Arabic Learning with Problem-Based Learning Models and PowerPoint Media in Improving Students’ Interest

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Abstract
The aims of this study were (1) to explore out the process of implementing Problem Based Learning using PowerPoint media in Arabic lessons at MA Fattah Hasyim Tambakberas Jombang; (2) To find out the results of applying Problem Based Learning in Arabic lessons with PowerPoint media in increasing student learning interest. This research method uses a descriptive qualitative approach, with data collection techniques using observation, interviews, and documentation. The data analysis technique uses data reduction, data presentation, and conclusion and verification. The results of the study show (1) The implementation of the Problem Based Learning model at MA Fattah Hasyim Tambakberas Jombang in Arabic for class XI is carried out through three stages, namely the preparation stage, the implementation stage, and the evaluation stage. (2) Overall, it can be concluded that student’s interest in learning Arabic using the Problem Based Learning model is included in the outstanding category; this is because students can explore further problems that are closely related to student’s daily lives and also required to be able to think critically and cooperate in groups to solve the problems presented in learning.

Keywords: Arabic language, PBL, PowerPoint, interest in learning

Abstrak
Tujuan penelitian ini adalah untuk: (1) mengeksplorasi proses penerapan Problem Based Learning dengan menggunakan media Power Point pada pelajaran bahasa Arab di MA Fattah Hasyim Tambakberas Jombang; (2) menemukan hasil penerapan Problem Based Learning pada pelajaran bahasa Arab dengan media Power Point dalam meningkatkan minat belajar siswa. Metode penelitian ini menggunakan pendekatan kualitatif deskriptif, dengan teknik pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Adapun teknik analisis data menggunakan reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Hasil penelitian menunjukan (1) Pelaksanaan penerapan model Problem Based Learning di MA Fattah Hasyim Tambakberas Jombang dalam mata pelajaran bahasa Arab untuk kelas XI dilaksanakan melalui tiga tahapan, yaitu tahap persiapan, tahap pelaksanaan, dan tahap evaluasi. (2) Secara keseluruhan dapat disimpulkan bahwa minat belajar siswa dalam mengikuti pembelajaran bahasa Arab dengan menggunakan model Problem Based Learning masuk dalam kategori sangat baik, karena siswa dapat mengeksplor lebih jauh mengenai permasalahan-permasalahan yang erat kaitannya dengan kehidupan sehari-hari siswa dan juga dituntut untuk mampu berpikir kritis dan saling bekerjasama dalam kelompok untuk memecahkan permasalahan-permasalahan yang dipaparkan dalam pembelajaran.

Kata Kunci: bahasa Arab, PBL, PowerPoint, minat belajar
Introduction

Students' success in learning must be connected to the success of teachers in providing appropriate learning methods to their students. Learning methods offer an important role in more practical activities in teaching and learning; therefore, determining the proper learning method will produce quality learning. Educators generally have several learning models: the question-and-answer form, discussion, storytelling, and group work technique. Behind the success of a method, some media is used as supporting material for the learning process. There are so many kinds of media usage in learning process activities (Abas, 2021; Abdillah, 2018; Anomeisa & Ernaningsih, 2020), such as audio media, print media, print audio media, computers, and many more. The media that is still used today is printed media, such as modules and worksheets.

Teachers are human beings who play an essential role in education in a country because teachers have the task of educating, directing, and training. Not only that but teachers are also required to be able to evaluate student performance so that they can pay attention to student development. This can be done through education directly or indirectly. The role of the teacher in carrying out his duties has not run optimally in the last few months (Adlani & Hanifah, 2020; Amelia et al., 2021; Jusuf & Maaku, 2020).

Indonesia is faced with the problem of after Covid-19, in which everything has changed, including in the world of education (Amalia et al., 2022; M. A. U. Nuha & Musyafa’ah, 2022). Teachers must comply with government regulations, which require learning to be carried out online (online). With this policy, there is a change in the situation regarding the teaching and learning process. This is a concern because the Indonesian government prioritizes the health aspects of students. This impacts the teaching and learning process at MA Fattah Hasyim Tambakberas Jombang. The implementation of teaching and learning in madrasas is carried out online and offline. The policy of implementing offline learning occurred recently with a new approach from the government, only applicable to specific areas with minimal numbers of Covid-19. Jombang City is an area where offline or face-to-face schools are permitted.

Offline learning at MA Fattah Hasyim Tambakberas Jombang starts this September 2022. At the same time, online learning started when the Covid-19 case coincided in March 2020. The teaching and learning system uses Google Meet, Zoom, WhatsApp, and Instagram media when online learning occurs. During the teaching and learning process, many students still experience difficulties receiving material from their respective teachers, such as learning Arabic, which is an essential lesson in understanding the book at Islamic boarding schools. Various factors affect students' difficulties in learning during the Covid-19 pandemic, the most common of which is internet network problems. This is because some students have a place to live far from urban areas, so reaching a network or signal can be said to be quite tricky. Therefore, it is still less effective to accept the learning conveyed by the teacher during the teaching and learning process. Thus, learning conditions decrease student interest in learning and affect the quality of education.

Interviews with one of the Arabic teachers obtained results related to students' interest in learning and the consequences of their knowledge, revealing that learning outcomes in Arabic class XI MA Fattah Hasyim Tambakberas Jombang subject were still less than the minimum standard value. This can be seen when students with offline learning schedules come to school and want to attend class too late. This causes the teaching and learning process to be provided when the pandemic is limited. Besides that, learning Arabic also requires an efficient and adequate duration of time in learning; besides that, students still lack motivation and find it difficult to solve a problem, especially in education during the Covid-19 pandemic era.

Based on the description above, to support learning success by applying effective learning methods, an innovative learning model is needed in the classroom that can stimulate student learning interest. Students are interested in exciting learning and look enthusiastic about participating in education; students will feel interested in learning to seek in-depth knowledge. As for some exciting learning models to be implemented for students, namely the Problem Based Learning (PBL) learning
According to Atminingsih, et al., in their research entitled "Keefektifan Model Pembelajaran PBL Media Audio Visual terhadap Hasil Belajar IPA Kelas III SDN Baturagung," Problem-Based Learning is an approach that forms a curriculum that contrasts students with problems and practices in which there is a stimulus for learning (Atminingsih et al., 2019). Meanwhile, in his research "Pengaruh Problem Based Learning (PBL) terhadap Kemampuan Pemecahan Masalah dan Hasil Belajar Kognitif Siswa SMA Negeri 10 Kota Bengkulu," Asiyah, et al., state that Problem-Based Learning is a curriculum development and instructional method that places students in an active role as problem solvers when faced with problems that are less structured in the real world (Asiyah et al., 2021). Likewise, in Aua's research, the Problem-Based Learning learning model requires students to learn based on a problem or solve a problem (Aua et al., 2021).

Therefore, this model can encourage students to work actively and learn collaboratively and provide opportunities for students to choose what they want and how to learn it. Thus it can be concluded that Problem-Based Learning is a learning model that invites students to solve problems that are less structured in the real world in their learning process because of the importance of this research to be carried out in order to increase the interest of students which can be obtained from the application of an effective and efficient learning model because the school is an area around Islamic boarding schools where the average student is santri, then this is a strategic step to increase students' interest in learning so far the learning is still using conventional methods so that researchers are interested in researching this.

Method
Research Design

This study uses a descriptive qualitative approach, namely observing phenomena based on findings of facts in the field and then describing narratively. Anggito and Setiawan describe qualitative research as a procedure that produces descriptive data in the form of written or spoken words from people and observable behavior directed at the background and the individual (Anggito & Setiawan, 2018). In this case, the researcher digs deeper into the effect of learning Arabic with Problem-Based Learning models and powerpoint media on learning interested students based on factual findings and valid data, which are then described narratively.

Participants

This research was conducted at MA Fattah Hasyim Tambakberas Jombang, located around the Bahrul Ulum Islamic Boarding School, Jombang District, Jombang Regency, East Java. The research location is chosen because the Madrasa is a madrasa that excels in achievement, is skilled in technology, and is vital in adhering to the Qur'an and Hadith. So, to develop resources and student achievement, it is necessary to conduct this research to improve student achievement. The research object includes primary data: Arabic teachers and eleventh-grade students (XI). It is accompanied by supporting data, namely secondary data, which provides supplementary documents and other supporting literature. The main objects in this study are teachers and students as the main objects for observing the phenomena found.

Instruments and Data Analysis

Researchers, namely carry out three types of data collection techniques: 1) Observation; in this study, researchers used participatory observation techniques, by participating in activities directed at the research location; 2) Interviews, to determine informants, by using a purposive sampling technique, determining informants based on the criteria of the researcher and those who are by the research topic, the researcher will conduct interviews with several informants: first, the principal to dig up the profile of the MA Fattah Hasyim Tambakberas school Jombang, second, Arabic teachers to explore related efforts to increase student interest in learning, third, eleventh grade (XI) students to explore efforts to increase student learning interest; 3) Documentation,
this study, is supporting data and data reinforcement to create data that is more valid and reliable. The documentation obtained supports photos, archives, documents, and research journals relevant to this research. The data analysis techniques in this study used the Miles and Huberman models, namely: 1) Data reduction by selecting, focusing on simplification, abstracting, and rough data that emerged from written records that occurred in the field; 2) Presentation of data, namely the process when a set of information is compiled, which ultimately provides the possibility of drawing conclusions and taking action; 3) Drawing conclusions and verification, at this stage is the final stage where after reducing and presenting the data, at this stage you can find the meaning of the research based on the findings of facts and data in the field (Abdussamad, 2022; Darmalaksana, 2020; Fadli, 2021).

Result
The Process of Implementing Problem Based Learning Using Powerpoint Media in Arabic Learning

After carrying out observations in the field with interviews conducted by researchers with four informants, namely the Principal, Deputy Head of Curriculum, Arabic Teacher, and Students at MA Fattah Hasyim Tambahkberas Jombang regarding the implementation of the Problem-Based Learning (PBL) learning model. The results of the interview with Mr. Roisudin Zainuri, who is an Arabic teacher, are as follows:

"The curriculum used in this school is the 2013 curriculum. Regarding the PBL model, our school has implemented this model and collaborated with various learning media, one of which is using PowerPoint." (Interviewed, 25-08-2022)

Teachers have carried out the application of PBL in learning at MA Fattah Hasyim Tambahkberas Jombang. This application is balanced with adequate learning media, one of which is PowerPoint. This is reinforced by the results of interviews conducted with the head of the Madrasah MA Fattah Hasyim Tambahkberas Jombang, namely Mr. Moh Yahya, as follows:

"The curriculum used in this school uses the 2013 curriculum with KMA no 2019. As for the actual model, we leave it entirely to the teachers who teach in class because the characteristics of each subject are different. However, the Problem-Based learning model has been used at MA Fatah Hasyim Tambahkberas, Jombang." (Interviewed, 25-08-2022)

Based on the results of these interviews, it can be seen that MA Fatah Hasyim Tambahkberas Jombang uses the 2013 curriculum with the 2019 KMA. Meanwhile, the learning models in these madrasas are diverse, depending on the characteristics of each subject. One that is applied is to use a problem-based learning model.

To effectively implement a learning model, the teacher will usually combine it with the application of learning media appropriate to the material discussed in class. The media itself functions to make it easier for teachers in the process of transferring knowledge in the course. Existing learning media are also diverse and have their characteristics. So that between one media and another, it will match the discussion or material with the same features. As stated by Mr. Rois, the results are as follows in interviews conducted by researchers.

"To maximize this learning model, the teacher must be smart to combine it with learning media that is appropriate to the learning model. The media itself functions to facilitate teachers learning. When I'm in class, I usually use PowerPoint media more often because students like this media, and it's not too difficult to apply it." (Interviewed, 25-08-2022)

This statement is also reinforced by the results of observations made by researchers during the learning process in class. The media used by the teacher is in the form of PowerPoint media. One advantage of this media is the audio and visual features that make it easier for children to learn according to their characteristics. The results of these observations were reinforced by interviews conducted with the head of the madrasah, while the results of the interviews were as follows:
"As for the media, it depends on each material being taught, but in general, teachers use at least books and power points as learning media. Some use other supporting media." (Interviewed, 25-08-2022)

Based on the results of the interviews and observations, it can be seen that MA Fattah Hasyim Tambakberas Jombang has implemented a problem-based learning model or Problem-Based Learning (PBL), especially in the Arabic subject. While the media used is quite varied, some often used are PowerPoint media and student worksheets. Even though it has been running and is quite efficient, there are still some areas for improvement or obstacles in its implementation, one of which is the infrastructure that needs to support the performance of the problem-based learning model or PBL.

The Results of Applying Problem Based Learning in Arabic Learning with Powerpoint Media to Increasing Student Learning Interest

A learning model is used to facilitate teachers in implementing learning in class. By selecting the suitable model, students can capture the material taught by the teacher well. To find out the results of applying the problem-based learning (PBL) model in increasing students' interest in learning Arabic, the researchers interviewed two class XI Language MA Fattah Hasyim Tambakberas Jombang students. The first resource person was Muhammad Zainal, with the following results:

"I like it when teachers use this PBL model because, in my opinion, it becomes easier for me to understand the material presented." (Interviewed, 27-09-2022)

In addition, the researcher also interviewed Muhammad Fikri Lazuardi, and the results of the interview are as follows:

"Compared to other learning models, I prefer this PBL because it is easier to understand the material by solving existing problems, where these problems are closely related to everyday life. So, it's easier for me to understand the material." (Interviewed, 27-09-2022)

Based on the results of these interviews, students tend to prefer the use of the PBL model in learning, especially Arabic, compared to other models. Some reasons stated include PBL being packaged attractively, so students are not bored. This is to the results of interviews conducted with Abdullah Hasanuddin, a MA Fattah Hasyim Tambakberas Jombang student.

"It's quite good compared to models such as lectures because if learning is only listening to the teacher explaining, it makes me sleepy. With this PBL model, I can continue to participate in learning actively." (Interviewed, 27-09-2022)

Likewise, the results of interviews conducted with Muhammad Bayu are as follows.

"I'm new to MA; I know there is a PBL learning model; before using PBL, it was normal learning, but after using PBL, it made it easier for me to understand the material." (Interviewed, 27-09-2022)

Regarding the implementation of PBL, not all schools implement it. Based on the results of interviews conducted with Muhammad Bayu, several schools still need to implement the Problem-Based Learning (PBL) model in learning. In choosing a learning model, it is adjusted to various things, starting from the subjects' characteristics to the students' conditions.

Problem-based learning (PBL) is a learning model suitable for Arabic subjects. This is based on the characteristics of these subjects, which discuss and relate to the daily activities of individuals (Ballesteros et al., 2019; Dabbagh, 2019). So that the problems given to students to solve are also about students' daily lives. So that it helps them to understand the material because it is not just theory but also practice directly in the field.

The obstacle many faces when learning in class is that students feel bored with the material taught by the teacher in front of the course. This will impact students' need for more attention to the material provided and end in students needing help understanding. Based on the results of these
interviews, it can be seen that students using the PBL model must also be supported by adequate media. Regarding the media, the researcher also interviewed the two sources, while the results of the interview with Fuadillah Labib, one of the students, are as follows:

"Many media are used, but I prefer media such as PowerPoint, as it makes it easier for me to digest the material presented by the teacher. Usually, apart from a power point, I can explain with the help of books. The advantages of PowerPoint, including educational videos and pictures, make me more interested in learning in class." (Interviewed, 15-10-2022)

Informants from other students also strengthened the interview. The results of the interview are as follows:

"PowerPoint is one of the learning media, which is also quite effective compared to books. If you use a book, it's usually easier to get bored like that. I also feel more enthusiastic about taking part in learning in class.” (Interviewed, 15-10-2022)

The two students both tend to use PowerPoint-based media more than the textbooks provided by the school. So, in this case, it is challenging for the teacher to vary the media used during learning. Although in some cases, learning media are adapted to the student's circumstances. As stated by Muhammad Habibullah in interviews conducted by researchers as follows

"Most of the time, we use PowerPoint, although occasionally we also use other media such as videos, or during the pandemic yesterday, we used WhatsApp, zoom, and Google meet. However, what is most often done is a PowerPoint.” (Interviewed, 15-10-2022)

Powerpoint media is one of the media that is widely used in learning. This is because PowerPoint has a complete audio, video, and visual package. So that it makes it easier for teachers to provide education in the class (León & García-Martínez, 2021; Rizkiyah, 2022; Sari et al., 2020). Apart from PowerPoint media, MA Fattah Hasyim Tambakberas Jombang teachers have also used other media. This is based on the results of interviews with students, namely Zainuddin Hambali, as follows:

"Many, sometimes, use learning videos, some use books, but so far mostly use PowerPoint.” (Interviewed, 15-10-2022)

This opinion is reinforced by the results of an interview with Muhammad Rizal Santosa as follows:

"Actually, various media have been implemented, but the most frequently used is PowerPoint media because it is simple and easy to use.” (Interviewed, 15-10-2022)

One of the purposes of using problem-based learning models is to increase students' interest in learning a particular subject. The research results show that applying PBL to Arabic issues has increased students' interest in learning. This was also confirmed by the Arabic teacher, Mr. Roisudin Zaenuri, in an interview conducted by the researcher, with the following results:

"Yes, it's true, students are more active during learning when using PBL than before, such as lectures and other models. In addition, students are excited to get new things. Maybe because it is problem-based, and the problems are taken from everyday life, it is easier for them to grasp the material, rather than just containing theories.” (Interviewed, 15-10-2022)

According to sources from teachers, the application of problem-based learning models is much liked by students. It increases student learning interest because the problems discussed and answers sought are closely related to students' daily lives. Besides that, Arabic material tends to lead to student's cognitive and affective, so using problem-based learning models in learning Arabic is an appropriate step.

The researcher also made observations to discover students' learning interests in PBL-based Arabic learning by using structured observation sheets and giving check marks for students who
showed an attitude according to what was being studied. The results of observations using the media questionnaire containing ten types of questions related to students' learning interests who previously used conventional methods and switched to PBL learning with the help of PowerPoint media are as follows:

Table 1. Observation Results of Students' Interest Questionnaires with the PBL and PowerPoint Models in Learning Arabic

<table>
<thead>
<tr>
<th>Interest in Learning</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>15</td>
<td>50%</td>
</tr>
<tr>
<td>Good</td>
<td>10</td>
<td>33%</td>
</tr>
<tr>
<td>Enough</td>
<td>5</td>
<td>17%</td>
</tr>
<tr>
<td>Less</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Very Less</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

The observation sheet's development shows that students' interest in learning Arabic using the PBL model is included in the outstanding category. It can be seen from the 30 students who took part in-class learning that at least 15 students, or 50%, were included in the outstanding category, 10 students, or 33%, were included in the suitable variety, and 5 students, or 17%, were in the excellent category. Overall, it can be concluded that students are interested in learning Arabic using the Problem-Based Learning model in a perfect class.

Even though it is considered adequate, a learning model must improve its implementation. The shortcomings or weaknesses of the problem-based learning model based on the results of interviews with students are as follows:

“Sometimes problems are quite difficult to solve, so it takes much time. So learning is not effective. Apart from that, sometimes some groups are difficult to work with, so sometimes some work and some don't.” (Interviewed, 29-10-2022)

While the results of interviews conducted with Fuadilla, a class XI Language student, are as follows:

"Some of the obstacles when learning with PBL are in the material, which may be quite difficult to understand if the teacher only briefly explains it; sometimes, they need help understanding what is meant in the material. If you don't understand, you will do your job haphazardly." (Interviewed, 29-10-2022)

Students' obstacles while learning Arabic using the Problem-Based Learning model include quite tricky material, making the correct arrangement of sentences in Arabic, and the teacher's explanation could be better. According to sources, this will have an impact on student learning motivation. When students need help understanding the material, it is difficult to solve the problem. Then other sources also said that sometimes the given issues are quite challenging to solve, so it takes quite a long time. This will have an impact on learning that is less efficient.

Some also complained about problems with the PBL model when implemented during the Covid-19 pandemic, which required online learning. This was revealed by Nabila Jihan Rahmalia in an interview session with researchers as follows:

"PBL is difficult to implement during a pandemic because we learn from each other's homes. So sometimes there is a feeling of laziness to do. However, face-to-face like now, the obstacle may be that we must understand better every problem discussed during class hours." (Interviewed, 29-10-2022)

During online learning, student motivation tends to decrease. This is because students do not have to do face-to-face meetings such as going to school and carrying out learning in class. During a pandemic, students can study freely at home and in Islamic boarding schools; of course, this impacts lazy students to take part in learning. When students are lazy to take part in education, the application of PBL will also be disrupted because, in principle, the application of PBL requires students to play an active role in learning in class.
Based on researchers' observations during the learning process, students were more active in class learning. This activity is being able to criticize and ask questions that are not understood, discuss with group mates and express opinions in front of the class. Students can also present the results of discussions on the problems they have solved in front of the course while other students reinforce the answers given by other students.

**Discussion**

**The Process of Implementing Problem Based Learning Using Powerpoint Media in Arabic Learning**

Based on the results of the researcher's interview with the head of the madrasah, the curriculum implemented at MA Fattah Hasyim Tambakberas Jombang is the 2013 curriculum. As revealed by Almulla and Aufa, PBL is a practical learning model as a foothold where students can learn from problems that have been found and then developed (Almulla, 2020; Aufa et al., 2021). Thus, it creates new knowledge.

So that in line with the results of research conducted by researchers on the application of Problem-Based Learning (PBL) using PowerPoint in Arabic subjects at MA Fattah Hasyim Tambakberas Jombang, it shows that the madrasah has implemented a problem-based learning model or PBL in several subjects adapted to the needs of each subject. One subject that applies the PBL model is the Arabic language subject. The choice of PBL as a model for learning Arabic is based on the effectiveness of using this model in providing students with an understanding of Arabic subjects.

Implementing the Problem-Based Learning model in Arabic subjects at MA Fattah Hasyim Tambakberas Jombang consists of several stages, namely the preparatory stage, the implementation stage, and the final stage. The description of these stages is as follows: First, preparation phase, the preparation stage is the initial stage by the teacher before carrying out teaching and learning activities in class. The preparation that Arabic teachers usually do is to prepare the necessary learning tools in advance (Nuha, 2022). The learning tools include a learning implementation plan (RPP) in Arabic subjects, Syllabus, Annual Program, and a Semester Program.

In addition to learning tools, things that need to be prepared include the learning media used, such as the Arabic teacher at MA Fattah Hasyim Tambakberas Jombang, using PowerPoint media. The advantages of PowerPoint media compared to other media include (a) It can be used to display non-physical objects so that it helps students increase their retention to remember learning material; (b) it Can combine audio and visual to make students interested in paying attention to what the teacher explains; (c) Equipped with the ability to combine various elements ranging from text, video, images, graphics and so on so that it can guide students in learning according to their type of learning (M. Nuha & Faedurohman, 2022; Ulin Nuha & Musyafa’ah, 2022).

The teacher also prepares an observation sheet on the implementation of learning Arabic, which is based on a problem-based model—then supporting tools and infrastructure such as LCD Projectors, teaching materials such as Arabic books, Student Worksheets (LKS), and also other reference books that are by the themes to be discussed in class. As with the results of observations and interviews that researchers have carried out, the preparations made by the teacher are carried out every time they will learn in class.

Second, Implementation Stage: at the learning implementation stage, the teacher carries out three activities when teaching in class: preliminary, core, and final or closing. 1) Preliminary activities, at this stage, the teacher does an apperception before entering the teaching activities in the class (M. Nuha, 2019). One way is to say hello and ask how the students are doing. Furthermore, the teacher motivates students, reviews the material taught and informs the competencies to be achieved when learning occurs; 2) Core activities. According to Atminingsih and Dolmans (Atminingsih et al., 2019; Dolmans, 2019), the steps in implementing PBL are: the first step is carried out by the teacher, namely observing a phenomenon, then the second step is ordering students to record problems that arise, the third step is the teacher's task to be able to stimulate
students to be able to think critically in solving problems. An existing problem, the fourth step is that the teacher is expected to be able to assist students in planning and preparing a work to be made; the fifth step is the teacher is expected to be able to motivate students and carry out a reflection or evaluation of the process they are carrying out. At this stage, the teacher provides Arabic material using PowerPoint media.

In this core activity, the teacher carries out problem-based or problem-based learning stages. These stages consist of (a) Orienting students to the problem. (b) Organizing students, at this stage, the teacher forms groups of students into several groups. Each group is given one problem according to the theme discussed (M. Nuha, 2020). (c) Guiding the investigation process, the teacher guides each group in solving problems that each group will resolve. (d) Developing and Presenting results, at this stage, the teacher guides students in compiling answers to the problems discussed to be presented in front of the class. (e) Analyze and evaluate; each group is asked to come forward and present its results. Then other groups can provide additional input or questions (Ulin Nuha; Nurul Musyafa’ah, 2022). Then it ends with an evaluation carried out by the teacher as a whole for the group making the presentation; 3) Final Activities. At this stage, the teacher and students conclude the learning outcomes on the themes studied. Furthermore, the teacher gives assignments to students as homework and closes them by saying greetings and praying.

Third, Evaluation Stage The teacher carries out this stage after applying the Problem-Based Learning model to Arabic subjects using PowerPoint media. Evaluation is carried out by observing student learning outcomes and observation sheets owned by the teacher during the learning process. This evaluation is carried out to determine the extent to which the effectiveness of using the Problem-Based Learning model in the learning (Faizin, 2020).

The Results of Applying Problem Based Learning in Arabic Learning with Powerpoint Media to Increasing Student Learning Interest

The interviews with three informants, namely the teacher and two students, showed that students were more active in teaching and learning activities in class using the Problem-Based Learning model. Two students who became informants in this study expressed this and liked using PBL in learning Arabic. According to them, using the Problem-Based Learning model makes it easier for them to understand the material provided by the teacher, partly because the problems to be solved are closely related to students' daily lives. As Amir and Darwati said, PBL is a method used in teaching that focuses on issues often encountered by children. This requires children to think skillfully and critically to solve these problems (Amir et al., 2020; Darwati & Purana, 2021).

Applying Problem-Based Learning in learning requires collaboration between students to solve the problems determined until answers to these problems are found (Dabbagh, 2019). This collaboration can motivate and encourage students to be more actively involved in learning and provide opportunities to develop social skills and critical thinking.

In addition, based on the results of observations regarding students' learning interest during the Arabic language learning process using the Problem-Based Learning model, the following results were found: can be seen from the 30 students who took part in-class learning, at least 15 students or 50% were included in the outstanding category, 10 students or 33% are included in the excellent category, and 5 students or 17% are in a suitable type. Overall, it can be concluded that student's interest in learning Arabic using the Problem-Based Learning model is outstanding.

The use of problem-based models or PBL is very suitable for students. This is evidenced by the tendency of students to be more active and have high enthusiasm during teaching and learning activities; coupled with dividing students into several groups, they can exchange ideas about solving problems encountered by the themes being taught. This is to the characteristics of the Problem-Based Learning model, which emphasizes collaboration in the learning (Darwati & Purana, 2021), where students must work together to solve and find answers to these problems. Problem-based
learning applications usually use small groups such as peers or large groups (Aiman & Ahmad, 2020; Andi et al., 2021; Cahyaningtyas et al., 2019).

Students look more enthusiastic about learning and think critically in responding to the problems presented by the teacher. This is evidenced by the activeness of students asking about things that have yet to be understood or refuting the answers from other friends who explain their findings. The objection is given when there is a discrepancy between the problem and the solution presented. In addition, students actively answer the questions posed by the teacher and try to conclude their findings with the group.

The conclusion that can be drawn based on the presentation of the data is that MA Fattah Hasym Tambakberas Jombang has implemented a Problem-Based Learning model in classroom learning, one of which is in Arabic subjects. In addition, the PBL model also collaborates with various engaging learning media, one of which is using PowerPoint. The results of applying this model include increasing student interest in learning, especially in Arabic subjects.

**Conclusion**

As for the research findings, it is known that the application of the problem-based learning model is suitable for use in Arabic subjects. After the researchers made observations during the teaching and learning activities taking place, the following results were obtained. It can be seen from the 30 students who took part in-class learning that at least 15 students, or 50%, were included in the outstanding category, 10 students, or 33%, were included in the excellent category, and 5 students, or 17% in the good category. Overall, it can be concluded that student's interest in learning Arabic using the Problem-Based Learning model is outstanding. The use of problem-based models or PBL is very suitable for students. This is evidenced by the tendency of students to be more active and have high enthusiasm during teaching and learning activities; coupled with dividing students into several groups, they can exchange ideas about solving problems encountered by the themes being taught.

**References**


