



Collaborative-Based *Tashrif Lughowy* in Qiroatul Kutub Learning Using the Reverso

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Abstract: The large number of grammatical explanations in learning Qiroatul Kutub made students increasingly slow in understanding Arabic texts, especially in *Tashrif Lughowy*, which demanded many changes. In order to speed up students' understanding in short meetings, this research was important to carry out. This study aimed to develop *Tashrif Lughowy* learning in the project-based learning Qiroatul Kutub course using the Reverso web application and tested its feasibility. It was designed with research and development research with the ADDIE approach. Expert and product tests were conducted to assess the feasibility of the product being developed. Respondents in the product test were 36 Islamic studies students at the Indonesian Islamic University. This research was developed with an emphasis on collaborative learning. Lessons were designed with projects in the analysis of the Arabic text provided. The results of the study indicated that this product development was very feasible to use, with an expert test score of 82.6% and a product test score of 89.4%. An increase in ability was also obtained by 24.3%. Collaborative learning in *Tashrif Lughowy* was very helpful in accelerating student understanding and maximizing lecturers in providing feedback, accelerating student understanding in a short time. In its application, lecturers checked student project work intensively every week to get maximum feedback. Digitalization of education could accelerate the transformation of quality education, so the results of this research really needed to be applied in teaching *Tashrif Lughowy* in learning Qiroatul Polar with very short meetings.

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Introduction

One of the principles in learning qiroatul Kutub is not to overdo the explanation of existing grammar and focus on the grammar in the text.¹ But the fact is that there is still a lot of Kutub Qiroatul learning that is still grammatically based in every meeting.

This is a problem of students' delays in understanding existing Arabic texts. Due to the length of grammatical learning, students will increasingly be distracted by learning that is directed more into the science of nahwu, making them slow in analyzing existing Arabic texts.² On the other hand, a teacher's grammatical skills are also very much needed to learn Qiroatul Kutub with students. Teachers' grammatical abilities that are not optimal will also cause failure in learning the ability to read Arabic texts (Qiroatul Kutub)³ because Arabic is a very complex language and requires tools to analyze the text successfully.⁴ Of the several problems that occur related to grammar in analyzing Arabic texts, this is *tashrif lughowy* or better known as morphology. The knowledge that must be carried out regarding the formation of meaning that must be analyzed in an Arabic text.⁵ Several studies state that *tashrif lughowy* is a challenge in learning Arabic compared to learning other second languages for Indonesian learners because of the many changes that occur and requires very strong memorization.⁶ So students must be willing to always open the dictionary to look for changes in words if they find difficult words in analyzing Arabic texts.

In learning Qiroatul Pole, students must be able to master the *Tashrif Lughowy*. Achieving meaning is very necessary with this study in sentence structure by considering and paying attention to the applicable formulas. Because, the desired meaning will change with the change of one letter, for example at the beginning of the Arabic word itself. *Tashrif lughowy* learning in Indonesia seems stagnant because the learning method cannot be developed other than memorizing existing formulas and the number of changes is very large. One of the causes for this to happen is that the model/learning used by the teacher is not appropriate, which will later determine the success of students'

¹ Penny Respati Yurisa, "Maharah Al-Qiraati wa Ta'limuha wa Muasyiratuha," *International Journal of Arabic Language Teaching* 1, no. 01 (2019): 42-52.

² Hidayatul Khoiriyah, "Metode Qira'ah dalam Pembelajaran Keterampilan Reseptif Berbahasa Arab untuk Pendidikan Tingkat Menengah," *لنسانا (Lisanuna): Jurnal Ilmu Bahasa Arab dan Pembelajarannya* 10, no. 1 (2020): 32-44.

³ Ade Arip Ardiansyah and Azhar Muhammad, "Implementation of Integrative Arabic Grammar (Nahwu & Sharaf) Curriculum in Islamic Boarding School," *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 3, no. 3 (2020): 211-228.

⁴ Alhanouf Alduailej and Abdulrahman Alothaim, "AraXLNet: Pre-Trained Language Model For Sentiment Analysis of Arabic," *Journal of Big Data* 9, no. 1 (2022): 1-21.

⁵ Rochelle Lieber, *Introducing Morphology*, Cambridge Introductions to Language and Linguistics (Cambridge: Cambridge University Press, 2021).

⁶ Titin Nurhayati Mamun and Tanty Riyani, "Codification of Arabic Verb Inflection: Easy Method to Understand the Basic of Words' Formation for Indonesian Learners," in *Proceeding of 2nd International Conference on Islamic Education* (2018).

achievement in reading Arabic texts.⁷ Several methods that are considered successful in overcoming this problem, one of which is project based learning.⁸ Because this method prioritizes collaboration between students and skills used. Student creativity, thinking skills, communication skills, collaborative skills, independence and lifelong learning skills in students will also be awakened.

Several studies related to project based learning in Qiroatul Kutub learning say that student performance in analyzing texts using projects is faster than task-based individual performance.⁹ 88% accuracy which is very good to help students' understanding in Qiroatul Kutub learning.¹⁰ This method can also improve students' abilities in learning Arabic speaking skills.¹¹ In Arabic writing skills, this method can also increase students' creativity.¹² Research related to morphology in project based learning is very authentic and collaborative in solving problems.¹³ Some of the research above focuses on grammar in general. This research focuses on grammar which lies in morphology or *tashrif lughowy* which is included in the grammatical part of the Arabic language. Some of the research above is still limited to the work of students who depend on formulas that must be memorized, but this research is more focused on the collaborative work of students who are assisted by using the Reverso web application.

This web application helps users search for words that are already contained in the Arabic text into the original words to make it easier to find meanings that match the Arabic text that is being analyzed automatically. Even though this application only helps with part of the learning process, at least the author hopes to be able to make a contribution in making learning easier in Qiroatul Kutub. The digital Arabic language

⁷ 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 (2020): 2511–2533.

⁸ Baneen Aqeel Abed and Mushriq Mohammad Majwai AI-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 (2020): 2501–2510.

⁹ Baneen Aqeel Abed and Mushriq Mohammad Majwai AI-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 (2020): 2501-2510.

¹⁰ Zarah M. Manna, Aqil M. Azmi, and Hatim A. Aboalsamh, "Computer-Assisted i'raab of Arabic Sentences for Teaching Grammar to Students," *Journal of King Saud University-Computer and Information Sciences* 34, no. 10 (2022): 8909–8926.

¹¹ Abdul Muid, Fadhlán, M., Rasidin, R., & Jabir, M.D., "Project-Based Learning Models Approach In Improving Arabic Speaking Ability," *An Nabighoh* 24, no. 1 (2022): 17–32.

¹² Adib Alfalah, Sopian, A, Nursyamsiah, N., and Susanto, A. K., "Arabic Dairy Caption Project: Reactualisation of Project-Based Learning for Instagram-Based Arabic Writing Skills," *Lisanul Arab: Journal of Arabic Learning and Teaching* 12, no. 1 (2023): 23–35.

learning base is still very minimal compared to English and its accuracy is still in doubt.¹⁴ So this research aims to develop qiroatul pole learning in analyzing Arabic texts in the aspect of changing existing verbs (*tashrif lughowy*) based on a group project assisted by the Reverso web application. The novelty in this research can be seen in the web application which is used to make it easier for students to look for changes in verbs in Arabic texts without the help of many formulas. As well as collaborative work that occurs in the aspect of Arabic text analysis, this research aims to (a) develop *Tashrif Lughowy* learning in *Qiroatul Kutub* based on project based learning using the Reverso web application and (b) test the feasibility of the development product.

Methods

This research uses a development research approach. The output of this research is a product of the Sharf learning method in the *Qiroatul Kutub* course with the help of the Reverso application. The development model used is the Analysis, Design, Development, Implementation, and Evaluation model or better known as ADDIE. The stages used are as follows.

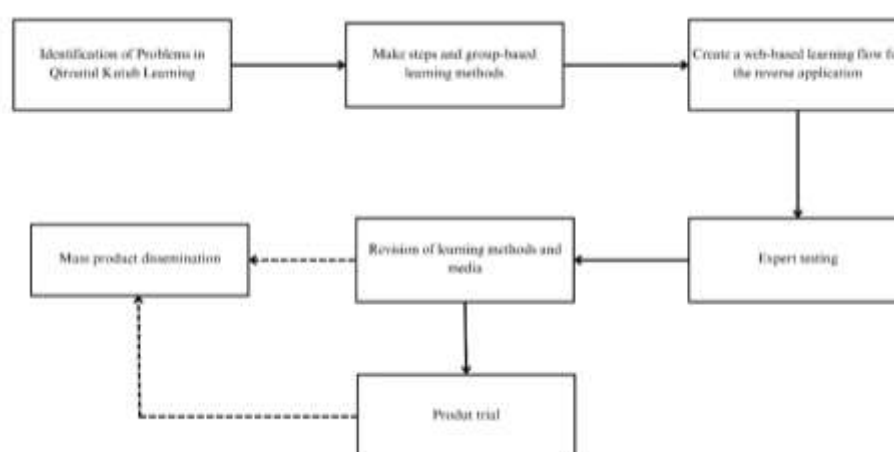


Figure 1. Research Stages

The data collection technique used a questionnaire distributed to learning method experts. To collect data more comprehensively, questionnaires were also distributed to students to gather insights into the learning experiences from the methods employed.

¹³ Akhyaruddin Akhyaruddin, "Implementasi Project Based Learning-Case Method (PjBL-CM) dalam Pembelajaran Morfologi Bahasa Indonesia," *Jurnal Ilmiah Dikdaya* 12, no. 1 (2022): 1–6.

¹⁴ Mehdi Srifi, Oussous, A., Ait Lahcen, A., and Mouline, S., "Evaluation of Recent Advances in Recommender Systems on Arabic Content," *Journal of Big Data* 8, no. 1 (2021): 1-19.

Documentation was also utilized by researchers to collect data and assess the progress of students based on pre-post test results in the conducted learning sessions. The data collection instrument comprised one type, namely the learning method aspect. The aspects of learning methods employed by researchers included positive dependency, individual accountability, face-to-face interaction, collaboration skills, group projects, and collaborative evaluation. The respondents selected as data collection participants were 36 students at the Universitas Islam Indonesia in the first semester of the Islamic education study program, using random sampling techniques. All instruments were tested twice by researchers to ensure the validity of the data related to this research. The first usage aimed to identify weaknesses in the conducted learning, while the second usage was intended to assign revision scores for the identified weaknesses that had been addressed.

In carrying out data analysis, researchers used qualitative descriptive analysis techniques, specifically by examining the results of the data obtained in comparison to the expected data. They then created a narrative from these results to generate analysis outcomes based on the existing factors. The criteria used by researchers to justify eligibility were as follows.

Table 1. Justification of eligibility

Score (%)	Category
81 – 100	Very Good
61 – 80	Good
41 – 60	Fair
21 – 40	Poor
< 21	Very Poor

From the table 1, it is used to justify expert assessments and field tests from students. In providing justification it is given very well for an average score between 81-100 and so on. Several scores were given by experts and students and then an average conclusion was drawn and justified based on the table.

Results and Discussion

From the research carried out by the author, several things are explained as follows according to the model used.

In analyzing the problems that exist in learning, it was found that several students were still very weak in analyzing words in Arabic texts in the form of verbs (*fi'il*). From this, it was found that 65% of students did not change the verb in Arabic texts. In studying this Kutub qiroatul course, students are required to be able to master it the *first* (CPMK 1), analyze *isim*, *fi'il*, and *huruf* in Arabic texts, *second* (CPMK 2), specifications of the analysis that have been found in Arabic texts from *isim*, *fi'il*, and *huruf* then *third* (CPMK 3), accurate translation of the specifications that have been carried out in the second activity. The second activity really needs to be done because it is related to the *tashrif lughowy* which really determines the translation of the verb specifications in the Arabic text.

The output of these three activities is in the form of mutually sustainable products. The product is arranged on a project scale with groups in the class. This choice was made to obtain maximum performance and evaluation because the time required to evaluate individuals in Qiroatul Kutub learning was very long. Meanwhile, tests for translating Arabic into other languages in Egypt are still very rare and that makes learning take longer.¹⁵ So this collaborative-based learning is very supportive for evaluating individual students together with their groups as a whole. This learning is designed with a project based learning approach where each student must carry out text analysis which is carried out in tables based on the CPMK that has been prepared by the lecturer.

The first table is working on a project about analyzing/finding *isim*, *fi'il*, and *huruf* from Arabic texts then continued with the second table. Students continue their project by specifying the first table and the third table contains translation specifications from the previous table. This table project makes it very easy for students to produce products in the form of complete *tarkib* from Arabic texts and their translations. The table project in Arabic text analysis is very helpful for students in learning Arabic in general.¹⁶

In arranging the learning flow, the lecturer wants to arrange it sequentially. Starting from composing word by word, sentence by sentence, leading to a complete

¹⁵ Dina Mohammed Abd-Elmoneim, Ghandour.H. H., Elrefaie, D.A., and Khodeir, M.S., "Development of an Arabic Test for Assessment of Semantics For the Arabic-Speaking Children: The Arabic Semantic Test," *The Egyptian Journal of Otolaryngology* 39, no. 1 (2023): 1-16.

¹⁶ Mwafaq Seh Maisa, "Educational Values Included in Arabic Language Curricula for Primary School Students in Galilee's Arab Society," *Journal of Positive School Psychology* (2022): 4482-4495.

paragraph translation. This really supports students in accelerating understanding of the processed Arabic text. In line with Molham's research, processing in Arabic text analysis requires deep neural networks. This can be overcome with a sequence-by-sequence method to speed up the skill.¹⁷ However, in this case the author has not proven the students' ability to read the text directly without a sequence-by-sequence method process. As is usually done in yellow book reading competitions, in which case it is not possible to carry out the method taught by the lecturer.

In carrying out project-based learning, the researcher provides an essential question in the form of the Arabic text 'gundulan' which has no harakat and translation, then students will then carry out work with their group to meet the learning objectives in accordance with the existing CPMK. At the end of each lesson from CPMK, researcher carry out an evaluation as progress monitoring of student work by creating a jigsaw-based discussion forum to evaluate student projects. Finally, the researcher carried out a product test in the form of an analysis of Arabic text in the form of a tarkib and its translation using comprehensive discussions from each group and the researcher will provide an assessment of the lowest score from the results of the existing group discussions.

This was also done in previous group discussions. With this treatment, students are very enthusiastic about participating in existing group work to catch up on skills they have not yet acquired. From this method, several studies are very supportive to be carried out in increasing student motivation in group-based learning with existing projects.¹⁸ In verb-based learning in Arabic, students use the help of the Reverso application in analyzing verbs so that it makes it very easy for them to analyze existing verbs without matching existing formulas. The learning flow and methods that have been explained are seen in the following picture.

¹⁷ Molham Al-Maleh and Said Desouki, "Correction to: Arabic Text Summarization Using Deep Learning Approach," *Journal of Big Data* 8, no. 1 (2021): 56.

¹⁸ Angela Hakim, "Genre-Related Episodes as a Lens on Students' Emerging Genre Knowledge: Implications for Genre-Based Writing Pedagogy, Collaborative Tasks, and Learning Materials," *Journal of Second Language Writing* 60 (2023): 101001.

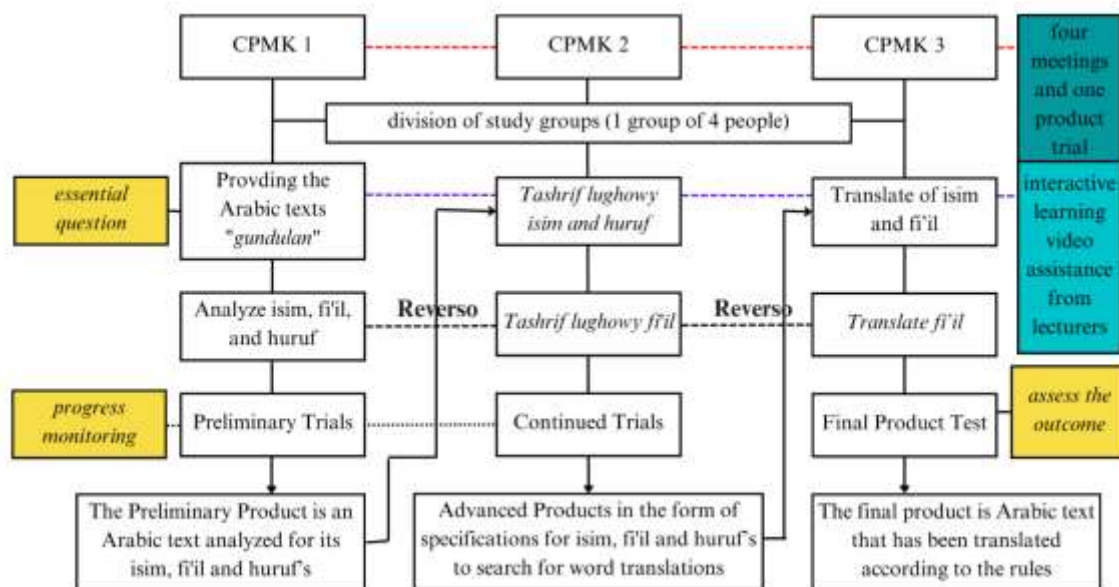


Figure 2. Flow of Learning Stages

From the picture 1, you can see the application of project based learning that has been explained. Among them, there are 3 important points that must be done by lecturers, namely giving essential questions, then progress monitoring, and finally assessing the outcome. In fact, in the picture, progress monitoring must be carried out routinely by lecturers to provide maximum feedback to students. In what has been done, researchers carry out progress monitoring once a week with students, but lecturers also always monitor via Google Classroom to see group performance. In group learning, lecturers must also evaluate how their learning works by providing a trigger in the form of an interactive video made by the lecturer regarding the material being explained.

From the learning development that had been carried out, the researchers provided instruments in the form of questionnaires to experts to test the feasibility of the learning methods that had been used by the researchers before mass dissemination. The first test was carried out on learning method experts who obtained the following results.

Table 2. Experts Feasibility Results

No.	Aspects	Indicators	Results (%)	Justification
Positive Dependency		The learning flow supports students to always work	81	Very Good
		The learning flow requires students to always discuss with the group	82	Very Good
		The learning flow makes students always ask questions	89	Very Good
		The learning method makes students more motivated to discuss with groups	90	Very Good
Individual Accountability		The learning flow makes students always responsible for their group	92	Very Good
		The media used can give students a positive attitude towards their project	81	Very Good
		Learning methods make students afraid of individual mistakes over their group	79	Good
Face to Face Interaction		The learning flow used requires students to always meet and discuss with their group	75	Good
Collaboration Skills		The existing learning flow requires students to actively participate	87	Very Good
		The media used makes students skilled in discussions	83	Very Good
Group Project		Evaluation activities require students to be responsible for their projects	83	Very Good
		The projects used can be discussed in groups	89	Very Good
		The projects used can require students to actively participate	80	Good
Collaborative Evaluation		The evaluation tool used is collaborative based	76	Good
		Comprehensive evaluation technique for group individuals	75	Good
		The evaluation process is based on group discussion	80	Good
<i>Average</i>			82,6	Very Good

From the results of the expert test, there are still several things that need to be improved in the aspects of individual accountability (learning methods to make students

afraid of their own mistakes in groups), face-to-face interaction, group projects (projects that require active participation), and collaborative evaluation. From the data obtained, researchers changed several things related to the existing learning flow. *First*, in terms of individual accountability, researchers create a learning method in which the group must be responsible for mistakes that occur in the group. For example, in the first product test, one student in the group makes a mistake, then all group members must be able to help from the mistake until it becomes the correct answer. If this cannot be done, there will be consequences that must be accepted by the group in the form of a reduction in assessment points for one existing group.

Second, in the face-to-face interaction aspect, the research uses the Google Classroom channel in the form of slides which must be filled in by the group leader to update face-to-face discussions that occur in the group. This really supports students to always be active in discussing wherever and whenever with their group members.¹⁹ *Third*, the group project used by researchers in accordance with input from experts was given several assignment tasks to motivate students to actively carry out discussions. This was created by researchers by giving structured assignments to each individual in each group. This work is carried out by individuals in groups according to their respective duties.

This is in line with research conducted by Wenqin which states that in collaborative work assignments are very necessary to do.²⁰ *Fourth*, in the case of collaborative evaluation which is considered not very feasible for collaborative learning in the Qiroatul Kutub course, the researcher provides several additions regarding the evaluation techniques used. Researchers created a clickers-based evaluation tool which can give students full participation and enthusiasm in carrying out evaluations with their groups.²¹ Then the researcher also used competitive evaluation techniques between groups to provide active participation not between individuals in the group but between one group and another.

¹⁹ Tariq Abu Hilal, and Hasan Abu Hilal, "Social Networking Applications: A Comparative Analysis for a Collaborative Learning through Google Classroom and Zoom," *Procedia Computer Science* 210 (2022): 61–69.

²⁰ Wenqin Xu, Chen, C., Ding, S., and Pardalos, P.M., "A Bi-Objective Dynamic Collaborative Task Assignment Under Uncertainty Using Modified MOEA/D with Heuristic Initialization," *Expert Systems with Applications* 140 (2020): 112844.

²¹ Ahmad Zubaidi, Adawiyah, S.A., Syamsiyah, D., and Zunairoh, Y., "Contextual-Based Qiroatul Kutub Learning Using the Plickers." *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 14, no. 1 (2022): 156–175.

This is in line with Zaharul's research that competition-based assessments are very supportive of group participatory abilities. The process of providing feedback is also not only given in the existing Google Classroom so students cannot provide active participation in receiving feedback from lecturers. Researchers provide additions by using real feedback, namely participatory feedback with the learning group. The researcher provided several important things related to the main problems in the Arabic text, then students responded to the feedback.

After making several revisions to the input from the expert test, the researcher then applied it according to what was in the learning flow with students. From the data obtained by researchers from students as their learning experience in learning several aspects related to the Sharf learning method in the Qiroatul Kutub course, it can be said to have met the very appropriate category according to what the students did. This data can be seen in the following table with the average results, the indicators are as in the previous table.

Table 3. Results of the feasibility of student learning reflection

No	Aspek	Rata-Rata Hasil (%)	Keterangan
1	Positive Dependency	91	Very Good
2	Akuntabilitas Individual	92	Very Good
3	Interaksi Tatap Muka	87	Very Good
4	Keterampilan Kolaboratif	85,4	Very Good
5	Individual Accountability	87	Very Good
6	Evaluasi Kolaboratif	90	Very Good
Rata-Rata		89,4	Very Good

From the results above, it can be seen that the average for each aspect is strongly agreed, which indicates that there is a correlation between the learning process that occurs and student improvement in the Kutub Qiroatul course. Several things related to the table above can be seen in more detail in the aspect of positive dependence. From several aspects made by researchers, students feel that study groups play a very important role in implementing learning. This is in line with research on the aspect of speaking Arabic in improving students' abilities.²² As for the accountability aspect, students are

²² Saipolbarin Ramli, Fatih Ramli, N., Ghani, M. T. A., bin Wan Daud, W. A.A., and Atoh, N. "Collaborative Learning to Enhance Arabic Speech Skills Among Students of Bachelor's Degree (ISM) in Arabic Language With Education at Sultan Idris Education University," *Psychology and Education Journal* (2020).

greatly helped by using the Reverso application to be more creative in developing the learning that occurs with their group. Interactive applications in learning Arabic, especially Qiroatul Kutub, really help students in solving the Arabic text that is being analyzed.²³

The interaction used by the lecturer requires students to always interact with their group using Google Classroom, where students have to fill in the activities carried out with their group via a sheet provided by the lecturer. This interaction in learning really supports students to always discuss projects being worked on by the group.²⁴ In terms of evaluation, students also feel more challenged to deepen the learning taught by lecturers on an ongoing basis because the collaborative-based evaluation supports the curriculum in the 21st century.²⁵ Regarding providing feedback in evaluating student assignments, lecturers provide feedback synchronously via Google Classroom. However, this is felt to be less than optimal because students only see the evaluation of feedback given by the lecturer without providing awareness regarding work that is still wrong. In Harrasi's research, he said that feedback in foreign language writing must involve students directly²⁶ and indirectly the lecturer does this in the next meeting. The results show that students' work is gradually getting better than before.

Apart from expert-based feasibility tests and learning product tests, the author saw that from the students' learning experience, post-test results were also obtained which showed that there was a significant increase from the existing baseline which was then targeted by the lecturer to achieve an increase.

From several aspects that have been conveyed by researchers, based on the learning outcomes of the first course (CPMK), which has a baseline of 80%, it has increased to 98.2% of the learning that has been carried out using the methods and media that are being developed. This is reflected in the analysis of Arabic texts in relation to finding and distinguishing words in Arabic, including *isim*, *fi'il*, and *huruf*, which have

²³ 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* Atlantis Press, (2021).

²⁴ Amr Rabie-Ahmed and Ayman Mohamed, "Collaborative and Individual Vocabulary Learning In The Arabic Classroom: The Role of Engagement And Task Demands," *Foreign Language Annals* 55, no. 4 (2022): 1006–1024.

²⁵ Apri Wardana Ritonga, Ayu Desrani and Yohan Rubiyanto, "Arabic Learning Design Based on 21st Century Skills during the Covid-19 Pandemic in Indonesia," *Jurnal Iqra': Kajian Ilmu Pendidikan* 7, no. 2 (2022): 1–14.

²⁶ Kothar Talib Sulaiman AL Harrasi, "Reexamining Feedback in the Context of Different Rhetorical Patterns of Writing," *Language Testing in Asia* 13, no. 1 (2023): 4.

been carried out by students well recorded in the portfolio of group projects they have worked on. There is not much feedback given by lecturers to students. This indicates that students' understanding of the Kutub Qiroatul learning material has been well absorbed. There are several studies on Kutub qiroatul that use project based learning but there are still several shortcomings related to students' difficulties in understanding the material independently²⁷ meanwhile, this learning is assisted by the Reverso application which makes it easier for students to access Arabic text analysis independently.

In observing the second learning outcomes (CPMK) related to the analysis of the findings of the first project, the lecturer provided several guidelines to see the improvements that occurred. Among them are the specifications of the *isim*, *fi'il* sentences and *huruf* themselves. If in the first project a student finds *an isim sentence* in an Arabic text then he must look for which *isim* sentence it falls into, or what *fi'il sentence*, is it *fi' il madhi*, or *mujarrod*, or *lazim* and so on. This supports the accuracy of translation in the Arabic text being analyzed. In this learning outcome (CPMK), the student baseline was 65.7% and after taking action it increased to 97.2%.

In this case, students' creativity in specifying sentences is very diverse. Four groups have reached the complete stage and two groups have reached the very complete stage. This means that students have reached a more advanced stage in making projects assigned by the lecturer so that students' critical thinking is well developed. This is in line with research conducted by Anazifa that project-based learning can improve students' critical thinking. Although actually consistency in the project is also needed in this learning.

Fulfilling the third learning outcome (CPMK) is the most important in learning Qiroatul Kutub. Students can translate the text being analyzed and understand it in their own language. From the previous CPMK process, students were able to provide accurate translations according to the specifications carried out in the second project. And in this final CPMK, students must be able to compose a translation that suits what is desired by the text being analyzed. Word by word, sentence by sentence, and paragraph by paragraph are arranged neatly without ignoring the grammatical rules that have been

²⁷ Aleksander Loi, "Applying The Problem-Based Learning Model in Improving Reading Skill at Eight Grade of SMP PGRI 3 Denpasar," *International Linguistics and TESOL Journal* 1, no. 2 (2023): 22–26.

explained by the lecturer previously. The student baseline in this CPMK is 75.4% greater than the second.

The reason that can be attributed to the larger baseline is because some students are already familiar with the Arabic speaking skills they have. So this slightly supports the translation of the Arabic text being analyzed. Even so, the average student still has difficulty in determining the correct grammatical position in Arabic texts. On a group basis they gave great results with an increase to 98.7%. From the research results found, several important points can be given that this collaborative learning really supports students to be able to solve problems that occur within themselves related to the ability to understand the context in Arabic texts that occur. The findings of this research also say that the collaborative method is able to accelerate students' understanding of performance in their groups. But on the other hand, Amalia's research states that group-based learning seems rushed in terms of student time commitment.²⁸ The emphasis on collaborative learning only occurs in the classroom, so it is natural that time is rushed because it must be completed within the specified credit period.

This is different from this research, where researchers really emphasize group learning that occurs outside the classroom. The learning that occurs in the classroom is only limited to providing feedback to students more intensively. So the researcher suggests that more group learning carried out by students be applied outside the classroom without eliminating progress monitoring by the lecturer himself by updating project performance data with his group in Google Classroom. Some deficiencies may occur with groups whose average individual abilities are at a low level. Routine discussions may be lacking in such groups. So, pre-test treatment is very important to carry out at the beginning to organize study groups to obtain heterogeneous levels of ability. Performance results are always evaluated to become a percentage of the final score given to groups, not individuals. This has a great influence on improving students' abilities in the Qiroatul Kutub course, especially in analyzing changes in verbs/*tashrif lughowy* that occur in Arabic texts.

²⁸ Amalia H. Islamiyah and Muassomah, "Strategi Group Investigation dalam Pembelajaran Mahārat al-Qira'ah pada Mahasiswa Jurusan Bahasa dan Sastra Arab, UIN Maulana Malik Ibrahim, Malang," *Al-Ma'rifah* 17, no. 1 (2020): 1–11.

Conclusion

The findings from the results of this research say that collaborative learning can improve students' abilities in the *tashrif lughawy* aspect of learning *qiroatul kutub*. Students are able to solve their ability problems that occur in projects with their groups. The short time spent in learning can be overcome with a group learning model with existing projects by maximizing group learning outside the classroom, which is emphasized in progress monitoring via Google Classroom. This states that this learning development is very suitable for use. This learning process uses the same text in the project carried out by students. It is possible that the goal of reading ability is the differences in texts that occur so that students are better able to analyze all types of Arabic texts. Future researchers must pay close attention to the selection of individuals in the group by paying attention to the results of the pre-test that was carried out at the beginning to obtain heterogeneity in the study group.

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Author Contributions Statement

This research was conducted by 3 people. KN is the paper maker with the analysis process of existing data. AZ was the researcher in collecting data from the control class. UB is an expert in providing assessments of the data obtained.

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