

Application of Problem Based Learning Through Identification of Arabic Grammatical Errors to Improve the Maharah of the Kitabah in Class VIII Kutub At-Turots Islami (KTI) MTs 2 Nurul Islam Mojokerto

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Abstract:

Writing skills (maharah kitabah) in Arabic often face challenges in the form of repeated grammatical errors, especially at the secondary education level. To overcome this, this research examines the effectiveness of implementing the Problem Based Learning (PBL) model based on identifying grammatical errors in improving the writing skills of class VIII Kutub At-Turots Islami (KTI) students at MTs 2 Nurul Islam. This research uses a qualitative method with a descriptive approach. Data was collected through observation, interviews and document analysis, which focused on the learning process and improvement of students' writing skills after implementing PBL. Data analysis was carried out by reducing, presenting and drawing conclusions to understand the impact of applying the PBL method on students' writing abilities. The research results show that the PBL model based on grammatical error identification not only improves students' understanding of Arabic language structures, but also significantly improves their writing skills in terms of fluency, coherence, and grammatical accuracy. The application of this model has proven effective in encouraging students' active involvement and improving the quality of their writing.

Keywords: *Problem Based Learning, Grammatical, Maharah Kitabah*

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Introduction

Arabic serves as a window connecting the world with deep traditions and scholarship. As the sacred language of the Koran, it is an important tool for Muslims to understand spirituality and religious values (Ridwan, 2023). In Indonesia, interest in Arabic continues to increase, especially among students who want to deepen Islamic teachings and explore classical texts.

With the increasing number of educational institutions offering Arabic language programs, people are realizing that mastering this language is not only beneficial in religious contexts, but also opens up opportunities in the academic and professional fields. However, challenges such as grammatical difficulties and traditional teaching methods often hinder the learning process (Iman dkk., 2024). Therefore, innovative learning approaches, such as Problem Based Learning (PBL), are very necessary to enliven the learning experience and help students apply the knowledge they learn more effectively.

Arabic consists of four maharachs that are connected to each other, forming the foundation of complete communication. Maharah Qira'ah, or reading skills, enable students to delve into the meaning of texts by understanding the nuances of language. Meanwhile, Maharah Kitabah, or writing skills, is the art of expressing ideas in structured and interesting written form. On the other hand, Maharah Istimah, listening skills, is the key to understanding conversations and lectures in Arabic. Lastly, Maharah kalam, speaking skills, invites students to interact verbally, expressing thoughts confidently (NAFISAH, 2022). Together, these four maharachs form a comprehensive and in-depth Arabic language skillset, connecting students with a rich cultural and scientific heritage.

However, even though many students have high motivation to learn, they often face difficulties in mastering writing skills (maharah kitabah) in Arabic. This writing skill is very important, because the ability to express thoughts and ideas clearly and structured is the key to communicating effectively (Hidayat & Putra, 2023).

One of the biggest challenges students face in writing Arabic is the maze of grammatical errors. Like navigating a complicated road, they often get lost in the use of inappropriate words, sentence structures and punctuation (Sholihin dkk., 2024). Data from various studies shows that students often struggle to understand complex grammar rules—rules that feel unfamiliar and far removed from the everyday language they use.

These mistakes are not just technical but can creep much deeper, disrupting a student's flow of creativity and expression. The inability to construct sentences correctly not only hinders their writing ability, but also robs them of their self-confidence and enthusiasm for learning. As a result, students may feel reluctant to participate in discussions or writing assignments, as if they are trapped in a shadow of uncertainty. This is where the right approach is important to help them break down those walls and pave the way to better understanding and stronger writing skills.

Arabic language education in Indonesia is often trapped in a static teaching tradition, similar to watching a film without interaction (Hajar, 2024). In these classes, the teacher usually dominates with long lectures, while the students are mostly passive listeners. In an atmosphere like this, their potential to practice and express themselves through writing is hampered. When students make mistakes, they often don't get constructive feedback, which makes them feel isolated in the learning process. As a result, they miss out on opportunities to grow, stuck in a cycle of confusion without adequate guidance.

Recognizing this, it is crucial to adopt a more dynamic and interactive approach. With innovative methods, students can be actively involved in the learning process,

allowing them to practice writing and communicating with confidence. Through constructive interaction and feedback, they will not only understand grammar better, but also feel the freedom to express their ideas and creativity. It's time to transform the classroom into a learning laboratory full of exploration and collaboration.

Problem Based Learning (PBL) has emerged as a promising alternative to overcome this challenge. PBL is a learning approach that places students at the center of the learning process, where they are faced with real problems that require analysis and solving (Wardani, 2023). In the context of learning Arabic, PBL can be applied by providing texts that contain grammatical errors. Students will be invited to collaborate in groups to identify, analyze and correct these errors. This process not only involves understanding grammar rules, but also practicing critical thinking, creativity, and collaboration skills.

The advantages of PBL in this context are very significant. First, PBL encourages students to participate actively in the learning process, which can increase their motivation and involvement. When students work in groups to solve problems, they learn from each other, develop arguments, and enrich their learning experience. Second, by focusing on solving real problems, students can see the relevance of what they learn in the context of everyday life. Third, PBL can help students understand that mistakes are part of the learning process, which encourages them to be more open to feedback and continuous learning (Wardani, 2023).

This research aims to investigate the effectiveness of implementing PBL in the context of identifying Arabic grammatical errors to increase students' understanding of the Bible. This research will involve students from certain educational levels, who will take part in a series of problem-based learning activities. Through data analysis before and after implementing the PBL method, this research is expected to provide a clear picture of the impact of PBL on students' writing abilities. In addition, this research will also explore how the process of identifying and correcting errors can strengthen students' understanding of Arabic grammar.

It is hoped that the results of this research will not only contribute to the development of more effective teaching methods, but will also provide valuable insights for educators in designing curricula that are more responsive to student needs. By improving students' writing skills, this research also contributes to broader educational goals, namely equipping students with good communication skills in Arabic.

Ultimately, it is hoped that this research can become a reference for educators, Arabic language program managers, and researchers in the field of education, so that it can inspire the application of more innovative and effective methods in learning Arabic. In this way, it is hoped that students will not only become better writers, but also more confident in using Arabic in various contexts, both academic and professional.

Methods

This research is included in the qualitative research category, which uses analytical methods with the aim of building in-depth and detailed understanding. The approach emphasizes the use of holistic and complex verbal descriptions and images. Jane Richie states that qualitative research provides insight into the social world and the perspectives within it, covering various elements such as concepts, behavior, perceptions and challenges faced by research subjects (Moleong, 2016).

The qualitative descriptive method aims to provide a clear and accurate picture of the objects and subjects studied (Fadli, 2021). Sugiyono stated that descriptive qualitative research involves collecting data relating to factors that influence the quality of the teaching and learning process. This includes explaining data related to the current situation, the relationship between variables that appear, differences between existing

facts, and their impact on a condition (Sugiyono, 2008). In other words, this method focuses on describing visible events through observation and gathering information.

This research uses qualitative techniques in the form of observation, which is a process of direct observation of an activity to obtain results that reflect actual conditions. This observation can be carried out directly at the location or through indirect means. Then interviews are a form of direct interaction between researchers and informants (data sources) which can be carried out through face-to-face question and answer sessions or using indirect methods. As well as documentation in the form of student work results or photos to provide more accurate data (Ansori, 2020).

This research instrument carried out direct observations of the Arabic language learning process in class VIII Kutub At-Turots Islami (KTI) with 38 students in real situations. As well as conducting direct interviews with Arabic language students and teachers to provide information that researchers want to know in order to support the continuation of the research. As well as documentation in the form of student worksheets in identifying grammatical errors in Arabic.

Results and Discussion

A. The Relevance of PBL in Arabic Language Learning

The application of Problem Based Learning (PBL) in Arabic language learning, especially in the KTI MTS 2 Nurul Islam class, is very relevant because the subjects in this class focus on nahwu (grammar) and shorof (morphology). With a PBL approach, students can more easily understand these concepts through in-depth practical experience.

PBL provides opportunities for students to be directly involved in the learning process by facing real problems related to the use of nahwu and shorof (Yurianto dkk., 2023). For example, when students are faced with sentences that contain grammatical errors, they not only learn to identify the errors but also understand the underlying nahwu and shorof rules. This process encourages students to think critically and analytically, which is very important in language acquisition.

In addition, PBL facilitates collaboration between students, where they can discuss and share perspectives on the problems they face (Kamaruddin dkk., 2024) This creates an interactive and fun learning environment, and increases student motivation in learning Arabic. Thus, implementing PBL in KTI classes not only increases understanding of concepts, but also fosters important social and communication skills for students.

The relevance of PBL in this context is also seen from its ability to bridge theory and practice. Students can see how the theories learned in nahwu and shorof are applied in everyday sentences. In this way, they can relate the lesson material to real life, so that learning becomes more meaningful and memorable.

B. Student Engagement

The application of the Problem Based Learning (PBL) method is carried out through group discussions that focus on identifying grammatical errors in a text. The main aim of this approach is to increase student involvement in the Arabic language learning process (Rahmawati dkk., 2024).

In group discussion activities, students are faced with texts that contain various grammatical errors. They work together to analyze and discuss the errors. Through this interaction, students not only learn from existing material, but also exchange knowledge and perspectives. These discussions create opportunities for students to collaborate, which is critical to the development of their social and communication skills.

Student involvement in group discussions contributes to a positive and collaborative learning atmosphere. Students feel more confident to express opinions and questions, which in turn increases their understanding of the concepts of nahwu and shorof (Wulandari, 2024). By supporting each other and providing input, students can overcome their learning difficulties collectively, so that the learning experience becomes more enjoyable and productive.

Through the application of PBL, students not only learn Arabic language theory, but also develop critical and analytical thinking skills (Mahliatussikah, 2023). They learn to not only correct mistakes, but also understand why they occur and how to prevent them in the future. Thus, the PBL method not only improves understanding of the material, but also prepares students to face real challenges in using Arabic.

C. Changes in Student Attitudes

Changes in student attitudes are one of the crucial aspects in the learning process that can influence students' academic and social development. In this context, learning motivation is often one of the most significant changes. When students feel involved with the material being taught, students show a positive attitude and higher enthusiasm for learning. Interactive and interesting teaching methods play a very important role in increasing this motivation (Mahliatussikah, 2023)

As time goes by, students can also experience changes towards independence. Initially, many students rely on teachers for information, but when they are given the opportunity to explore and find solutions themselves, students learn to be more responsible for the student's learning process. This also contributes to the development of a better cooperative attitude. Through interactions with peers, both in group projects and discussions, students learn to respect differences of opinion and improve their socialization skills (Nurhamidah & Nurachadijat, 2023).

Students' feelings when working on assignments in class VIII KTI are a combination of pleasure and challenge. Working in this field is not just about learning theory, but also facing various projects that hone our skills directly. Each assignment given brings the opportunity to explore various concepts and aspects that we may not have previously known about.

This activity provides a very valuable new experience, namely students learn how to apply the knowledge we have learned into real practice, which makes us feel more connected to the actions that students learn, this process also trains students to think critically and analytically. When students are faced with difficult problems, students must find solutions in innovative ways. This not only stimulates students' brains to think deeper, but also increases students' self-confidence in successfully completing the challenge.

Even so, students also experience difficulties in some of the tasks they do. Sometimes, the challenges faced feel quite difficult, and students have to put in extra effort to understand and solve them, but this is precisely where satisfaction lies. Every time a student successfully overcomes these difficulties, the sense of pride and accomplishment we feel is very satisfying. The enjoyment students experience while working, coupled with a sense of challenge, creates a deep and valuable learning experience.

Thus, the process of doing assignments in the KTI department is a journey full of dynamics. Students not only learn academically, but also learn about perseverance, creativity, and the ability to adapt. All of this shapes us into individuals who are better prepared to face the international world in the future. With all these experiences, we increasingly realize that despite the difficulties, our learning journey has been meaningful and enjoyable.

D. Implications for Teaching Practice:

Identifying errors in the use of dhomir in story texts is an important action to improve grammatical understanding. In this process, students need to pay attention to several main aspects. *First*, we have to read the text carefully and look for words that use dhomir. Next, we need to ensure that the dhomir used is appropriate to the subject being referred to. For example, if a sentence mentions a male subject but uses a female dhomir, that is an error. Example: "Ali went to the market, and he (هي) bought vegetables." In this sentence, the use of "هي" to refer to Ali is incorrect; "هو" should be used. *Second*, pay attention to the timing. If the sentence shows the indicative in the past, then the dhomir used must be in accordance with the form of the verb madhi. For example, "He (هو) went to school," if it is written "He (هو) went to school and now (هو) is studying," this sentence is a mixture of the verb madhi and the verb mudhari', which can be confusing. *Third*, pay attention to consistency. In a text, if dhomir for a particular subject has been used, then it is best not to change it without a clear reason. For example, if we started with "He (هو) played," don't suddenly change it to "They (هم) played," unless the context change (Amrullah, 2021).

By identifying these errors, we can improve our understanding and correct use of dhomir in Arabic, as well as correct errors in the text we read. This exercise also helps students become more precise in writing and speaking.

Here is a text with grammatical errors:

اليَوْمَ كَانَ طَقْسٌ بَارِدٌ . فِي الصَّبَاحِ ، أَنَا اسْتَيْقَظْتُ فِي السَّاعَةِ السَّادِسَةِ وَالنِّصْفِ ، ثُمَّ أَنَا ذَهَبْتُ إِلَى الْمَطْبَخِ حَيْثُ أُمِّي تَطْبُخُ الْفُطُورَ . بَعْدَ أَنْ أَكَلْتُ ، أَنَا يَرْتَدِي مَلَابِسِي وَخَرَجْتُ إِلَى الْمَدْرَسَةِ .

فِي الْمَدْرَسَةِ ، أَنَا يَلْعَبُ كُرَةَ الْقَدَمِ مَعَ أَصْدِقَائِي ، ثُمَّ ذَهَبْنَا إِلَى الْفَصْلِ . فِي الْحِصَّةِ الْأُولَى ، الْأُسْتَاذَةُ تَشْرَحُ الدَّرْسَ عَنِ الْعُلُومِ . أَنَا يُحَاوِلُ أَنْ أَفْهَمَ الْمَوْضُوعَ ، لَكِنْ كَانَ صَعْبٌ . بَعْدَ الْمَدْرَسَةِ ، رَجَعْتُ إِلَى الْبَيْتِ ، أَنَا يُدَاكِرُ لِإِلَامْتِحَانِ . فِي الْمَسَاءِ ، أَنَا يَأْكُلُ الْعِشَاءَ مَعَ أُسْرَتِي ، ثُمَّ نُسَاهِدُ فَيْلَمٌ . بَعْدَ ذَلِكَ ، أَنَا ذَهَبَ إِلَى عُرْفَتِي وَقَرَأْتُ كِتَابَ قَبْلِ أَنْ أَنَامَ . نَمْتُ فِي السَّاعَةِ الْعَاشِرَةِ .

The following is the text identification carried out by 38 students with 12 groups including several errors, namely:

NO	Wrong sentence	Correct sentence	Number of groups who answered
1.	أَنَا اسْتَيْقَظْتُ	أَنَا اسْتَيْقَظْتُ	9 groups
2.	وَالنِّصْفِ	وَالنِّصْفِ	11 groups
3.	أَنَا يَرْتَدِي	أَنَا ارْتَدَيْتُ	9 groups
4.	أَنَا يَلْعَبُ	أَنَا لَعِبْتُ	10 groups
5.	أَنَا يُحَاوِلُ	أَنَا حَاوَلْتُ	7 groups
6.	إِلَى الْبَيْتِ	إِلَى الْبَيْتِ	12 groups
7.	أَنَا يُدَاكِرُ	أَنَا ذَاكِرْتُ	9 groups
8.	أَنَا يَأْكُلُ	أَنَا أَكَلْتُ	12 groups
9.	نُسَاهِدُ	نُسَاهِدْنَا	9 groups
10.	أَنَا ذَهَبَ	أَنَا ذَهَبْتُ	12 groups
11.	كَانَ طَقْسٌ بَارِدٌ	كَانَ طَقْسٌ بَارِدًا	7 groups
12.	كِتَابَ	كِتَابًا	9 groups
13.	عَنِ الْعُلُومِ	عَنِ الْعُلُومِ	7 groups

Meanwhile, the following is text that is grammatically appropriate:

الْيَوْمَ كَانَ طَفْسٌ بَارِدًا . فِي الصَّبَاحِ ، أَنَا اسْتَيْقَظْتُ فِي السَّاعَةِ السَّادِسَةِ وَالنِّصْفِ ، ثُمَّ أَنَا ذَهَبْتُ إِلَى الْمَطْبَخِ حَيْثُ أُمِّي تَطْبُخُ الْفُطُورَ . بَعْدَ أَنْ أَكَلْتُ ، أَنَا ارْتَدَيْتُ مَلَابِسِي وَحَرَجْتُ إِلَى الْمَدْرَسَةِ . فِي الْمَدْرَسَةِ ، أَنَا لَعِبْتُ كُرَةَ الْقَدَمِ مَعَ أَصْدِقَائِي ، ثُمَّ ذَهَبْنَا إِلَى الْفَصْلِ . فِي الْحِصَّةِ الْأُولَى ، الْأُسْتَاذَةُ تَشْرَحُ الدَّرْسَ عَنِ الْعُلُومِ . أَنَا حَوْلْتُ أَنْ أَفْهَمَ الْمَوْضُوعَ ، لَكِنْ كَانَ صَعْبًا . بَعْدَ الْمَدْرَسَةِ ، رَجَعْتُ إِلَى الْبَيْتِ ، أَنَا ذَاكِرْتُ لِلِامْتِحَانِ . فِي الْمَسَاءِ ، أَنَا أَكَلْتُ الْعِشَاءَ مَعَ أُسْرَتِي ، ثُمَّ شَاهِدْنَا فِيلْمًا . بَعْدَ ذَلِكَ ، أَنَا ذَهَبْتُ إِلَى عُرْفَتِي وَقَرَأْتُ كِتَابًا قَبْلَ أَنْ أَنَامَ . نِمْتُ فِي السَّاعَةِ الْعَاشِرَةِ .

1. In the Jurumiyah book, fi'il madhi, or past tense verbs, have important rules that must be observed. Fi'il madhi usually consists of three basic letters and always has the meaning of fathah. For example, the words "كَتَبَ" (he wrote) and "دَرَسَ" (he studied) are examples of fi'il madhi.

When using fi'il madhi, it is important to adapt it to the subject. For example, for the subject "أَنْتَ" (you, man), the form used is "كَتَبْتَ", while for "أَنْتِ" (you, woman), the correct form is "كَتَبْتِ". For the subject "أَنَا" (me), we use "كَتَبْتُ", and for "نَحْنُ" (we), it becomes "كَتَبْنَا". In a plural context, for example "هُمُ" (they), the fi'il madhi form used is "كَتَبُوا". If we want to negate fi'il madhi, we usually use the words "لم" or "ما". For example, "لم يكتب" means "he did not write", indicating negation of a past action. Fi'il madhi functions to express events that have occurred, as in the sentence "ذهبتُ إلى المدرسة" which means "I went to school". By understanding these rules, we can use fi'il madhi correctly in Arabic according to what is taught in the Jurumiyah book (An'im, 2016)

2. In the Jurumiyah book, the use of the letter jer (jar letter) is very important because it functions to show the relationship between words in a sentence. The letter jer is an introductory word followed by a noun in the genitive form (majnur). Some commonly used jer letters in Arabic include "من" (from), "إلى" (to), "على" (above), "في" (within), "بـ" (with), and "كـ" (as).

Using the letter jer changes the case of the noun that follows it to the genitive. For example, in the sentence "كتابُ الطالبِ" (student's book), "الطالبِ" is in the genitive form because it follows the letter jer. Likewise, in the sentence "ذهبتُ إلى المدرسة" (I went to school), "إلى" follows the letter jer "إلى" and also becomes genitive. In addition, the letter jer is often used to provide additional meaning to sentences. For example, "على" could indicate a location or destination, while "بـ" could indicate a means or method. It is important to remember that the use of the letter jer affects the meaning of the sentence as a whole, so choosing the right letter is very crucial. By understanding the function and use of the letter jer according to the Jurumiyah book, we can build more meaningful and precise sentences in Arabic (An'im, 2016)

PBL is not just a teaching method, but also an approach that places students at the center of the learning process, making them the main actors in overcoming the problems faced. *First*, by identifying grammatical errors, students learn directly from experience. They are faced with real situations where they have to analyze and understand the error. This makes learning more meaningful and relevant, because they see real applications of the theory learned.

Second, this process encourages students to think critically. They not only find out what went wrong, but also why it happened. This deepens their understanding of the structure of the Arabic language and helps them develop important analytical skills.

Third, focusing on grammatical errors helps students improve their writing skills. By understanding common mistakes, they can be more careful and skilled in expressing

their thoughts in writing. It also reduces bad habits that can hinder their language development.

Fourth, problem-based learning encourages collaboration between students. Group discussions about discovered errors not only improve understanding, but also train communication and collaboration skills, which are much needed in the real world.

Fifth, PBL also creates a supportive learning atmosphere, where students feel comfortable to share and discuss without fear of mistakes. This is important to build their confidence in using Arabic. With all these aspects, the application of PBL through identifying grammatical errors in Arabic not only improves linguistic understanding, but also shapes students' character to become critical, collaborative and confident learners. This makes PBL a very relevant and urgent method in Arabic language education today.

Conclusion

The conclusion from the application of Problem Based Learning (PBL) through the identification of grammatical errors in Arabic language learning shows that this method has significant relevance in improving the quality of language teaching. PBL focuses on real experiences and relevant problems, which encourages students to be actively involved in the learning process.

PBL provides a concrete context for students to learn Arabic, where they are exposed to real situations that require them to use language skills actively. Through the identification of grammatical errors, students not only learn theory, but also apply it in practice. This makes language learning more meaningful and applicable, and helps students understand the importance of accuracy in language.

One of the main advantages of PBL is the increased level of student engagement. By collaborating in groups to identify and discuss grammatical errors, students practice working together, sharing ideas, and building knowledge together. This engagement not only increases motivation, but also facilitates the development of social and communication skills essential in language learning. The process of discussion and reflection helps students better understand their mistakes and how to correct them, which contributes to a better mastery of the Arabic language.

The implementation of PBL also has a positive impact on students' attitudes towards learning Arabic. Students who previously may have felt pressured or unsure about using language now feel more confident. PBL encourages students to see mistakes as part of the learning process, so they become more open to criticism and feedback. Additionally, this approach fosters a proactive attitude; students learn to find their own solutions and not just wait for instructions from the teacher.

Thus, the application of PBL in Arabic language learning not only increases the maharaht of the book, but also creates a more interactive learning atmosphere and supports the development of students' positive attitudes. By integrating PBL, Arabic language teaching becomes more relevant and effective, preparing students to face real challenges in everyday language use. This method makes the learning process more interesting and impactful, while facilitating the development of more comprehensive language competence.

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