no. 1 (January 2, 2021): 52–62, <https://doi.org/10.1080/03004279.2020.1824702>.

³² Aliyah Aliyah, "Pesantren Tradisional Sebagai Basis Pembelajaran Nahwu dan Sharaf dengan Menggunakan Kitab Kuning," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 6, no. 1 (June 1, 2018): 1–25, <https://doi.org/10.23971/altarib.v6i1.966>.

³³ Mokhammad Miftakhul Huda et al., "Improvement of Nahwu and Sharaf Learning Using Amsilati Method," *Ijaz Arabi Journal of Arabic Learning* 3, no. 1 (April 5, 2020), <https://doi.org/10.18860/ijazarabi.v3i1.6781>.

³⁴ Peter Afflerbach, Byeong-Young Cho, and Jong-Yun Kim, "Conceptualizing and Assessing Higher-Order Thinking in Reading," *Theory Into Practice* 54, no. 3 (July 3, 2015): 203–12, <https://doi.org/10.1080/00405841.2015.1044367>.

students will find solutions to problems in the text according to the material told by the lecturer. This is in accordance with Orozco's research that PBL is not only presenting a problem but also learning designed with theories and problems.³⁵ After that, the lecturer makes a grammatical guidebook that has been adapted to the learning model being carried out as a guide in learning. In PBL learning, the lecturer identifies the importance of the ongoing process with a formative evaluation. The formative evaluation will take a very long time because with 35 students it is not possible to carry out learning with formative evaluations one by one. Because of that, lecturers use the Plickers application as an alternative to e-learning with formative evaluation in it.

After this has been identified by the lecturer, then the lecturer then makes a learning plan in 14 meetings which are carried out synchronously and asynchronously online. 7 times the learning is carried out asynchronously, and the remaining 7 times are carried out in synchronous meetings through the zoom and Plickers applications. At this stage the lecturer designs collaborative group-based learning, so that students will work with their groups to solve the problems they are facing in Arabic texts which is in line with research conducted by Schmidt, Norman, and Hmelo that PBL is a successful learning model with collaborative groups.³⁶³⁷³⁸ The Arabic text that will be done by students is based on the level of students' daily lives with 4 themes, namely, the chapter on studying, the chapter on tarbiyatul aulad, the chapter on marriage, and the chapter on choosing friends.

This is in line with Munawaroh's research, that learning must be related to students' daily lives³⁹ as Dolmans said that PBL is problem-solving of everyday life problems.⁴⁰ The process of implementing learning at each meeting designed by the lecturer is as follows: *first*, the lecturer chooses the text that is in accordance with the grammatical discussion at the meeting. because the application of innovative technology

³⁵ Jason A. Orozco and Rosanelia T. Yangco, "Problem-Based Learning: Effects on Critical and Creative Thinking Ability in Biology," *Asian Journal of Biology Education* 9, no. 3 (2016): 2–10.

³⁶ Hmelo-Silver, "Problem-Based Learning."

³⁷ Andrade and Cizek, *Handbook of Formative Assessment*.

³⁸ G. R. Norman and H. G. Schmidt, "The Psychological Basis of Problem-Based Learning: A Review of The Evidence," *Academic Medicine: Journal of the Association of American Medical Colleges* 67, no. 9 (September 1992): 557–65, <https://doi.org/10.1097/00001888-199209000-00002>.

³⁹ Munawaroh, "The Influence of Problem-Based Learning Model as Learning Method, and Learning Motivation on Entrepreneurial Attitude," *International Journal of Instruction* 13, no. 2 (2020): 431–44.

⁴⁰ Diana H. J. M. Dolmans et al., "Deep and Surface Learning in Problem-Based Learning: A Review of the Literature," *Advances in Health Sciences Education* 21, no. 5 (December 1, 2016): 1087–1112, <https://doi.org/10.1007/s10459-015-9645-6>.

to the textbook learning syllabus, especially complex Arabic grammar is needed to enable understanding and provide focus,⁴¹ then the lecturer gives apperception questions to students to provide *harokat* and translation of 1 (*kalimah/sentence*) being presented by the lecturer. *Secondly*, students answered according to their abilities and the lecturer gave an explanation of the text along with the grammar discussed at that time. It is hoped that this will provide more opportunities for teachers to highlight student errors more clearly.⁴²

Thirdly, the lecturer gives different texts to be solved according to the grammatical theme being discussed with their respective groups with the help of guidebooks and Youtube videos that have been uploaded in the breakout room in Zoom. After they finished discussing the available text problems, the lecturer opened a Plickers application in which there was a text being discussed by students to be answered in the form of true and false questions or called formative evaluation. It is supported that formative evaluation must be carried out in accelerating students' understanding.⁴³ *Fourth*, students answer the questions, and the lecturer sees how many students answer wrongly and correctly, then the lecturer provides comprehensive feedback on the texts that have been discussed by students. Although on the other hand, comprehensive feedback should be carried out only with students who have not met the minimum evaluation criteria.⁴⁴

After the learning designed was carried out, the researchers gave modules, learning models (in the form of RPS, test instruments along with rubrics, and evaluation sheets), and learning media (in the form of e-learning designs using the Plickers application) to the experts. These experts in sequence are Junanah, the head of Arabic learning design as experts in the learning module, Dailatus Syamsiyah, mentor in research as experts on learning models and Zainal Arifin Ahmad, as experts in e-learning media/IT. After the researchers revised from the expert's assessment, the researchers

⁴¹ Mohd Fauzi Abdul Hamid, Zulazhan Ab. Halim, and Muhammad Sabri Sahrir, "An Insight on Needs Analysis towards the Development of Animated Infographic Module in Arabic Grammar Learning," *Journal of Language and Linguistic Studies* 16, no. 3 (2020): 1387–1401.

⁴² Hamid, Sahrir, and Razali, "A Preference Analysis and Justification of Arabic Written Corrective Feedback Among Instructors and Undergraduates."

⁴³ Kim Schildkamp et al., "Formative Assessment: A Systematic Review of Critical Teacher Prerequisites for Classroom Practice," *International Journal of Educational Research* 103 (January 1, 2020): 101602, <https://doi.org/10.1016/j.ijer.2020.101602>.

⁴⁴ Michael Henderson et al., "Conditions that Enable Effective Feedback," *Higher Education Research & Development* 38, no. 7 (November 10, 2019): 1401–16, <https://doi.org/10.1080/07294360.2019.1657807>.

tested limited to 32 students who had heterogeneity in *Qiroatul Kutub* (low, medium, and high). By using the readability questionnaire distributed to the 32 students, the results in table 5 show that the learning module gets an average score of 3 (B) or good, the learning model gets an average score of 4 (A) or very good, and the learning media gets an average score of 4 (A) or very good. The thing that was revised from the limited test was the learning module specifically on the use of terms that made students still not able to understand the terms listed in the module. From the results of the limited test using the cronbrach alpha formula is 0.786 so that the instrument that has been tested is reliable and the validity test using SEM is obtained a value of 10.29 which indicates that the instrument is valid in terms of content and constructs. This means that the questionnaire can be tested in the next field.

After the revision, the researchers conducted field trials to assess the practicality and effectiveness of the product being developed as many as 14 meetings, which previously had 7 asynchronous meetings designed and 7 synchronous meetings changed to 9 synchronous meetings and 5 asynchronous meetings. The 9 meetings were carried out with the treatment described previously, while the other 5 asynchronous meetings were conducted by providing Arabic text. Although there are actually studies that say that the emphasis should be more on grammaticalism, but in order to focus on the problem, the researchers should focuses more on the Arabic text. The text will be discussed at the next meeting and will be discussed with their respective groups. In fact, the assessment will be more effective if it is judged by friends between the groups themselves,⁴⁵ but because it is on an online basis, it is difficult to happen. At the first meeting a pre-test was carried out and also at the last meeting a post-test was carried out.

The data obtained from the results of field trials to 35 students in table 6 is the average value of all aspects with a value of 4 (A) or very good. These results indicate that the product developed is very feasible to use. Data from observations made by researchers at each meeting show that the first to last meeting is 99% with a minimum practicality limit of 80% which shows that the product being developed is practical to use in terms of the implementation of the learning model. These results can be increased gradually, such as Jannah's research which states that the results of increasing students'

⁴⁵ Johan Forsell, Karin Forslund Frykedal, and Eva Hammar Chiriac, "Group Work Assessment: Assessing Social Skills at Group Level," *Small Group Research* 51, no. 1 (February 1, 2020): 87–124, <https://doi.org/10.1177/1046496419878269>.

Qiroatul Kutub through the Think Pair Share model can be increased gradually.⁴⁶ While the results of the effectiveness of the learning model can be seen in table 7 where the data shows that as many as 32 students out of 35 students' learning achievement scores have exceeded the KKM (Minimum Completeness Criteria). The KKM are 79 and 32 students have exceeded the KKM or as many as 91.4% of students have exceeded the KKM. This suggests that PBL on *Qiroatul Kutub* learning using Plickers applications is very effective for use in teaching and learning.

This research contributes to the reader's awareness that *Qiroatul Kutub* learning should be designed with problem based learning because the Arabic text which is the problem must be solved by the students. *Qiroatul Kutub* is text-based learning, where the goal of students is that they can read Arabic texts correctly according to Arabic rules, to get meanings that are in accordance with the text and the written context. From the problem-based learning, students not only have the core competencies of what they do but also have the lifelong character of what they learn and many other soft skills⁴⁷ so that they are able to develop their cognitive skills.⁴⁸ If the learning is designed on a grammatical basis, then the *Qiroatul Kutub* will not be successful, instead they (students) will focus on studying Arabic grammar which denies the Arabic text itself. Learning with this method must be emphasized on group discussions and evaluation of each task, because effective learning is a facilitator (teacher) being an active mentor, providing good facilities for discussion, providing guidance, challenging students to think actively, and managing group work.⁴⁹

Then the learning of *Qiroatul Kutub* also requires formative evaluation from each student, not only summative. It is possible for an educator to teach in a class with a very large number of students and such formative evaluation is very difficult to do. In helping educators to conduct formative tests at each meeting, the plickers application is very appropriate to be applied because online learning has limitations in interacting with

⁴⁶ Ulfiyatul Jannah and Shofwatul Fu'adah, "Improving Students' Arabic Text Reading Skills through Think Pair Share Type of Cooperative Learning Model," *Review of Islamic Studies* 1, no. 1 (January 19, 2022): 28–34, <https://doi.org/10.35316/ris.v1i1.395>.

⁴⁷ Cigdem Hursen, "The Effect of Problem-Based Learning Method Supported by Web 2.0 Tools on Academic Achievement and Critical Thinking Skills in Teacher Education," *Technology, Knowledge and Learning* 26, no. 3 (September 1, 2021): 515–33, <https://doi.org/10.1007/s10758-020-09458-2>.

⁴⁸ Marhamah Saleh, "Strategi Pembelajaran Fiqh dengan Problem-Based Learning," *Jurnal Ilmiah Didaktika: Media Ilmiah Pendidikan dan Pengajaran* 14, no. 1 (August 1, 2013), <https://doi.org/10.22373/jid.v14i1.497>.

⁴⁹ Karen Ngeow and Yoon-San Kong, "Learning to Learn: Preparing Teachers and Students for Problem-Based Learning." *Eric Digest* (2001).

students.⁵⁰ If it's not using the application, then the evaluation becomes uneven. With a group basis in problem-based learning (Arabic text), the teacher will be able to play an important role in monitoring and evaluating each student regarding the ability of reading Arabic text and its translation. On the other hand, research says that monitoring and evaluation should be carried out by the students themselves,⁵¹ but the researchers felt that this was not effective when doing the learning. With a method of taking the lowest score for group members, it will be a motivation for each student to be more active in doing *Qiroatul Kutub* learning, especially in studying the text provided.

From the findings, the researchers has some recommendation, for head of Arabic Language Education study programs (teaching Arabic language), they can provide online learning facilities for students to discuss in groups more effectively and efficiently. In view of the fact that problem-based learning is needed to conduct group discussions more effectively. Despite the contribution of this study, it has a limitation in terms of class atmosphere and limited the participants. First, the researchers only tried to practice with one learning model so that the class atmosphere seemed more monotonous. Both researchers only use the plickers application with a limited class so that it is less able to compare with other classes by both using the plickers application. For further researchers, they can conduct the same research by considering other factors, including the pandemic era that turned into endemic (from online to offline learning). Then other formative learning evaluation factors, for example in the use of formative applications or e-learning, and lastly learning method factors that do not only use single learning model, namely problem based learning, but make combined methods with other learning models.

Conclusion

Drawing on the findings, the researchers found a formula in learning *qiroatul* on the basis of a collaborative group by maximizing individual work as a problem-solving basis (text) with the grammar provided is considered very effective in accelerating students' understanding of their ability to read Arabic texts. Driven by module experts, teaching and learning model experts, and learning media experts provide recognition as

⁵⁰ Lokanath Mishra, Tushar Gupta, and Abha Shree, "Online Teaching-Learning in Higher Education During Lockdown Period of COVID-19 Pandemic," *International Journal of Educational Research Open* 1 (January 1, 2020): 100012, <https://doi.org/10.1016/j.ijedro.2020.100012>.

products that are worthy of being used with revisions, after a limited trial revision was carried out, students also produced very good scores which indicated they were feasible to use, the test instrument was also valid and reliable from the calculation of analytical techniques, which then the results of field trials also produce results that are very feasible to use. Based on the meeting that was held that this learning model was very practical and the results of the pre-test, post-test that had been carried out on students experienced a significant increase, so that the problem-based learning (PBL) *Qiroatul Kutub* learning model using the Plickers application was very feasible for used. Researchers are constrained by using only one learning method so that learning seems monotonous and suggestions for further researchers to be able to examine their motivations in learning *Qiroatul Kutub* using this method.

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Author Contributions Statement

AZ -as the first researchers- designed a learning design using PBL, conducted learning with students and made pre-test and post-test questions as learning evaluation materials. SA -as the second researchers- made the design of the plickers application and practiced it for students. DS -as the third researchers- validated the results of the research that had been done with colleagues. YZ -as the fourth researchers- validated the results of the *Qiroatul Kutub* teaching materials before they are put into practice to the respondents.

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⁵¹ Miftah Wangsadanureja, Nuruddin Nurrudin, and Aceng Rahmat, "Enhancing Synthesis And Evaluation Skills Using Reciprocal Method For Arabic Reading Comprehension," *Arabi: Journal of Arabic Studies* 4, no. 2 (2019): 127–38, <https://doi.org/10.24865/ajas.v4i2.170>.

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