Exploring Project-Based Learning's Role in the Development of Arabic Students' Speaking Skills through Experiential Learning Theory

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Abstract

Students of Arabic Language Education at State Institute for Islamic Studies of Kerinci often face difficulties in developing speaking skills, mainly due to traditional, teacher-centered methods that limit active participation. Project-Based Learning offers a more engaging approach, while Experiential Learning Theory helps explain how real-world learning experiences can improve students' communicative competence. This study aims to analyze the role of Project-Based Learning in enhancing the speaking skills of Arabic language students at Kerinci through the lens of Experiential Learning Theory as developed by David Kolb. Employing a qualitative method with a case study design, the research was conducted within the context of Arabic language instruction. The study involves data collection through interviews, observations, and document analysis, followed by thematic analysis to explore the integration of Project-Based Learning and Experiential Learning Theory. The findings are interpreted using Kolb's learning cycle to explore its role in the development of students' Arabic speaking skills. The results show that the implementation of Project-Based Learning fosters active student participation in oral communication by creating a collaborative and reflective learning environment. In this context, Kolb's experiential learning cycle comprising concrete experience, reflective observation, abstract conceptualization, and active experimentation was found to be organically integrated into the dynamics of the project, rendering the learning experience not only cognitively meaningful but also affectively and socially transformative. A novel contribution of this study lies in its identification of how students' sense of ownership over the project process directly stimulates intrinsic motivation, speaking confidence, and academic resilience in the face of linguistic challenges. Furthermore, the integration of Project-Based Learning and Experiential Learning Theory was shown to promote the development of heightened metalinguistic awareness and to accelerate students' identity shift from passive language users to active and reflective communicators. This study recommends the systematic implementation of Kolb-based Project-Based Learning within Arabic language curricula to support pedagogical transformation geared toward authentic, participatory, and sustainable communication.

Keywords: Active Participation, Experiential Learning Theory, Project-Based Learning, Speaking Skills

ملخص

يواجه طلاب تخصص تعليم اللغة العربية في المستوى الثاني في الجامعة الإسلامية الحكومية كرنجي صعوبات في تطوير مهارة الكلام، ويرجع ذلك أساسًا إلى الأساليب التقليدية التي تركز على المدرس وتحد من المشاركة النشطة. يقدم التعلم القائم على المشاريع منهجًا أكثر تفاعلية، بينما تساعد نظرية التعلم التجريبي في توضيح كيف تحسّن التجارب التعليمية العملية الكفاءة التواصلية لدى الطلاب. تهدف هذه الدراسة إلى تحليل دور التعلم القائم على المشاريع في تطوير مهارة الكلام لدى طلاب اللغة العربية في كرنجي من منظور نظرية التعلم التجريبي التي وضعها ديفيد كولب. باستخدام المنهج النوعي وتصميم دراسة حالة، أُجريت الدراسة في سياق تدريس اللغة العربية. شملت جمع البيانات المقابلات، والملاحظات، وتحليل الوثائق، تلاها تحليل موضوعي لاستكشاف دمج التعلم القائم على المشاريع مع نظرية التعلم التجريبي. تم تفسير النتائج باستخدام دورة التعلم لكولب لاستكشاف دورها في تطوير مهارة الكلام لدى

الطلاب. أظهرت النتائج أن تطبيق التعلم القائم على المشاريع يعزز مشاركة الطلاب النشطة في التواصل الشفهي من خلال خلق بيئة تعلم تعاونية وتأملية. في هذا السياق، وُجد أن دورة التعلم التجريبي لكولب، التي تشمل الخبرة الملموسة، والملاحظة التأملية، والتصوّر المجرد، والتجريب النشط، تندمج بشكل عضوي في ديناميكيات المشروع، مما يجعل تجربة التعلم ذات معنى معرفي وعاطفي واجتماعي. تكمن مساهمة هذه الدراسة في توضيح كيف يحفّز شعور الطلاب بالمسؤولية تجاه عملية المشروع الدافع الداخلي، وثقة التحدث، والمرونة الأكاديمية في مواجهة التحديات اللغوية. علاوة على ذلك، أظهر دمج التعلم القائم على المشاريع مع نظرية التعلم التجريبي تعزيز الوعي الميتالينغ ويستي وتسريع تحول هوية الطلاب من مستخدمين سلبيين للغة إلى متحدثين نشطين ومتأملين. توصي الدراسة بالتنفيذ المنهجي للتعلم القائم على المشاريع المبني على نظرية كولب ضمن مناهج اللغة العربية لدعم التحول التربوي نحو تواصل أصيل ومشارك ومستدام.

الكلمات المفتاحية: التعلم القائم على المشاريع، المشاركة النشطة، مهارة الكلام، نظرية التعلم التجريبي

Introduction

Speaking proficiency, or *mahārah kalām*, is one of the core skills in Arabic language education. Achieving effective communication necessitates more than just linguistic proficiency; it also requires communicative competence that is deeply embedded within social and cultural frameworks. In the context of modern education, the development of mahārah kalām necessitates pedagogical approaches that are not only theoretical but also practical and contextually grounded. One such approach that has gained increasing relevance and demonstrated effectiveness in enhancing this skill is PjBL.

PjBL is an instructional model that emphasizes active student engagement in the learning process through the execution of complex, real-world, product-oriented tasks.[1] This approach aligns closely with the principles of Experiential Learning Theory developed by David Kolb, which underscores the importance of direct experience as a foundation for the construction of knowledge and skills.[2] Within this theoretical framework, learning is conceptualized as a cyclical process involving four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation.

The implementation of the Project-Based Learning model in Arabic language instruction offers extensive opportunities for students to develop mahārah kalām in a more meaningful way, through their engagement in authentic activities that require active and communicative use of the

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[1] Novita Maula Salsabila and Setiyawan Agung, "*Penerapan Project Based Learning (PjBL) dalam Meningkatkan Maharah Qiraah Pada Kurikulum Merdeka*," Al Mi'yar Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban 7, no. 1 (2024): 273–90. DOI: https://doi.org/10.35931/am.v7i1.2949

[2] Djone Georges Nicolas and Timothy Amien Rk, "*Implementasi Metode Pembelajaran Experiential Learning untuk Meningkatkan Akademik Santri SMA Pondok Pesantren*," At-Ta'dib 18, no. 2 (2023): 114–35. DOI: https://doi.org/10.21111/attadib.v18i2.11162

language.[3] Beyond merely learning linguistic structures, students are encouraged to use Arabic in authentic contexts, which in turn reinforces the internalization of vocabulary, syntactic structures, and enhances their confidence in speaking.

Furthermore, the Project Based Learning approach strongly correlates with David Kolb's Experiential Learning Theory, which emphasizes that effective learning occurs through a cycle of concrete experience, reflection, abstract conceptualization, and active experimentation.[4] This alignment is supported by recent research, such as the study titled "Kolb's Experiential Learning as an Effective Learning Model in Creative Product and Entrepreneurship Subjects," which demonstrates that Kolb's model enhances creativity, critical thinking, and practical skills development by engaging learners in active, experience-based learning processes.[5] Incorporating this theory into language education through Project-Based Learning can similarly foster deeper understanding and skill acquisition in speaking proficiency. This theory provides a robust theoretical framework for understanding how students actively learn through meaningful real-world experiences, which, in the context of language learning, can be translated into speaking practices situated in authentic contexts.

However, in practice, the teaching of Arabic speaking skills continues to face a range of challenges. Preliminary observations conducted in the Arabic Language Education Program at State Institute for Islamic Studies of Kerinci indicate that many students still struggle to express ideas orally in Arabic, particularly in spontaneous communication contexts. Limited vocabulary, insufficient exposure to authentic language use, and a predominantly teacher-centered, grammar-focused instructional approach remain key obstacles to the development of speaking skills[6] Initial interviews with several lecturers teaching speaking skills courses also revealed that the instructional methods employed are still predominantly traditional, such as lectures, structured drills, and scripted dialogue readings. These methods offer limited opportunities for students to actively engage in contextualized language use.

Project Based Learning holds significant potential in language instruction, particularly in the context of speaking skills.[7] By providing students with opportunities to interact, engage in discussions, present ideas, and solve real-world problems using the target language, Project Based Learning serves as an effective medium for fostering natural and contextual speaking proficiency.[8] In the context of Arabic language instruction at State Institute for Islamic Studies of Kerinci , this

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[3] Muh Ibnu Sholeh et al., "*Penerapan Pembelajaran Berbasis Proyek (PjBL) dalam Meningkatkan Kemampuan Berpikir Kritis Siswa*," Jurnal Tinta 6, no. 2 (2024): 158–76. DOI: https://doi.org/10.54259/diajar.v3i1.2250

[4] Suwasti Rahayu, Markhamah Markhamah, and Achmad Fathoni, "*Analisis Keterampilan Berpikir Kritis Siswa dalam Pembelajaran Berbasis Proyek di Sekolah Dasar,*" METODIK DIDAKTIK : Jurnal Pendidikan Ke-SD-An 20, no. 2 (2025): 122–35. https://ejournal.upi.edu/index.php/MetodikDidaktik/index

[5] Stepanus Fajar, et al., *"Kolb's Experiential Learning as an Effective Learning Model in Creativeproduct and Entrepreneurship Subjects,"* JoMEVE : Journal of Mechanical Engineering and Vocational Education. Vol 2, no 1 (2019): 25. DOI: https://doi.org/10.20961/jomeve.v2i1.28352

[6] Kadek Tenova Satriaman, Ni Made Pujani, and Putri Sarini, "*Implementasi Pendekatan Student Centered Learning dalam Pembelajaran IPA dan Relevansinya dengan Hasil Belajar Siswa Kelas VIII SMP Negeri 4 Singaraja,*" JPPSI : Jurnal Pendidikan dan Pembelajaran Sains Indonesia 1, no. 1 (2018): 12–22. DOI: https://doi.org/10.23887/jppsi.v1i1.21912

[7] Welly Nores Kartadireja, Dadang Anshori, and Dadang Sunendar, "*Pemahaman Bahasa Melalui Pengalaman Proyek : Studi Kualitatif pada Implementasi PjBL dalam Mata Kuliah Wajib Umum,*" Jurnal Onoma: Pendidikan, Bahasa dan Sastra 10, no. 1 (2024): 426–38. DOI: https://doi.org/10.30605/onoma.v10i1.3293

[8] Lin Baharuddin, M A N Ternate, and Maluku Utara, "*Implementasi Metode Pembelajaran Berbasis Proyek dalam Pembelajaran Bahasa Inggris di MAN 1 Ternate,*" JUANGA : Jurnal Agama dan Ilmu Pengetahuan 10, no. 1 (2024): 37–48. https://e-jurnal.staibabussalamsula.ac.id/index.php/JUANGA/article/view/140

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approach has not yet been systematically integrated, although some lecturers have begun to initiate the use of small-scale projects in their teaching.

This approach is also aligned with the principles of C developed by David Kolb. According to Kolb, effective learning is learning that is grounded in meaningful direct experiences (experiential learning), which are then processed through reflection, theoretical conceptualization, and ultimately applied through active experimentation.[9] This theory conceptualizes the learning process as a dynamic cycle consisting of four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. When this theory is implemented in language learning through the Project Based Learning model, students do not merely learn to use the language mechanically but also experience it as a tool for communication in authentic situations.[10]

In the context of State Institute for Islamic Studies of Kerinci , the integration of Project Based Learning with the framework of Experiential Learning Theory holds high relevance. Based on field observations, it was found that students are more responsive and motivated when engaged in project-based tasks such as creating conversation videos, interactive presentations, daily life simulations, or producing educational content in Arabic. These activities not only require them to speak but also encourage a deeper understanding of the material, enhance creativity, foster teamwork, and build confidence in using Arabic actively.

Nevertheless, studies that explicitly integrate the Project Based Learning approach with Experiential Learning Theory in the development of Arabic speaking skills are still very limited, particularly in the Indonesian context.[11] This indicates a research gap that needs to be addressed. This study is important as it provides both a theoretical foundation and empirical evidence regarding the effectiveness of the Project Based Learning model in enhancing *mahārah kalām*, while also contributing to pedagogical innovation in Arabic language teaching within Islamic higher education.

This study offers a novel contribution to the field of Arabic language education, particularly in enhancing speaking skills, by integrating Project-Based Learning with Experiential Learning Theory as a unified pedagogical approach. The primary innovation lies in the organic application of Kolb's experiential learning cycle within project structures—an area that remains underexplored in Arabic language learning contexts. Furthermore, the study identifies the pivotal role of students' sense of ownership over the project process in fostering intrinsic motivation, boosting speaking confidence, and cultivating academic resilience in the face of linguistic challenges. It also reveals a shift in learner identity, from passive recipients of language input to active and reflective communicators, thereby broadening the understanding of affective and social dimensions in the teaching of oral skills.

In terms of updates, this research introduces an alternative approach to Arabic curriculum design that emphasizes experiential and project-based learning. It addresses the limitations of prior studies that have primarily focused on cognitive development by incorporating affective, social, and metacognitive dimensions. Beyond presenting a more holistic theoretical framework, the study also offers practical recommendations for the implementation of Experiential Learning Theory -

[9] Eka Putri Azrai, Ernawati, and Gita Sulistianingrum, "*Pengaruh Gaya Belajar David Kolb (Diverger, Assimilator, Converger, Accommodator) Terhadap Hasil Belajar Siswa pada Materi Pencemaran Lingkungan,*" Biosfer: Jurnal Pendidikan Biologi (Biosferjpb) 10, no. 1 (2017): 9–16. DOI: https://doi.org/10.21009/biosferjpb.10-1.2

[10] Restika Wijayanti, "*Penerapan Model Project Based Learning (PjBL) dalam Meningkatkan Keterampilan Menulis pada Pembelajaran Bahasa Indonesia,*" Jurnal Bima: Pusat Publikasi Ilmu Pendidikan Bahasa dan Sastra 3, no. 1 (2024): 63–80. https://journal.aripi.or.id/index.php/Bima/article/view/1443

[11] Ali Mufti, "*Project-Based Learning untuk Meningkatkan Kemampuan Berpikir Tingkat Tinggi pada Mata Pelajaran Bahasa Arab,*" Al- Ma'rifah: Jurnal Budaya, Bahasa, dan Sastra Arab 19, no. 1 (2022): 13–22. DOI: https://doi.org/10.21009/almakrifah.19.01.02

informed curriculum design, which can be adapted across various Islamic educational institutions to promote participatory, reflective, and contextually meaningful language learning.

Thus, this article aims to conduct an in-depth analysis of the role of Project-Based Learning in enhancing the speaking skills of students in the Arabic Language Education Program at State Institute for Islamic Studies of Kerinci through the lens of Experiential Learning Theory. This study not only seeks to illustrate the effectiveness of this approach but also explores the challenges and opportunities of its implementation within the context of Arabic language learning in the current era of digitalization and global interconnectivity.

Method

This study employed a qualitative approach using a case study design to explore the implementation of Project-Based Learning in developing students' Arabic speaking skills. The case study design allowed for an in-depth and contextual investigation in a real classroom environment. All participants followed the same learning process, and no variables were manipulated. This design was considered appropriate for capturing the experiential, interactive, and reflective nature of project-based instruction. Data were gathered using three main techniques: 1) Classroom observation during Project-Based Learning activities, 2) In-depth interviews with students and their instructor, and 3) Document analysis involving students' project outputs and assessment rubrics. Observations focused on students' verbal and non-verbal communication during class activities. Interviews aimed to understand students' experiences, motivation, and perceptions of the learning process. Data collection was conducted throughout one academic semester.

This study involved second-semester students from the Arabic Language Education Program at the State Institute for Islamic Studies Kerinci. Participants were selected through purposive sampling based on their active involvement in project-based learning activities conducted during the semester. The selection focused on students who demonstrated consistent participation and engagement in classroom projects, as they were considered representative of the target population. This setting provided a relevant context for exploring the role of Project-Based Learning in the early stages of Arabic speaking skill development.

Result and Discussion

A. Implementation of Project Based Learning in Speaking Skills Instruction at State Institute for Islamic Studies of Kerinci

The implementation of Project-Based Learning in Arabic language classes at State Institute for Islamic Studies of Kerinci reveals a distinct learning dynamic compared to conventional approaches. Based on classroom observations and analysis of teaching documents, instructors design projects directly related to real-life situations and student interests, such as creating Arabic-language vlogs, simulating interviews, and presenting cultural projects on Arab cultures. Each project is carried out within a specific time frame and requires collaboration among students, problem-solving, and the active use of Arabic in authentic contexts.[12] These projects facilitate the use of language as a tool for communication, rather than merely an object for memorization or grammatical analysis.

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[12] Yusnia Suhartini et al., *"Evaluasi Penerapan Model Pembelajaran PjBL (Project-Based Learning) dengan Pemanfaatan Media Sosial untuk Membuat Konten Slide Carousel dalam Memasarkan Produk di SMK PGRI 2 Malang,"* Jurnal Pembelajaran, Bimbingan, dan Pendidikan 4, no. 7 (2024): 72. DOI: https://doi.org/10.17977/um065.v4.i7.2024.15

The implementation of the Project-Based Learning model at State Institute for Islamic Studies of Kerinci is carried out through a series of systematic stages: project planning, the execution of collaborative activities, presentation of results, and group reflection. In the context of *mahārah kalām* instruction, the projects assigned by the instructor include creating Arabic-language vlogs, simulating thematic conversations, composing simple Arabic drama scripts, and developing interactive presentation media in Arabic. These activities encourage students to use Arabic actively in authentic and meaningful contexts.[13] For instance, in the vlog creation project, students are not only required to write and organize scripts, but also to speak directly in front of the camera in Arabic, which helps develop fluency, pronunciation, and oral confidence.

Thus, Project Based Learning can be considered not only as an alternative learning strategy but also as a learning model that is relevant to the needs of the times and the characteristics of today's student generation, especially in the context of Arabic language teaching at Islamic higher education institutions like State Institute for Islamic Studies of Kerinci. The implementation of this model at State Institute for Islamic Studies of Kerinci is carried out gradually and systematically, starting from the integration of projects into the syllabus of the speaking skills course, adjustments in evaluation methods, to the formation of learning groups that encourage active collaboration among students. In accordance with the findings of Andrian's research, the appropriate learning model is crucial in supporting Arabic language learning as it creates an interactive and relevant learning atmosphere.[14]

In practice, instructors design learning projects that not only emphasize the linguistic aspects but also the functional and contextual aspects of the language. This approach aligns with the findings of Yul, which state that religiolinguistics links the use of Arabic with religious contexts and Islamic values.[15] For example, in the odd semester of the 2024/2025 academic year, third-semester students were assigned a task to create an Arabic-language vlog themed "Daily Activities of Students on Campus." This project was designed to allow students to use Arabic in a context familiar to their own daily lives, making the language they learn more meaningful and applicable. The project began with group script writing, followed by consultations with the instructor, then the recording process, editing, and final presentation to the class in an open format. Afterward, a reflection session and feedback were conducted, both from the instructor and peers.

In addition, activities such as scholarship interview simulations in Arabic, short plays about Arab culture, and mini research presentations on social topics in the Arab world have also been integrated as forms of project implementation. These activities not only enhance students' speaking skills but also train them in critical thinking, teamwork, decision-making, and the use of technology, all of which are essential components of 21st-century competencies.[16]

Instructors also implement an assessment rubric that evaluates aspects such as fluency, accuracy, pronunciation, clarity, and the ability to interact, ensuring that the evaluation focuses not only on grammar or vocabulary but also on overall communication performance. This comprehensive evaluation and assessment are crucial for measuring students' communication skills

[13] Hasan, "*Peran Lingkungan Bahasa (Language Environment) dalam Penguasaan Bahasa Arab di Lembaga Pendidikan*" Pelita: Jurnal Studi Islam Mahasiswa UII Dalwa 1, no. 3 (2024): 216–25. DOI: https://doi.org/10.38073/pelita.v1i2.1842

[14] Widiya Yul and Riko Andrian, "*Arabic Teaching Efficacy Model (ATEM): A Language Teaching Model Design,*" International Journal of Arabic -English Studies (IJAES) 23, no. 2 (2023): 369–84. https://ejournal.uiidalwa.ac.id/index.php/pelita/article/view/1842

[15] Widiya Yul and Riko Andrian, "*Indonesian Muslims Arabic Language : Leaves and Light In The Realm of Religi-Linguistics*"Alsinatuna, Journal of Arabic Linguistics and Education 10, no. 1 (2024): 20–43. https://e-journal.uingusdur.ac.id/alsinatuna/article/view/8499

[16] Ade Yurika Isti Megawati, Ahmad Lukito, and Dewi Hary Rachmasari, "*Integrasi Project Based Learning dengan Stem pada Pembelajaran Fisika Sebagai Pendekatan Efektif untuk Meningkatkan Keterampilan Abad 21*" Humantech: Jurnal Ilmiah Multi Disiplin Indonesia 2, no. 5 (2023): 894–904. https://journal.ikopin.ac.id/index.php/humantech/article/view/3182

holistically and encouraging the development of language skills in a comprehensive manner.[17] Reflections from students indicate that they feel more confident and motivated to use Arabic in real-life contexts after participating in project-based activities.

With such strengthened implementation, Project Based Learning has the potential to make a significant impact on the integrative development of students' language competencies, as well as equip them with critical thinking skills, effective communication, productive collaboration, and creativity, which are essential in both education and the global community. This approach also supports the achievement of Islamic higher education goals, which not only focus on academic aspects but also prepare students to face life's challenges with practical skills and Islamic values[18]
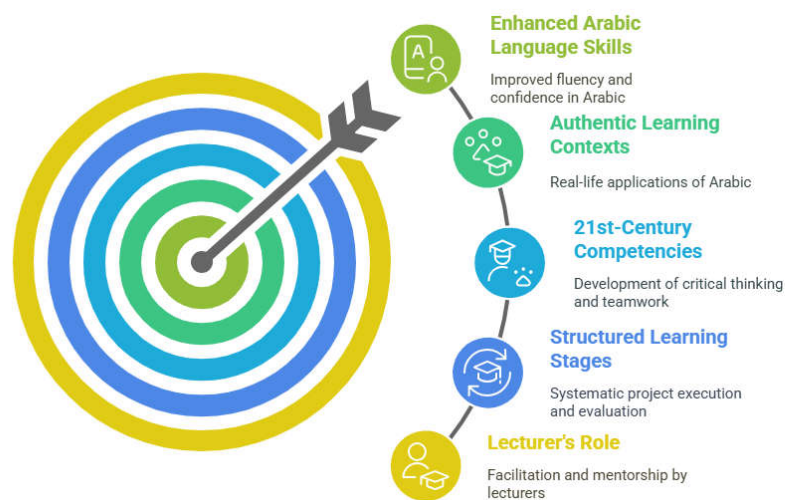
Figure 1. Project Based Learning Implementation at State Institute for Islamic Studies of Kerinci

Based on Figure 1, it was found that The implementation of Project-Based Learning in *mahārah kalām* instruction at State Institute for Islamic Studies of Kerinci demonstrates that this approach creates a more active, collaborative, and contextual learning environment. Students are not only involved in linguistic tasks but are also encouraged to use Arabic in real-life situations that are close to their everyday lives. These activities provide space for students to build confidence, strengthen fluency and pronunciation, and practice speaking skills in meaningful authentic contexts.[19] Furthermore, Project Based Learning also promotes the development of 21st-century competencies among students, such as critical thinking, creativity, collaboration, and digital literacy.[20] In addition, the implementation of e-learning in Project Based Learning enriches students' learning experiences by utilizing technology to enhance accessibility, interaction, and flexibility in the learning process.[21] Students learn to solve problems, manage time, and work collaboratively through the

[17] Widiya Yul et al., "*Assessing Arabic Speaking Skills: A Critical Study for Implementation of Final Examination in Indonesia,*" Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature 5, no. 2 (2022): 151–66. DOI: https://doi.org/10.22219/jiz.v5i2.22294

[18] Khairul Abrar et al., "*Menjawab Tantangan Globalisasi : Pendidikan Islam Berbasis Konseling Islam untuk Generasi Resilien,*"Rayah Al- Islam 8, no. 4 (2024): 2554–68. DOI: https://doi.org/10.37274/rais.v8i4.1231

[19] Amalia Fauziah Rahma, Misael Emmanuel, and Rofiq Firmanudin, "*Pengaruh Metode Belajar Case Method dan Problem Based Learning pada Mata Kuliah Istima' Muhadasah Program Studi Pendidikan Bahasa Arab Universitas Negeri Semarang,*" Jurnal Majemuk 2, no. 3 (2023): 301–12. https://jurnalilmiah.org/journal/index.php/majemuk/issue/view/37

[20] Fenita Dewi, "*Proyek Buku Digital: Upaya Peningkatan Keterampilan Abad 21 Calon Guru Sekolah Dasar Melalui Model Pembelajaran Berbasis Proyek,*" Metodik Didaktik 9, no. 2 (2015): 1–15. DOI: https://doi.org/10.17509/md.v9i2

[21] Widiya Yul, Noza Aflisia, and Riko Andrian, "*Istikhdam Al-Ta'allum Al-Iliktruniy Li Ta'lim Al-Lughah Al-Arabiyah Fi Madrasah Al-Tsanawiyah Al-Hukumiyah 1 Kerinci,*" LISANUL ARAB: Journal of Arabic Learning and Teaching 11, no. 2 (2022): 80–95. DOI: https://doi.org/10.15294/la.v11i2

challenges that arise during project implementation. Instructors play an active role as facilitators who not only assess linguistic aspects technically but also evaluate communicative abilities in a performative manner. Student reflections indicate that they feel more motivated, emotionally engaged, and ready to use Arabic in real-life contexts after participating in this approach. These findings confirm that Project Based Learning is not just an alternative teaching strategy, but a future-oriented learning model that aligns with the demands of adaptive and transformative Islamic higher education.

The results of this study indicate that the implementation of Project-Based Learning in Arabic language education significantly contributes to the improvement of students' speaking skills. Project activities such as simulations, presentations, and digital media production have provided space for the actualization of language in contexts that resemble real-life language use.

The integration of Kolb's experiential learning theory in the implementation of Project Based Learning serves as a conceptual pillar that strengthens the effectiveness of this approach. Kolb's four-stage cycle concrete experience, reflective observation, abstract conceptualization, and active experimentation appears to operate synergistically within the dynamics of the projects designed by the instructor. This provides empirical validation for the claim that experiential learning fosters a deeper and more sustained understanding.[22] Furthermore, the improvement in *mahārah kalām* occurs not only in terms of fluency but also in accuracy and complexity. This means that students not only speak more, but also speak better structurally and expressively. This serves as an indicator of the success of Project Based Learning in simultaneously internalizing both the linguistic and pragmatic aspects of the Arabic language.

B. Project Based Learning as a Learning Strategy to Enhance Active Student Participation in Speaking Skills

The findings from the observations indicate that the implementation of the Project-Based Learning model has a significant impact on enhancing students' active participation in the Arabic language learning process, particularly in the development of speaking skills. Project Based Learning, designed with a contextual approach and based on real-life situations, is able to create an authentic learning environment that encourages students not only to be passive recipients of information but also active participants in the process of meaning construction through language. A language-rich environment is essential for developing students' communication skills in relevant and natural contexts.[23]

1. Projects such as Arabic market simulations (سوق عربي), cultural presentations, thematic drama, and group discussions in the target language provide students with opportunities to use Arabic functionally and meaningfully. These activities directly activate the use of vocabulary (مفردات) and sentence structures within dynamic and applicable contexts. According to Roni and Atika, the use of language in real-life situations is a key factor in the development of sustainable

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[22] David A Kolb, *Experiential Learning : Experience as the Source of Learning and Development* (Englewood Cliffs, USA: Prentice Hall, 2013), hlm. 20.

[23] Widiya Yul and Noza Aflisia, "*Takwin Al-Biah Al-Lughawiyyah Fi Ma'had Nurul Haq Semurup*," Ihya Al-Arabiyah : Jurnal Pendidikan Bahasa dan Sastra Arab 8, no. 1 (2022): 28–44. https://journal.unnes.ac.id/sju/laa/article/view/61186

communication skills.[24] This contextual activity encourages students to think in Arabic rather than translate from their native language, thereby accelerating the transition to natural fluency.

2. Collaborative Learning and a Sense of Ownership

Project-Based Learning positions students as active participants in the project, rather than passive observers. While working in groups, students not only learn the language but also acquire skills in role management, negotiation, idea presentation, and problem-solving. In this context, Arabic no longer serves as a subject for memorization, but rather as a communication tool used to achieve project goals. Observations indicate that enthusiasm and collective responsibility increase as students feel personally and emotionally engaged with the project's outcomes. This aligns with Vygotsky's constructivist theory, where social interaction and meaningful learning serve as the foundational elements in the construction of knowledge.[25] In this context, Project-Based Learning serves as an ideal platform to activate students' Zone of Proximal Development, where they are supported in their development by peers or teachers through authentic interactions in the target language.

3. Language as a Medium for Social Collaboration

Another notable aspect of the implementation of Project-Based Learning is the increased verbal interaction in Arabic among students.[26] During discussions, project script preparation, or presenting the final results, students use Arabic as a means of interpersonal communication. This represents a significant shift from the conventional approach, which often remains teacher-centered and tends to be one-way. This increased interaction supports the development of communicative competence, as outlined by Canale and Swain (1980), which includes linguistic, sociolinguistic, and strategic aspects of foreign language communication. In other words, students not only practice "what to say," but also "how to say it" appropriately, politely, and effectively within specific social contexts.[27]

4. Strengthening Affective and Collaborative Skills

Project-Based Learning not only impacts language competence but also fosters social skills such as leadership, empathy, interpersonal communication, and collective responsibility. During the project process, students learn to: listen to peers' opinions, provide constructive feedback, distribute tasks fairly, and manage conflicts or differences of opinion. This affective aspect is crucial as it supports long-term language learning success. The reduction of affective barriers (such as anxiety and lack of self-confidence) can accelerate the language acquisition process. Project-Based Learning, with its cooperative and process-oriented approach, creates a safe and supportive learning environment.[28]

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[24] Roni Subhan and Atika Dwi Pranata Sari, "*Penggunaan Bahasa dalam Meningkatkan Efektivitas Negosiasi dan Keberhasilan Wirausaha*," Jurnal Industri Kreatif dan Kewirausahaan 7, no. 2 (2024): 114–23. https://jurnal.usahid.ac.id/kewirausahaan/article/view/2215

[25] Novia Anjani Dewi and Widia Oktapiani, "*Sociocultural Theory Implications and Applications in Modern Pedagogy*," Allemania 3, no. 1 (2024): 46–56. https://ejournal.upi.edu/index.php/allemania/article/view/71603

[26] Lailatul Mauludiyah and Murdiono, "*Pendampingan Pembelajaran Bahasa Arab Berbasis PjBL- Steam pada Guru Bahasa Arab di Kota Malang*," Journal of Research on Community Engagement (JRCE) 5, no. 1 (2023): 21–26. DOI: https://doi.org/10.18860/jrce.v5i1.18443

[27] Merrill Canale, Michael A Swain, "*Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing*," Applied Linguistics 1, no. 1 (2014): 222. DOI: https://doi.org/10.1093/applin/I.1.1

[28] Ade Nurul Ashifa et al., *Dinamika Desain Belajar dan Pembelajaran,* (Bandung: Kaizen Media Publishing, 2024), hlm. 13.

Based on the observations and analysis above, it can be concluded that Project-Based Learning serves as a highly effective medium in enhancing students' active participation, both cognitively (language use), affectively (motivation and self-confidence), and socially (collaboration and interaction). Therefore, Project Based Learning not only improves *mahārah kalām* (oral proficiency) linguistically, but also builds a strong foundation for meaning-oriented and real-life language learning.

These findings offer a conceptual contribution that can enrich the literature on communicative approaches in Arabic language learning, namely: Active participation in Arabic language classrooms is not only related to the design of communicative tasks but also to the creation of socio-affective conditions that stimulate emotional engagement and collective responsibility among students. Thus, Project-Based Learning not only functions as a learning strategy but also as a framework for social interaction that encourages the natural and meaningful activation of language. This expands our understanding of the role of Project Based Learning, from merely an instructional method to an ecosystemic approach in language learning.

One of the most striking findings of this study is that Project-Based Learning fosters a strong sense of ownership among students toward both the learning process and its outcomes. Students do not merely follow the teacher's instructions; they assume the role of idea originators, workflow directors, and quality evaluators of the project output. This sense of ownership has a direct impact on several key aspects: students' emotional engagement with learning tasks, their commitment to group responsibilities, and their intrinsic motivation to express ideas orally in Arabic. This ownership encourages students to speak more frequently, confidently share their opinions, and actively participate in discussions not due to teacher pressure, but because they perceive their voices as meaningful contributions to the project's success "Ownership is a strong motivational driver that transforms passive students into active participants".[29]

Observations also revealed that interactions among group members were not merely social in nature but highly productive from a linguistic perspective. During the process of developing their projects, students engaged in meaning negotiation, collaboratively selected appropriate vocabulary, and refined sentence structures. They frequently corrected one another spontaneously in a non-judgmental manner and, although initial code-switching was observed, they gradually transitioned to full use of Arabic, driven by the linguistic norms established within the group environment. Such interactions constituted a highly dynamic social learning zone and reflected authentic language use rather than mechanistic practice. This aligns with the principles of sociocultural theory, which posits that peer collaboration serves as an effective medium for language scaffolding.[30]

Project-Based Learning also revealed indications of enhanced academic resilience among students. Within the context of project activities, students encountered authentic challenges such as limited vocabulary, misunderstandings during discussions, and difficulties in clearly articulating their ideas. However, rather than giving up, students demonstrated persistence by collaboratively seeking solutions and improving their performance. This suggests that Project Based Learning not only fosters students' willingness to speak but also cultivates perseverance in overcoming communicative barriers—an essential indicator of long-term success in foreign language learning.

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[29] Kevin M Wong, "*A Design Framework For Enhancing Engagement In Student-Centered Learning: Own It, Learn It, and Share It" By Lee and Hannafin (2016): An International Perspective*," Educational Technology Research and Development, no. October (2020): 1–5. DOI: https://doi.org/10.1007/s11423-020-09842-w

[30] L. S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes,* (Cambridge: Harvard University Press, 1978), hlm. 3.

C. Authentic and Contextual Learning Environments in Project-Based Learning

The implementation of Project-Based Learning in Arabic language instruction significantly contributes to the creation of an authentic and contextual learning environment, which is a critical prerequisite for the development of communicative competence in foreign language acquisition.[31] An authentic learning environment refers to instructional settings that closely resemble real-world contexts, where language is not merely used to answer questions or mimic sentence structures, but functions as a tool for interaction, idea expression, task completion, and the co-construction of meaning.[32] Observations indicated that students were more motivated to speak in Arabic when they perceived the projects as directly relevant to their lives or when the outcomes of the projects were tangible and presentable. In-depth interviews with students revealed that they felt more confident speaking Arabic when the context of language use was practical and meaningful, rather than solely exam-oriented.

For example, in one of the projects themed "Traditional Arab Market", students were tasked with simulating a marketplace and conducting buying and selling transactions using Arabic. This activity not only encouraged the use of thematic vocabulary but also stimulated spontaneous interactions that fostered fluency and speaking confidence.

1. Language as a Tool, Not an Object

    Observational findings indicate that students in a Project Based Learning environment are more capable of using Arabic functionally and communicatively, in contrast to traditional approaches that treat language primarily as a grammatical object of study. In tasks such as mock interviews, Arabic-language vlogs, cultural tourism report projects, or market interaction simulations, students are encouraged to produce language spontaneously and meaningfully. This reflects a paradigm shift from language-as-subject to language-as-tool, as proposed in task-based language teaching theories by Ellis Language is no longer learned merely to be tested, but rather used to accomplish real-world tasks—through which it is naturally acquired. "Authentic tasks promote deeper cognitive engagement and lead to more meaningful language acquisition."[33]

2. Intrinsic Motivation and Emotional Engagement

    A contextualized learning environment fosters high levels of intrinsic motivation. When engaged in projects that are relevant to their own lives, students perceive Arabic language skills as practically valuable. This aligns with Self-Determination Theory (Deci & Ryan), which posits that participation in meaningful and interest-driven activities promotes a sense of autonomy, competence, and emotional connectedness to the learning process.[34] In the context of Project Based Learning, students experience: Autonomy, Competence, and Relatedness.

    When students perceive speaking in Arabic as part of their "role" within the project rather than as an imposed task, personal initiative emerges to speak actively and contribute meaningfully

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[31] S Prajoko et al., "*Project Based Learning (PjBL) Model with Stem Approach on Students ' Conceptual Understanding and Creativity*," Jurnal Pendidikan IPA Indonesia 12, no. 3 (2023): 401–9. DOI: https://doi.org/10.15294/jpii.v12i3.42973

[32] Mahrus, Mira Natika Anggraeni, and Idam Matus Silmi, "*Pengaruh Authentic Learning Berbasis Lingkungan Terhadap Kemampuan Berpikir Kritis dan Pemecahan Masalah IPA*," Terampil: Jurnal Pendidikan dan Pembelajaran Dasar 9, no. 1 (2022): 39–49. DOI: https://doi.org/10.24042/terampil.v9i1.11394

[33] Zeba Quamer et al., "*A Comparative Analysis of Task-Based and Traditional Instruction In English Language Acquisition,*" Community Practitioner: The Journal of the Community Practitioners' & Health Visitors' Association 21, no. 3 (2024): 906–19. https://www.researchgate.net/publication/380786041

[34] Imam Faisal Hamzah, "*Aplikasi Self-Determinantion Theory pada Kebijakan Publik Era Industri 4.0,*" PSISULA: Prosiding Berkala Psikologi 1 Issue 1, (2019): 66–73. DOI: http://dx.doi.org/10.30659/psisula.v1i0

to the group. This demonstrates that authentic contexts not only enhance language skills but also fundamentally transform students' attitudes toward learning.

3. From "Language Classroom" to "Language Community"

Project Based Learning fosters an ecosystem that stimulates the development of a language learning community, where students learn not only from the teacher but also from and with their peers through authentic interaction. This reflects a core principle of Experiential Learning Theory, which posits that knowledge is constructed through a cyclical process of direct experience, reflection, and application.[35] In this context, the classroom transforms into a dynamic social space rather than a mere site of information transfer. Students learn to express ideas, negotiate meaning, and provide feedback—all using Arabic as the primary medium of communication.

4. Contextualization Fosters Speaking Confidence

One notable finding from the observations is the emergence of oral initiative among previously passive students. This suggests that engagement in meaningful projects can reduce affective barriers—such as anxiety, fear of making mistakes, and shyness—and foster linguistic confidence. Students feel they have a reason to speak, as they carry ideas that need to be communicated, rather than simply responding to teacher questions. Thus, Project Based Learning not only creates an enjoyable learning atmosphere but also normalizes the practice of Arabic communication as a regular part of students' daily classroom activities.

Project Based Learning has proven effective in shaping an Arabic language learning environment that is not only authentic and contextual, but also supportive of students' psychological transformation—from passive recipients to proactive participants, from understanding language to expressing it. These findings reinforce the importance of designing learning experiences that are integrated with real-world contexts as a key strategy for meaningful and sustainable foreign language education.

D. Integrating Kolb's Experiential Learning Cycle

The experiential learning theory developed by David A. Kolb (1984) serves as a key conceptual framework for understanding the dynamics of experience-based learning in language education, including Arabic language instruction. Kolb explains that effective learning occurs when students are actively engaged in an experiential cycle consisting of four distinct stages: Concrete Experience, Reflective Observation, Abstract Conceptualization, dan Active Experimentation.[36] Each stage plays a distinct yet interconnected role in shaping deep understanding and applied skills. The implementation of Project-Based Learning in Arabic language education has proven not only to create a contextual and meaningful learning process, but also to align closely with the theoretical framework of Kolb's (1984) experiential learning cycle.[37] This cycle reflects how knowledge is constructed through four key stages: concrete experience, reflective observation, abstract

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[35] Anisa Nugrahening Pinasti, "*Experiential Learning dan Daur Belajar Sebagai Metode Belajar Berbasis Pengalaman*," Media Informasi 32, no. 2 (2023): 204–13. DOI: https://doi.org/10.22146/mi.v32i2.7561

[36] Colin Beard, *The Experiential Learning Toolkit: Blending Practice With Concepts,* (London: Kogan Page, 2010), hlm. 18 .

[37] David A Kolb, *Experiential Learning : Experience as The Source of Learning and Experiential Learning : Experience as the Source of Learning and Development,* (Englewood Cliffs: Prentice Hall, 1984), hlm. 25.

conceptualization, and active experimentation. Each of these stages serves as a deep pedagogical foundation for facilitating integrative and transformational language learning.[38]

The analysis of the learning process indicates that the implementation of Project Based Learning naturally integrates the four stages of the learning cycle proposed by David Kolb:

1. Concrete Experience: Students are directly involved in projects that require the use of Arabic in real-life contexts, such as conducting interviews with public figures in Arabic or producing a podcast. At this stage, students engage firsthand in activities that form an integral part of the learning project. In the context of speaking skills, this concrete experience may take the form of:
    a. Participating in group discussions conducted in Arabic.
    b. Performing role-plays of everyday situations (e.g., buying and selling, formal conversations, job interviews).
    c. Creating and presenting video projects on specific topics (e.g., traditional foods, profiles of prominent Arab figures)

This stage serves as the initial trigger for students' emotional and sensory engagement in language use. As Moon (2004) asserts, direct experience acts as a bridge to reflective and deep learning, as students "feel" the meaning embedded in the learning activity. "Learning is most effective when it is an active process and rooted in real-life contexts."[39]

This stage is realized through students' direct engagement in authentic and applicable project activities. In the context of Project Based Learning, such experiences emerge when students: conduct simulated interviews in Arabic; script and perform thematic dramas; produce cultural video presentations; or manage Arabic-language market interaction simulations. These activities enable students to "live in the language," rather than merely study it. Learning begins when one directly experiences an event that engages cognitive, emotional, and physical dimensions.[40] In language learning, such concrete experiences are crucial for activating students' linguistic schemata in a natural and contextualized manner. "Learning is the process whereby knowledge is created through the transformation of experience."

2. Reflective Observation: After completing each project session, students are encouraged to reflect on their learning process through class discussions or reflective journals, including the difficulties they encountered and the communication strategies they employed. This reflection is carried out through:
    a. Classroom discussions focused on speaking-related challenges.
    b. Daily journal writing (logbooks) using simplified Arabic.
    c. Peer feedback sessions, where students provide constructive comments on each other's language use during the project.

3. Abstract Conceptualization : At this stage, the teacher guides students to draw conclusions or identify patterns from their learning experiences, linking them to grammatical structures or expressions in Arabic.[41] Students begin to develop theoretical understanding based on their

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[38] Devi Akella, "*Learning Together : Kolb ' s Experiential Theory and Its Application,*" Journal of Management & Organization, Vol. 16 Issues 1. March (2015): 100–112. DOI: https://doi.org/10.5172/jmo.16.1.100

[39] Jennifer A Moon, *A Handbook of Reflective and Experiential Learning Theory and Practice,* (New York: Routledge Falmer, 2004), hlm. 105.

[40] Sitti Aisyah Mu'min, "*Teori Perkembangan Kognitif Jean Piaget,*" Jurnal Al- Ta'dib 6, no. 1 (2013): 89–99. https://ejournal.iainkendari.ac.id/index.php/al-tadib/article/view/292

[41] Muhammad Syaifullah et.al, "*The Application Of Experiential Learning Model Perspective David A. Kolb To Improving Students Reading Skill L Tatbiq Namudz Al-Ta'alum Al-Tajribi 'inda David A. Kolb Li Tarqiyyah Maharah Al-Qira'ah Lada*
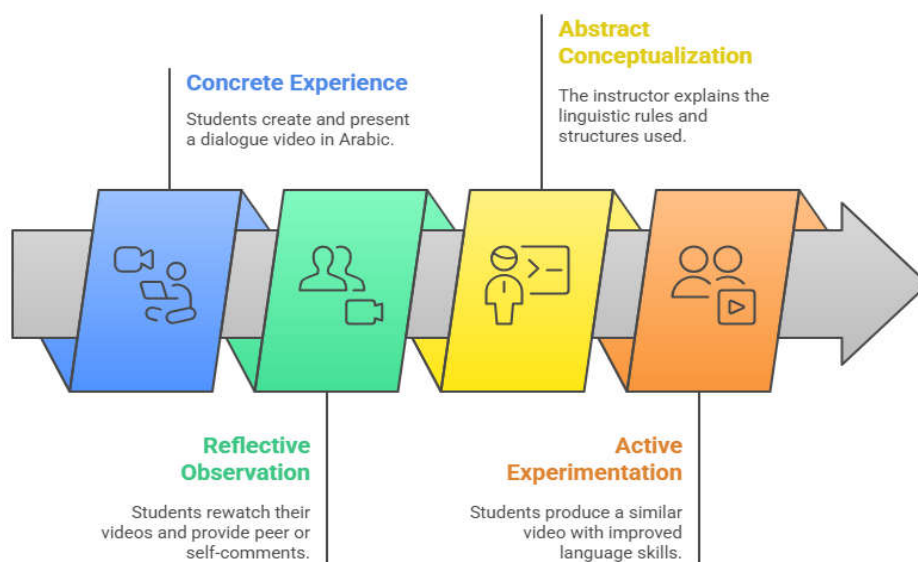
concrete experiences and reflections. The teacher provides conceptual reinforcement, such as : Explaining correct sentence structures (*nahwu*), Clarifying the contextual use of vocabulary and Compiling lists of functional expressions for various situations (e.g., asking for permission, expressing opinions, politely disagreeing).

This step enriches the learning process with a deeper academic dimension. Students not only use the language but also develop an understanding of how and why its structures function. This approach aligns with the principles of inductive grammar teaching, in which learners first discover linguistic patterns through experience, and only then confirm them through formal instruction.

4. Active Experimentation

The final stage in the cycle is active experimentation, where students apply the knowledge they have acquired in new contexts. In Arabic language classrooms based on Project Based Learning, this stage marks the moment when students transfer their theoretical understanding into unfamiliar situations. In Arabic language instruction, this stage may include: Designing new projects with more complex structures, Engaging in spontaneous speaking exercises (impromptu speaking), Serving as moderators in discussions or debates conducted in Arabic. Students are encouraged to re-test their linguistic hypotheses by using them in novel communicative practices. This phase strengthens learners' adaptability and linguistic flexibility—two key components of communicative competence as proposed by Canale and Swain (1980). "True learning occurs when learners are able to transfer their knowledge to new contexts."[42]

These activities help students strengthen their speaking skills in a progressive and sustainable manner. The learning cycle does not end with a single project but is repeated, allowing for the cumulative development of communicative competence. This integration enhances the effectiveness of the learning process transforming it from mere memorization of vocabulary or sentence structures into a dynamic journey involving deep reflection and creative application.

Concrete Experience
Students create and present a dialogue video in Arabic.

Abstract Conceptualization
The instructor explains the linguistic rules and structures used.

Reflective Observation
Students rewatch their videos and provide peer or self-comments.

Active Experimentation
Students produce a similar video with improved language skills.

Figure 2. Kolb's Learning Cycle In Arabic Instruction

Talabah", Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab 13 2 (2021): 208-30. DOI: https://doi.org/10.24042/albayan.v13i2.8424

[42] John D Branshford, Ann L Brown, and Rodney R Cocking, *How People Learn: Brain, Mind, Experience, and School: Expanded Edition,* (USA: National Academy Publisher, 2000), hlm. 304.

Based on the figure 2, it can be concluded that the implementation of Project-Based Learning in speaking skills instruction naturally integrates the four stages of Kolb's learning cycle: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Through direct engagement in authentic projects such as interviews, thematic dramas, vlogs, and discussions students not only use Arabic in meaningful, real-life contexts but also reflect on their experiences, identify language patterns, and reapply their knowledge in new situations. This process fosters comprehensive cognitive, emotional, and social engagement, transforming language learning from a mechanical or theoretical activity into a reflective, dynamic, and sustainable journey that progressively builds students' communicative competence.

One of the key findings of this study is that the explicit integration of Kolb's experiential learning cycle within Project-Based Learning not only enhances students' speaking skills but also fosters their metalinguistic awareness that is, their ability to think and talk about language itself. This suggests that tailoring Project-Based Learning to align with Kolb's learning styles can significantly boost EFL learners' creative language use, as students are better able to internalize linguistic structures and apply them innovatively through reflective observation, active experimentation, and concrete experiences.[43] Students begin to:Identify effective speech patterns, Evaluate the success of their communication,Make strategic decisions based on communicative goals.This reflects a progression from merely using language to mastering communicative strategies a critical achievement in advanced language learning. Thus, the explicit integration of Kolb's cycle and the Project Based Learning model provides not only a structured and reflective learning trajectory but also yields a deep, transformative, and practice-oriented learning experience. It positions Arabic language learning as more than just acquiring structural knowledge; it becomes a process of building understanding and communicative competence rooted in students' direct experiences.

E. The Impact of Project-Based Learning on Enhancing Speaking Skills among Students at State Institute for Islamic Studies of Kerinci

The implementation of the Project-Based Learning model in Arabic language instruction within the Arabic Language Education Program at State Institute for Islamic Studies of Kerinci has shown a significant impact on strengthening students' speaking skills. By employing a contextual, interactive, and real-life-oriented approach, the learning process becomes more meaningful, applicable, and encourages active student participation. Based on classroom observations and interviews with lecturers and students involved in the project implementation, five major impacts have been identified as the most prominent:

1. Improvement in Speaking Fluency

One of the key indicators of successful speaking skills fluency the ability to speak without unnecessary pauses. Within the Project Based Learning model, students are given ample opportunities to practice the language spontaneously during the production of various projects, such as vlogs, discussions, or drama performances. A study by Muid found that students who participated in project-based learning experienced a 35% increase in fluency compared to those in traditional, lecture- and memorization-based classrooms.[44] Students became more fluent in

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[43] Eni Satriana et al., "*Kolb's Learning Style Affect EFL Creativity of Indonesian Student,*" Al- Islah: Jurnal Pendidikan, Vol 14 no. 3 (2022): 17–32. DOI: https://doi.org/10.35445/alishlah.v14i3.1209

[44] Abdul Muid et al., "*Project-Based Learning Models Approach in Improving Arabic Speaking Ability,*" Al- Nabigoh: Jurnal Pendidikan dan Pembelajaran Bahasa Arab 24, no. 1 (2022): 17–32. DOI: https://doi.org/10.32332/an-nabighoh.v24i1.4559

expressing opinions and ideas in Arabic as they grew accustomed to using the language in real-life contexts. Activities such as conversation simulations and presentations trained them to think quickly in Arabic, reducing reliance on translation from their native language and enhancing spontaneity in communication. This finding is supported by students' reflections, in which they acknowledged that using the language within project settings made speaking feel more natural and instinctive.

2. Increased Self-Confidence in Speaking

Many foreign language learners, including students of Arabic, experience language anxiety when required to speak. The Project-Based Learning model, with its collaborative approach and informal learning atmosphere, creates a supportive learning space that helps reduce psychological pressure. Project-based instruction fosters a safe environment for speaking, particularly through group work, which significantly lowers learners' anxiety. Group activities and collaborative presentations enable students to feel supported by their peers, enhancing their sense of competence and reducing fear of making mistakes. At State Institute for Islamic Studies of Kerinci, Project Based Learning has successfully established a more supportive and collaborative learning environment, which directly contributes to lowering language anxiety. Students reported feeling more comfortable speaking due to the group dynamics and the non-formal approach embedded in project implementation. This was especially evident in projects such as scholarship interview simulations and group discussions presented as podcasts. Many students stated that they felt more confident speaking in public after participating in several project cycles.

3. Vocabulary and Sentence Structure Enrichment

"The project-based approach encourages students to explore new vocabulary relevant to the project's theme, thereby promoting active engagement in seeking and using functional vocabulary. One of the distinctive features of Project-Based Learning is its thematic and contextual nature. For instance, a project on the topic of 'Daily Activities' requires students to access and apply vocabulary related to culture, household routines, occupations, and other relevant contexts. This process indirectly enriches their lexical repertoire and enhances their these project-based activities encourage students to explore and utilize new vocabulary relevant to the selected themes.

4. Development of Interpersonal Communication Skills

Project-Based Learning enhances not only students' linguistic competence but also their social and pragmatic communication skills, such as expressing opinions politely, disagreeing or negotiating in culturally appropriate ways, and using expressions of empathy, agreement, or disagreement. This aligns with the concept of communicative competence proposed by Canale and Swain, which emphasizes the importance of social appropriateness and communication strategies in foreign language use. In the context of group projects, students learn to use Arabic to achieve specific social goals, such as assigning tasks, responding to peers' ideas, or collaborating to complete a drama script.In group projects conducted at State Institute for Islamic Studies of Kerinci, students practiced expressing opinions, disagreeing, offering critiques, and demonstrating verbal empathy in Arabic. These interactions strengthened the pragmatic and social dimensions of speaking skills, which were previously underemphasized in traditional instructional approaches. The use of Arabic as a tool for social collaboration within the project context fostered more dynamic and culturally relevant patterns of communication.

5. Enhancement of Presentation and Public Speaking Skills

The ability to express ideas in a structured and engaging manner in Arabic is an integral component of speaking proficiency. In the Project-Based Learning model, nearly every project culminates in the presentation of results, either orally in front of the class or through digital formats such as videos, vlogs, or podcasts. These activities: Train rhetorical skills in Arabic, Develop intonation, pronunciation, and mastery of body language, and Enhance the ability to prepare and deliver arguments effectively. A study by Rahmah et al., reported that after one semester of Project Based Learning implementation, 75% of students were able to deliver Arabic presentations with significantly improved structure and clarity of message compared to their previous performance.[45]

The implementation of Project-Based Learning in teaching *mahārah kalām* holds great potential; however, its success is highly contingent upon the effective management of challenges encountered in practice. Through adaptive and innovative strategies, these obstacles can be overcome, thereby transforming the learning process into one that is more dynamic, meaningful, and empowering for students in a holistic manner.

The findings of this study reveal that the integration of Project-Based Learning into speaking skills instruction significantly enhances students' speaking abilities through increased engagement, contextual language use, and affective growth. These findings align with Kolb's Experiential Learning Theory, which posits that knowledge is constructed through a cyclical process of concrete experience, reflective observation, abstract conceptualization, and active experimentation. In this study, students' involvement in real-life Arabic-speaking tasks—such as vlogs, interview simulations, and cultural presentations represents the "concrete experience" stage, while structured reflections and peer feedback align with "reflective observation." Through teacher-guided discussions, students internalize grammatical and contextual knowledge (abstract conceptualization), and then reapply this knowledge in new tasks (active experimentation), confirming Kolb's model.

Furthermore, the findings also support constructivist language learning theory, which emphasizes learning through authentic use of language in social contexts. The study shows that students develop greater fluency, confidence, and collaboration skills when they take ownership of their learning process, consistent with Vygotsky's social constructivism, which highlights the role of interaction and scaffolding in second language acquisition.

Thus, the findings do not only confirm the pedagogical effectiveness of Project Based Learning but also demonstrate how experiential and constructivist theories can be operationalized in Arabic language instruction to foster communicative competence and 21st-century skills.

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[45] Ikhwanur Rahmah, Asrowi, and Ahmad Arif Musadad, "*Web-Based Project-Based Learning to Enhance Arabic Language Skills of Madrasah Aliyah Students Arabiyât*," Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 11, no. 1 (2024): 135–46. DOI: https://doi.org/10.18860/ijazarabi.v6i2.21094

Closing

This study concludes that Project-Based Learning is an effective pedagogical approach for enhancing students' speaking skills in teaching Arabic as a foreign language. Contextual and authentic project tasks engage students in real communicative situations, improving fluency, accuracy, and speaking confidence. Integrating Kolb's Experiential Learning Theory enriches the learning process by guiding students through experience, reflection, conceptualization, and application, leading to deeper internalization of language. The study highlights how project-based instruction, aligned with experiential cycles, not only supports language acquisition but also cultivates essential 21st-century skills such as collaboration, creativity, and communication. By addressing both cognitive and affective-social aspects often neglected in traditional methods, this research reinforces the value of learner-centered, experience-based models in foreign language teaching—especially in Islamic higher education. It is expected to support curriculum development and encourage wider implementation of Experiential Learning Theory-based Project-Based Learning models for more meaningful and sustainable language outcomes.

Acknowledgment

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