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Measuring the Effectiveness of Problem Based-Learning in Improving *Fi'il* Competence: An Empirical Study at SMA Muhammadiyah 15 Jakarta

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Abstract

Learning Arabic is often said to be complicated for beginners and feels boring when studied by students in this modern era. It is often found that students understand better when taught by their peers compared to watching the teacher explain on the blackboard. The purpose of this article is to test the effectiveness of Problem Based Learning (PBL) in improving the understanding of Arabic grammar, specifically on the topic of *fi'il*, in class XI-5 at SMA Muhammadiyah 15 Jakarta. Using a qualitative analysis design that refers to data triangulation through qualitative analysis via observation, interviews, surveys/documentation. Students' understanding is also Learning Arabic is often considered complicated and boring, especially for modern students who find it easier to understand explanations from peers rather than teachers. This article aims to test the effectiveness of Problem Based Learning (PBL) in improving the understanding of Arabic grammar, particularly the verb material, in class XI-5 at SMA Muhammadiyah 15 Jakarta. This study uses a qualitative analysis design with a data triangulation approach through observation, interviews, and documentation. Students'

understanding is reflected in the achievement of learning outcomes in two stages; stage I shows a completion rate of 54,03%, increasing to 87,92% in stage II. This improvement is driven by the strengthening of the teacher's role as a facilitator, the use of authentic learning resources (the *Qur'an*, Arabic texts, and digital media), and the optimization of group work. The implementation of PBL has proven to encourage contextual understanding of morphological and syntactic aspects of verbs, while also enhancing students' creativity, critical thinking skills, collaborative abilities, and scientific communication.

Keywords: *Fi'il*, Arabic Learning, Problem Based Learning, Arabic Grammar.

ملخص

غالبًا ما يُعتبر تعلم اللغة العربية معقدًا ومملًا، خاصة بالنسبة للطلاب العصريين الذين يجدون سهولة أكبر في فهم الشرح من الأقران مقارنة بالمعلمين. تهدف هذه المقالة إلى اختبار فعالية التعلم القائم على المشكلات (PBL) في تحسين فهم قواعد اللغة العربية، وخاصة مادة الفعل، في الصف الحادي عشر-٥ بمدرسة محمدية ١٥ الثانوية في جاكرتا. تستخدم هذه الدراسة تصميم تحليل نوعي مع نهج مثلثي البيانات من خلال الملاحظة، المقابلات، والتوثيق. فهم المتعلمين ينعكس في تحقيق نتائج التعلم على مرحلتين؛ المرحلة الأولى تظهر إتمامًا بنسبة 54,03%، تزداد إلى ٨٧.٩٢% في المرحلة الثانية. هذا التحسن مدفوع بتعزيز دور المعلم كمسهل، واستخدام مصادر التعلم الأصيلة (القرآن الكريم، النصوص العربية، والوسائط الرقمية)، وكذلك تحسين العمل الجماعي. إثبات تنفيذ PBL أنه يعزز الفهم الصرفي والنحوي للفعل بشكل سياقي، وفي نفس الوقت يزيد من الإبداع، والقدرة على التفكير النقدي، والتعاون، والتواصل العلمي لدى المتعلمين.

الكلمات الرئيسية: فعل، تعلم اللغة العربية، التعلم القائم على المشكلات، قواعد اللغة العربية

Abstrak

Pembelajaran bahasa Arab sering dianggap rumit dan membosankan, terutama bagi peserta didik modern yang lebih mudah memahami penjelasan dari teman sebaya dibandingkan guru. Artikel ini bertujuan menguji efektivitas Problem Based Learning (PBL) dalam meningkatkan pemahaman tata bahasa Arab, khususnya materi *fi'il*, di kelas XI-5 SMA Muhammadiyah 15 Jakarta. Penelitian ini menggunakan desain analisis kualitatif dengan pendekatan triangulasi data melalui observasi, wawancara, dan dokumentasi. Pemahaman peserta didik tercermin dalam capaian hasil belajar dua tahap; tahap I menunjukkan ketuntasan 54,03%, meningkat menjadi 87,92%

pada tahap II. Peningkatan ini didorong oleh penguatan peran guru sebagai fasilitator, penggunaan sumber belajar otentik (Al-*Qur'an*, teks Arab, dan media digital), serta optimalisasi kerja kelompok. Implementasi PBL terbukti mendorong pemahaman morfologis dan sintaksis *fi'il* secara kontekstual, sekaligus meningkatkan kreativitas, kemampuan berpikir kritis, kolaboratif, dan komunikasi ilmiah peserta didik.

Kata kunci: *Fi'il,* Pembelajaran Bahasa Arab, Pembelajaran Berbasis Masalah, Tata Bahasa Arab.

A. Introduction

Arabic, like other languages, has a unique historical background and developmental process. Arabic originally emerged, grew and developed in the geographical area now known as the Middle East, thus becoming an integral part of the language and cultural history of the region. For more than 14 centuries, Arabic is one of the oldest languages that has retained its original form without significant changes in either the East or West (Andi, 2020). Arabic is also considered one of the official languages around the world, given its important role in cross-cultural and global communication (Ahyani, 2015).

Arabic is organized into systematic units of rules, which allow it to be used effectively as a means of communication (Gani & Arsyad, 2020). The structure of Arabic consists of systematic components, such as al-ashwat (phonetics), *al-sharf* (morphology), *al-nahwu* (syntax), and *al-dalaly* (semantics) (Setiyadi, 2011). As a communication system, language has two main dimensions, namely: The social aspect, which is demonstrated by performative ability (speaking), and the competence aspect, which forms the basic structure of language.

Arabic and Indonesian show fundamental differences in grammatical structures, morphological systems, and syntactic patterns (Fahmi, 2018). Arabic is often considered one of the most challenging languages to learn due to its grammar which includes a variety of systematic rules. Beginners often face difficulties in understanding and mastering Arabic, including learners (Alfalah & Sopian, 2024). However, the grammatical structure reflects the linguistic richness of Arabic, making it a powerful weapon for understanding deep religious and cultural texts (Musthafa, 2019).

In the study of Arabic linguistics, learning often begins with reinforcing the aspect of *fi'il* (verb) due to its complexity in form and function within sentence structure. However, syntactically, a basic understanding of a sentence can be achieved through the elements *mubtada* and *khabar* (subject and predicate). According to the rules, a perfect sentence *(jumlah mufîdah*) in Arabic is composed of verbs, nouns, and particles. The verb itself has various forms, such as *māḍī, muḍāri*‘, and *amr*, as well as characteristics like *mutaʿaddī, lazim, ṣaḥīḥ, muʿtal*,

mujarrad, and mazīd, making its mastery a crucial aspect of students' grammatical competence.

Learning Arabic is often less favored by students, especially due to its complexity and significant differences from their native language. This condition demands serious commitment from teachers as motivators, facilitators and innovators (Antika, 2014), as well as students as the main subjects of learning. The success of this process greatly depends on two-way interaction: teachers need to apply innovative and contextual methods, while students are expected to be active and motivated. Therefore, it is necessary to implement learning strategies that can bridge this gap, making Arabic language learning more engaging, effective, and competency-oriented.

With the advancement of technology and access to information today, there are opportunities for teachers to develop learning methods for better results, especially for learning *fi'il* (verb) material. As educators, keep up with the development of science and technology, making sure that educators can have successors who have high competence and competitiveness, and are able to contribute in creating changes in their lives (Liza, 2019).

One of them is applying learning methods that can be used by teachers is Student Center Learning in the form of Problem Based Learning (problem-based learning) an approach designed to involve students in an authentic problem-solving process, which serves as a means to build knowledge independently, develop creativity / skills, and increase independence and confidence in the context of learning (Rofiq, 2019). This method is a variant of learning that provides opportunities for students to solve and find answers to problems found in learning *fi'il* in Arabic, under the direction of the teacher, but students are more instrumental in learning independently in the form of groups. Jim Kilian argues that the main goal of education is not just getting information, but also teaching students to think creatively, learn independently, and find answers to unanswered problems. According to Tan, Problem Based Learning is a learning approach that encourages students to face challenges during the learning process. This approach involves students working together in groups to find solutions to real-world problems (Anindya et al., 2024).

The discussion of *fi'il* is included in the science of *nahwu*. The science of *nahwu* or science *al-tarkib* is the study of the structure and arrangement of sentences (Ulum & Nuriyah, 2023). Called *al-tarkib* because the focus is on how to organize words in a sentence according to certain rules, this science includes the position of the main concepts of sentences such as *fâ'il* (subject), *fi'il* (predicate), and *maf'ûl* (object), arranged in position, both in Verb-Subject-Object and Verb-Subject-Object patterns (Setiyadi, 2011).

In Arabic *fi'il* is a term for a verb (verb) that shows an action, deed, or activity (Maulin et al., 2023). *Fi'il* serves to describe the activity or state performed

by the subject in the sentence. *Fi'il* has three types of forms, namely: ***Fi'il Māḍi*** (past), ***Fi'il Muḍāri'*** (present/will), dan ***Fi'il Amr*** (command). Example: كَتَبَ, مَشَيَ, قَرَأَ, أَكَلَ, طَبَخَ, دَعَا (Ahyani, 2015). Here's what *Fi'il* means in learning:

Fi'il Madi (فعل ماضٍ) is a verb that shows an action or event that has been completed or occurred in the past. For example, "كَتَبَ" *(kataba)* means “has written”. *Fi'il Mudhari'* (فعل مضارع) is a verb that shows an action or event that is ongoing or will happen, i.e. in the present or future. For example, "يَكْتُبُ" *(yaktubu)* means “writing” or “about to write”. *Fi'il Amr* (فعل أمر) is a command verb used to request or order someone to perform an action in the future. For example, "أُكْتُبْ" *(uktub)* means “write!” or “write down!” (Zubaidillah, 2018).

The role of the teacher in the teaching and learning process is often limited to teaching that focuses on methods, memorization and assignments. Many teachers prefer a teacher-centered approach, such as the lecture method followed by assignments. This pattern becomes a problem when learning is just chasing material targets, without giving students the opportunity to understand and remember the learning well. As a result, students often forget the previous material because they are burdened by new material the following week, which shows weaknesses in supporting long-term retention.

The implementation of Student-Centered Learning is an approach that is getting more and more attention. This concept places students at the center of learning, while the teacher's role shifts to facilitator or guide on the side (Overby, 2011). Student-Centered Learning (SCL) is a learning approach that emphasizes the active role of students in controlling their learning process. According to Rogers (1983), Student-Centered Learning is the result of a shift in power in the learning process, where the authority previously held by the teacher as an expert now shifts to the student as a learner. In the application of Student-Centered Learning, the researcher uses the Problem Based Learning method. In Problem Based Learning according to David Bound and Grahame l.Feletti (1997), Problem Based Learning (PBL) is an approach to knowledge, understanding, and education fundamentally different from the traditional paradigm underlying subject-based learning. This shift comes as a response to the need to modify the traditional learning atmosphere that often makes students passive, bored, and even resistant to learning. The researcher used Problem Based Learning as one of the methods in Student Centered Learning. Thus, Student Centered Learning is expected to create a learning environment that is more inclusive and responsive to students' needs and preferences. Student-Centered Learning has 5 methods including; group discussion, cooperative learning, contextual learning, problem based learning, collaborative learning.

In Problem Based Learning, students are challenged to complete tasks. The purpose of this process is to improve students' ability to understand and master

the learning material. The Problem Based Learning (PBL) method teaches students to find problems and solve problems.

This model aims to liven up the classroom atmosphere by giving students space to relate lessons to their personal experiences, as well as form meaningful understandings. The researcher used student-centered learning with the Problem Based Learning approach. This learning not only mixes diverse academic abilities for students, but also encourages interaction between students through group work and small team collaboration. The main objective is to improve cognitive ability through the process of mutual learning, where students with higher abilities help other students (Amazaludin, fairuzah, A & Muballigh, 2023).

Based on this learning, learning *fi'il* with the Problem Based Learning (PBL) approach is a lot of series of events that are better understood by students who are taught by peers compared to teachers and also this method is very suitable in this modern era, learning *fi'il* with the Problem Based Learning (PBL) method can be interpreted as an approach or procedure to achieve effective and efficient learning objectives. *Fi'il* is a verb to make a series of words that will later become a good and correct sentence. And this method includes dynamic interaction between teachers and students to achieve optimal learning.

In previous research, Lilis Suaibah in 2015 in her research has examined the *Nahwu* and *Shorof* learning method by applying the Student-Centered-Learning method using the Team Teaching Approach to provide more in-depth teaching to students in the learning process (Suaibah, 2015). Then, on the other hand, research conducted by Nur hidayati 'The Problem Based Learning learning model emphasizes that learning should be relevant to the real world and increase students' individual responsibility. This research shows that Problem Based Learning effectively improves engagement, academic achievement and listening skills. Thus emphasizing how important it is to use new teaching approaches to address students' problems such as grammar comprehension and vocabulary limitations (Nurhidayati et al., 2020).

The Problem Based Learning (PBL) approach also provides space for students to voice opinions and decisions in the learning process. In this situation, the teacher's role is to listen and provide advice, guiding students through constructive discussions to achieve the learning goals that have been set together. This helps students feel valued and heard, boosts confidence and strengthens their social and emotional skills in a supportive environment.

Previous research by Hanik Mahliatussikah (2021) examined the application of the Problem-Based Learning (PBL) method in Arabic language learning at Madrasah Aliyah and showed a positive correlation between the implementation of PBL strategies and the improvement of students' critical thinking skills, conceptual understanding, learning motivation, and collaborative skills. PBL has proven to create an active and participatory learning environment,

with the teacher as a facilitator in the process of exploration and problem-solving (Mahliatussikah, 2021). This correlation serves as an important foundation for this research, which emphasizes the development of students' creativity in mastering Arabic grammar through the Problem-Based Learning approach. The focus of the research is directed towards uncovering the extent to which student-centered learning can encourage their critical and creative thinking abilities, particularly in understanding and applying grammatical structures *(nahwu/fi'il)* in the context of Arabic language learning. Thus, there is a conceptual continuity between the effectiveness of PBL in previous studies and the emphasis on strengthening grammatical creativity in this research as a concrete manifestation of active and competency-oriented learning.

On the other hand, Ahmad Purwanto (2022) conducted a study in class IX D at MTsN 1 Pangandaran, highlighting the implementation of Problem Based Learning (PBL) as an effort to improve students' learning outcomes in Arabic language education, especially when the lecture method was deemed less effective in encouraging active participation. The application of PBL through the Classroom Action Research (CAR) approach, which includes the stages of planning, action, observation, and reflection, proved capable of enhancing student activity and learning achievement, although the results in the initial cycle were not optimal and required improvement (Purwanto, 2022). In the context of correlation, this research has a strong methodological connection with previous studies, but with a more specific focus on the development of students' creativity in understanding and applying Arabic grammar, particularly on the topic of verbs, through a Student-Centered Learning approach based on PBL. By continuing to use a qualitative approach, this research not only aims to improve learning outcomes but also to explore students' critical thinking abilities and creative ideas in discovering the grammatical structure of verbs contextually, thereby providing a new contribution to more meaningful and problem-based Arabic language learning.

Meanwhile, in the research by Fitria Eka Putri Rinjani and Isnol Khotimah titled "Improving Arabic Writing Skills through Student Collaboration Based on Problem-Based Learning," (2024) this study shows a positive correlation between the application of the Problem-Based Learning (PBL) method and the improvement of Arabic writing skills among eighth-grade students, particularly through a collaborative approach. This reinforces the idea that PBL not only enhances learning outcomes quantitatively but also encourages active student engagement in the learning process (Rinjani & Khotimah, 2024). This correlation serves as a relevant basis for my research, which also implements PBL, but with a focus on mastering Arabic grammar, particularly the aspect of verbs, at the Madrasah Aliyah level. This research emphasizes that students' creativity in understanding and applying the structure of *fi'il* (verbs) reflects critical thinking

skills that develop through problem-based learning. In this context, PBL not only directs students to passively understand grammatical theory but also challenges them to express, discover, and apply verb rules through collaborative real-world problem-solving activities. Thus, as previous journals highlighted the correlation between PBL and writing skills, this research examines a similar correlation in the context of improving students' grammatical competence, emphasizing the active role and linguistic creativity in Arabic language learning.

Learning Arabic, especially on the topic of verbs, remains a complex challenge at the secondary education level, including at SMA Muhammadiyah 15 Jakarta. Many students show low engagement in the learning process, especially when the material is delivered through monotonous lecture methods that lack space for active interaction. However, the structure of verbs in Arabic—such as *fi'il māḍī* (past), *muḍāri'* (present/future), and *amr* (imperative)—requires deep understanding and contextual practice to be truly mastered. Unfortunately, the conventional teacher-centered approach tends to overlook the students' need to experience meaningful, collaborative, and life-relevant learning (Hotimah, 2020).

This condition is reflected in the low average academic achievement of students, which only reaches 54,03%, far below the established completion standards. In such a situation, the application of the Problem Based Learning (PBL) approach becomes important to be examined more deeply. PBL offers a new paradigm that emphasizes active learning, real problem-solving, and the development of critical and independent thinking skills. However, an important question arises that deserves empirical investigation: to what extent is the PBL approach truly effective in enhancing students' understanding of verb grammar? This question forms the basis of the urgency of this research, in order to objectively assess the real impact of the implementation of PBL in the context of a more dynamic and solution-oriented Arabic language learning.

B. Method

The approach used in this research is a descriptive, systematic, and analytical qualitative approach, as stated by (Afriyansyah & Jono, 2022). The theoretical foundation of this research methodology is rooted in the thoughts of Kirk and Miller (1986) in their publication. Fundamentally, the work of Kirk and Miller, Reliability and Validity in Qualitative Research (1986), substantially emphasizes the imperatives of reliability and validity in qualitative data analysis. These two constructs serve as crucial methodological pillars to ensure the accuracy, consistency, and scientific integrity of research findings.

This research uses data obtained through field research, which aims to investigate phenomena or events that occur in certain social contexts (Rokim, 2024). This research was conducted at SMA MUHAMMADIYAH 15 JAKARTA in class XI-5 during the odd semester of the 2024 with qualitative analysis through the Problem Based-Learning approach. The data collection technique used the

triangulation method, namely: 1) classroom observation. 2) interviews at three main stages; before, during, and after the learning process. 3) surveys/documentation (Hermawan et al., 2024). Tensure data validity, namely by combining information from various sources and techniques. Additionally, to maintain the trustworthiness (reliability) of the data, member checking is conducted by requesting clarification from teachers and students on the initial findings, as well as peer review with lecturers, teachers, and students to ensure that the data interpretation is subjective. This approach is used to ensure that the research results truly reflect the real situation by directly monitoring and making teachers the main subjects and students the research objects that can be scientifically accounted for.

In Problem Based Learning research through 2 stages of implementation (Khakim et al., 2022). In the first application, teachers identify learning problems, design strategies, implement actions, observe results, and analyze data to find shortcomings. Improvement or development in the second implementation is based on reflection from the first implementation. The second application aims to refine the results of the previous application and ensure learning objectives are optimally achieved. This implementation approach supports the learning process to be more theoretically data-driven, dynamic and customizable. This method is also followed by continuous evaluation to continuously improve the quality of learning.The location chosen by the researcher was SMA Muhammadiyah 15 Jakarta. The main target is class XI-5 SMA Muhammadiyah 15 Jakarta as the object of research with a total of 38 students. This location was chosen because SMA Muhammadiyah 15 Jakarta still has not implemented Student-Centered Learning based learning with Problem Based Learning (PBL) method on *fi'il* learning. However, the availability of school facilities is very supportive for students in Student-Centered Learning-based learning with Problem Based Learning (PBL) method which is in accordance with the research objectives.

C. Results and discussion

Based on the results of observations and interviews with Arabic language subjects with the application of "Problem Based Learning-based *fi'il* learning" at Muhammadiyah 15 Jakarta High School through 5 stages of teaching, namely:

No	PBL learning stages
1.	Orient learners to the problem.
2.	Manage and direct learners in the learning process.
3.	Direct and support learners in individual or group investigations to understand and solve problems.
4.	Guide learners in designing, developing, and

	presenting work products.
5.	Analyze and evaluate the problem-solving process.

1. Orient learners to the problem.

In the Orientation stage of students on the issue of Arabic language learning, a systematic strategy is applied to build a positive and motivating learning environment, starting with greetings and motivation, followed by attendance and an ice-breaking session themed "enthusiasm" to enhance students' emotional engagement and mental readiness to face PBL. Activating prior knowledge through "conversation" material serves as a conceptual bridge to the core of *fi'il* (verb). The learning of verbs is expanded into the analysis of morphological sentence structures through the concept of *wazan* transfer. The teacher's engaging approach in presenting the lesson plan sparks students' curiosity and directs them towards a deep understanding of the importance of verbs in the grammatical structure of the Arabic language. The initial diagnostic assessment of *fi'il* and *wazan* plays a crucial role in mapping students' abilities, identifying areas that need improvement.

Problem Based-Learning has proven to be ideal for addressing the complexity of verbs that involve changes in form based on time, subject, and pattern, allowing students to analyze, construct, and apply sentence structures according to context. The final assessment shows significant evolution. Students not only refer to textbooks but also to the *Qur'an* and digital sources, encouraging the application of knowledge conceptually and contextually. This strengthens the understanding of the semantic and grammatical functions of verbs through interactive discussions. Implicitly, PBL enhances the understanding of verb and *wazan* concepts, and transforms the paradigm of learning Arabic grammar from normative to dialogic-problematic. This indicates a shift in the learning paradigm from teacher-centered to student-centered. PBL is capable of encouraging students to engage in Higher-Order Thinking Skills (HOTS), which is difficult to achieve through traditional lecture methods.

The implementation of PBL requires thorough time planning. The development of learning characteristics such as self-directed learning and learning ownership is an added value of PBL that not only impacts academic achievement but also the formation of learning independence. Arabic grammar skills can develop significantly through PBL, supported by active facilitation, contextual resources, and consistent guidance (Rahmani et al., 2024). The implementation of this PBL not only enhances academic value but also builds a foundation for sharp, applicable, and high-value grammatical thinking, making it a learning innovation worth developing more broadly.

2. Manage and direct learners in the learning process.

After problem orientation, the teacher directs students to group tasks based on worksheets, designed to guide a deep understanding of the concept of *fi'il* (verb), from its definition to its meaning, in a collaborative context this is the essence of Problem Based Learning (PBL). The main strength of this stage lies in the utilization of diverse learning resources: Arabic language textbooks, the *Qur'an*, as well as digital technology (Google, YouTube, etc.) (Haniefa et al., 2024), which support extensive exploration and digital literacy among students. The formation of differentiated groups (7-8 students per group, without considering social proximity) encourages diverse interactions, idea negotiation, and rich reciprocal learning.

During the 30-minute group discussion, students actively process information and build independent understanding, with the teacher as a facilitator who maintains focus on solving linguistic problems. In this process, the aspect of grammar *(qawaid)* becomes the main focus. Students analyze the changes in verb forms (past, present, imperative), their relation to the subject (doer), their position in the sentence, as well as their grammatical and semantic meanings. Collaborative discussions serve as a platform to test and refine the application of syntactic rules, transforming the learning of grammar from rigid memorization into active, interactive, and applicative understanding. This shows that PBL is not only effective in fostering 21st-century skills (critical thinking, collaboration, independence), but also substantially enhances the quality of understanding Arabic grammar in a meaningful and contextual manner. This approach opens up opportunities for adaptation to other linguistic aspects, making Arabic language learning more vibrant, relevant, and profound.

3. Direct and support learners in individual or group investigations to understand and solve problems.

The implementation of Problem Based Learning (PBL)—which involves directing and supporting individual and group investigations—transforms the role of the teacher into an active inquiry facilitator. The teacher acts as a careful observer and prompt guide, identifying discussion obstacles such as inactivity or misunderstandings, then providing relevant directions or stimuli to maintain the flow of thought and collaboration (Fahraini & Rifa, 2024). Group discussions in this phase are not merely informal activities, but the main medium for deeply investigating linguistic structures, particularly Arabic grammar. Students examine verbs in various forms and tenses, and syntactically connect them with the subject, object, and context of the sentence. This process is carried out through the exploration of authentic texts from textbooks, the *Qur'an*, and digital sources (Google, YouTube), reflecting the integration of traditional and digital learning that promotes linguistic and digital literacy.

The teacher in this context must be able to read the dynamics of the discussion and provide appropriate interventions, such as scaffolding, clarification,

or prompting critical reflection, in line with Bruner's discovery learning theory and Vygotsky's zone of proximal development. This shows that the teacher is the epistemological guide who directs students in constructing meaning socially and contextually. This approach encourages a shift from declarative learning (memorizing rules) to procedural and applicative learning. Group discussions become an arena for negotiating meaning and confirming syntax, deepening the understanding of language structure in a natural and collaborative manner. The implications of this stage are significant; well-facilitated inquiry not only enhances grammatical competence but also strengthens critical thinking, problem-solving, and scientific communication skills. PBL in Arabic language teaching proves that grammar can be built through meaningful learning experiences, based on real problems, and constructive in nature, making students more adaptive, independent, and capable of applying language rules flexibly.

4. Guide learners in designing, developing, and presenting work products.

In the fourth stage of implementing Problem Based Learning (PBL), the teacher transforms into a strategic active facilitator. Guiding students in designing and developing academic works, ensuring each group has a comprehensive understanding of the core issues of the verb to build structured and high-value analyses. The teacher encourages substantive collaboration, facilitating the interaction of ideas among group members. In the context of Arabic grammar, this collaborative dynamic encourages an in-depth exploration of verb forms, classifications, and their transformations within syntactic structures. The discussion becomes dialectical, inviting students to critically question, test, and verify linguistic constructions, understand changes in tense aspects *(madī, mudhāri', amr)*, as well as the agreement with the subject and the role of adverbs/connectors. This transforms grammar learning from a mechanical process into an active and interactive meaning-making process.

The teacher not only facilitates the formation of meaning but also the accuracy of grammatical forms, guiding the analysis to develop into a metalinguistic awareness of the function of verbs in the real context of Arabic texts. This process involves the exploration of conjugation, derivative changes, and the comparison of active-passive forms. The teacher also prepares students to present their analysis results effectively, including the construction of coherent arguments, visualization of grammatical data, and convincing academic presentation skills. The group presentation forum becomes a space for articulating knowledge and communication skills, as well as a reflective forum for constructive criticism. The implications are significant: students not only construct a deep and applicative understanding of Arabic grammar but also show improvement in collaborative skills, critical thinking, and scientific communication. Proper PBL encourages Arabic grammar learning to be functional, integrative, and reflective, making

students active agents capable of constructing and reflecting on their linguistic knowledge meaningfully.

5. Analyze and evaluate the problem-solving process.

The fifth stage of Problem Based Learning (PBL), namely the analysis and evaluation of the problem-solving process, is the pinnacle of learning that reinforces students' understanding through reflection, presentation, and collaborative evaluation. In the context of Arabic verb *(fi'il)* learning, this phase provides students with the opportunity to express their theoretical and practical achievements, while also revealing significant pedagogical and linguistic implications. The presentation of discussion results is not merely about conveying information, but rather an arena for articulating complex grammatical thinking. The first day focused on the study of verbs from textbooks and the *Qur'an*, while the second day emphasized additional texts and the *Qur'an*, demonstrating the students' ability to integrate theory with authentic data. Students demonstrate an understanding of the morphological structure of verbs *(madī, mudhāri', amr)*. The teacher guides them to question and test the accuracy of the analysis based on grammatical and morphological rules, making the learning process metalinguistic and academically reflective.

Teacher evaluation not only highlights correct/incorrect answers but also assesses students' ability to construct linguistic arguments. This develops awareness of the relational dynamics between components of Arabic sentences. The question-and-answer sessions between groups enrich this experience, serving as a tool to test the validity of grammatical interpretations and deepen argumentation based on linguistic evidence (Rufaiqoh et al., 2024). The important implication of this stage is that PBL is capable of producing an understanding of grammar that is both applicable and reflective. Students not only know the forms and functions of verbs but are also able to evaluate their usage, critique grammatical accuracy, and build syntactic logic that can be scientifically tested. PBL creates an ecosystem of participatory, collaborative, and deeply reflective learning, which not only enriches linguistic knowledge but also shapes critical, analytical, and open-minded thinking, facilitating the transition of knowledge from passive to active, explicit to implicit, and theoretical to practical.

Based on the results of an interview with one of the subject teachers and curriculum holders, it was found that the implementation of PBL learning is very effective because its focus is not only on mastering the material but also on developing other skills such as critical thinking, collaboration, and problem-solving abilities. With the implementation of the Problem Based Learning method, they are directly involved in the given problems, especially since the material is quite heavy, related to *fi'il madi, mudhorie, and amr.* Enables them to learn independently. This approach is also very much needed, but the biggest challenge is time, because it takes a long time to explore and solve problems.

The results of an interview with one of the students showed that before implementing Problem-Based Learning (PBL), the common teaching method was conventional, including listening to the teacher's explanations, taking notes, and doing exercises. Although it sometimes helps with understanding, students often struggle to grasp the material deeply due to a rote memorization approach without contextual application. This highlights the limitations of the traditional model in promoting active engagement and conceptual understanding, which supports the consideration of PBL as a more contextual and meaningful learning alternative.

The results of interviews with students during and after the implementation of the Problem Based Learning (PBL) method show a positive response to this approach in *fi'il* learning. One student stated that *fi'il* learning became more enjoyable because the PBL method differed from the previous passive learning. Although challenges were found in the dynamics of group work—particularly related to the uneven contribution of group members—students admitted that they found it easier to understand the *fi'i*l material due to their direct involvement in solving the given problems, as well as explanations from peers that were delivered in a simpler and more understandable manner.

After the implementation of PBL, students reported an increase in self-confidence in the learning process, as the demand for active participation encouraged them to be more involved in discussions and material exploration. The students stated that the PBL method was very helpful in understanding the use of verbs in sentences, as the discussion-based and real problem-solving learning process facilitated a more contextual and applicative grammatical understanding. These findings reinforce the relevance of PBL as a strategy that supports the development of students' linguistic competence in Arabic language learning. Here are the results of the *fi'il* learning theory data in the first application:

Table 1.
Data Results of *Fi'il* Learning Theory on the 1st application

No	Group Name	Group Score	Group score
1	Group 1	60, 67, 20, 57, 66, 26, 59, 60	415
2	Group 2	53, 61, 57, 58, 56, 53, 56, 60	454
3	Group 3	65, 33, 35, 81, 87, 88, 20, 25	434
4	Group 4	53, 55, 63, 55, 68, 75, 46	415
5	Group 5	46, 48, 46, 46, 46, 48, 55	335
	Total score value		2.053
	Average number		54,03%

In the first implementation, the average result of the tasks given by the teacher based on theoretical data was at a low level of 54,03%. However, this finding does not yet indicate that the expected level of classical completeness in accordance with the KKM value of 75% has not been achieved (Irdan et al., 2024). The failure of classical completeness was due to some students not actively participating in finding solutions to problems that arose during the learning process. One of the main causes is students' lack of interest in reading materials from existing sources such as; assigned materials, Arabic textbooks, the *Qur'an*, texts, and social media. In fact, solutions to some problems are actually available in these sources. Students' lack of enthusiasm towards learning materials indicates a lack of optimal learning in students.

Table 2.
Data Results of *Fi'il* Learning Theory on the 2nd application

No	Group Name	Group Score	Group score
1	Group 1	89, 84, 93, 93, 85, 89, 93, 93	719
2	Group 2	94, 94, 94, 94, 94, 92, 94, 94	750
3	Group 3	92, 94, 94, 86, 89, 80, 90, 90	715
4	Group 4	81, 79, 77, 77, 79, 83, 83	559
5	Group 5	82, 90, 90, 90, 79, 90, 77	598
	Total score value		3.341
	Average number		87,92%

Based on the results of the research on the second application, the learning process showed an increasing improvement compared to the second application. This is shown by the increase in the average learning achievement of students in the very high category and classical completeness of 87.92%, indicating that the optimal research success indicators have been fully met.

During the second implementation, students began to show good habits, such as reading various sources, finding important points from the material learned, and recording these points to strengthen their understanding. Learners were also able to use more diverse learning resources, which helped them solve problems that arose during the lesson. Although the obstacles to the implementation of the second learner are not too great, regular habituation is needed to encourage students to more actively read from various references in an effort to expand their knowledge and improve their ability to solve problems during learning.

Research conducted using the Problem Based Learning (PBL) model in class XI-5 SMA Muhammadiyah 15 Jakarta found several problems that hindered the

implementation of learning in the first application, here are some of these problems:

a. Students are not yet accustomed to the application of the Problem Based Learning method, this is because this is the first time this learning model has been used in class. In addition, they lack confidence in conveying what they understand during the learning process, and pay less attention to learning activities.
b. Learners still have difficulty in asking questions that are in accordance with the material provided. In addition, they are still very lacking in expressing opinions, which is caused by their lack of attention during the learning process.
c. Some groups were unable to complete the task within the allotted time, especially in terms of solving problems that arose during learning. This shows that learners need more time to adjust and get further guidance to understand the problem solving procedure.
d. Lack of time that limits students to find space for discussion so that they add time for discussion and reflect quickly, because the morning habituation time takes time with students so that it reduces the time of this subject.
e. Some students have not shown interest in group discussions. As a result, they lost the ability to understand the topic being studied. Due to the division of groups that are not from their close circle of friends, it makes some students uncomfortable talking with friends who are not from their close circle of friends.
f. The ability of students to retell the subject matter they understand or draw conclusions from the learning process is still relatively low. This statement shows the need for additional strategies to improve learners' ability to create a better understanding of the learning outcomes.

To optimize learning success, the Problem-Based Learning model should be adjusted gradually, and supporting strategies should be used. Special attention to learners' communication and collaboration skills is also needed. In an effort to overcome the various obstacles found in the first implementation, researchers have strategized and implemented various solutions to overcome the obstacles found in the first implementation and ensure that the second implementation runs well and without obstacles, for example, improvements are made:

a. Reintroduce the Problem-Based Learning model to students. The aim is to increase students' understanding of the problem-based learning process. Achieving the results that researchers expect to achieve optimal learning outcomes.
b. Provide learning activities that have been designed to encourage students to participate more actively in learning activities. Achieved in presenting material that is clearer and more organized, as well as paying special attention to students to stay focused and serious during the learning process.

c. Provide intensive guidance to groups that have difficulty in completing group tasks. This will help students overcome difficulties during the problem solving process.
d. The researcher explained the importance of working together in groups during group discussions. This is important because it is related to daily life and as part of the development of social skills needed by humans as social beings. By developing social skills through discussion, learners can be better prepared to face various challenges in the future by being more open, sharing opinions, and accepting differences. Where learners ask questions directly to the group, provide feedback, and help solve problems that arise during the discussion, research increases the intensity of guidance.
e. Creating clear assessment standards will improve students' understanding of learning through confirmation of the material that has been learned. However, a counseling approach is taken to provide individual guidance to students who show delays or difficulties in learning.

These corrective measures are intended to reduce existing obstacles, increase student participation, and ensure that the Problem Based Learning model works well to achieve the intended learning objectives.

In the *fi'il* learning process the teacher has a role to help students achieve their learning objectives. To start with, teachers create an interesting and relevant activity stage. Then, they adjust the learning method to the material and students' needs. To do so, teachers must create a good learning environment, provide clear explanations of the material, and encourage students to actively participate in learning activities. Teachers also teach students to think critically, research new ideas, and collaborate in groups. In addition to providing constructive feedback that encourages improvement, the evaluation process is used to measure learners' understanding. Teachers use a planned approach to help learners reach their full potential in an interactive and entertaining learning environment.

D. Conclusion

This study shows that the implementation of Problem Based Learning (PBL) in Arabic language teaching in class XI-5 SMA Muhammadiyah 15 Jakarta significantly increases student engagement and understanding, particularly in the material on verbs *(fi'il)*. At the initial stage, the students' mastery level reached 54.03%, still below the Minimum Completeness Criteria (KKM) of 75%. The identified obstacles included the lack of student experience with PBL, difficulties in group work, minimal discussion participation, group division that did not consider social proximity, and limited learning time due to the school's morning routine. However, in the second implementation, there was a drastic increase with an average learning achievement rate reaching 87,92%. This improvement was driven by strategic enhancements such as strengthening students' understanding of the PBL concept, delivering more structured material, increasing the teacher's

role as a facilitator, and utilizing more varied learning resources, including Arabic texts, the *Qur'an*, and digital platforms. These improvements successfully fostered students' critical and independent thinking abilities, self-confidence, and collaborative skills.

The implementation of PBL in *fi'il* learning at this school has had an impressive impact, not only creating a more vibrant and participatory learning atmosphere but also making students active subjects in building knowledge. This method is highly regarded because it bridges Arabic grammar theory with real-life contexts through problem-solving. The uniqueness of its implementation lies in its success in integrating authentic texts such as the *Qur'an* with grammatical analysis, providing a more applicable and meaningful learning experience. However, this research has limitations, particularly in the aspect of implementation time, which is insufficient for the needs of adaptive facilitators. The initial lack of understanding among students regarding the PBL process also posed a challenge.

Therefore, it is recommended for future research to have more flexible time planning and adjustments to a responsive learning structure. Further research can also explore the application of PBL to other aspects of Arabic language learning (such as more complex vocabulary and grammar) and involve various educational levels. As a step forward, PBL has the potential to become a key foundation in reforming Arabic language learning in the digital era. This method has great potential to shape a generation of learners who are not only proficient in grammar but also technologically adaptive, collaborative in problem-solving, and innovative in responding to the dynamics of educational globalization.

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