



## ARABIC DAIRY CAPTION PROJECT: REACTUALISATION OF PROJECT-BASED LEARNING FOR INSTAGRAM-BASED ARABIC WRITING SKILLS

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### Abstract

The implementation of classical and traditional Arabic writing learning models and media makes learning less optimal and impressively boring. Meanwhile, the current development of the digital era in the 21st century requires Arabic teachers to be more innovative and creative in selecting learning models suitable for the growth and development of students as a digital generation. This study discusses the concept of the 'Arabic Dairy Caption Project' as a reactualisation of the Project-Based Learning model in writing skills using Instagram social media. The data collection method employed is observation and the study of literature through books, journals, and previous research results relevant to this study. The results of the study indicate that implementing the combination of Project-Based Learning and Instagram is highly needed to be applied in the learning process of writing Arabic. It allows teachers to manage classroom learning or outside the classroom with an interactive project by using Instagram. Project-Based Learning can motivate students to be more active, cooperative and creative in Arabic writing skills.

### Keywords:

*Project-Based Learning; Instagram; Arabic Writing Skills.*

## INTRODUCTION

The twenty-first century is identical to the digital era. In this period, the advent of information and communication technologies has altered human activities such as working, socialising, playing, and learning (Setyawan & Ahsan, 2020: 56). Aspects of life, including education, have been affected by the progress of globalisation and technology. At least some aspects of the learning and teaching process have been transformed by the influence of technology in the area of education. Learning can take place anywhere and at any time in the classroom. Both paper and physical facilities are being replaced by online resources (Juwanti, Salsabila, Putri, Nurany, & Cholifah, 2020: 73). The rapid advancement of technology has a significant impact on human existence and social activities, such as the use of social media applications to promote communication or human interaction (Fuadah, 2020: 138).

According to Fidian (2017), the advancements in technology and information enable educators to make mediated learning more inventive and creative and tailor it to the context in which students most appreciate it (Fuadah, 2020: 138). A digital native is a term embedded for generation Z, or the post-millennial generation, intimately associated with technical superiority from birth. Due to the Internet's interconnectedness, many forms of ICT (information and communication technology)

now encompass today's digital generation. They become 'citizens of the world' as a result of their direct connections with other global citizens. Thus, it is important to recognise that Generation Z's need for Internet access will be significant due to the development of technology (Syukriya, 2019: 390).

On the basis of the aforementioned points, there is still a gap in the learning of Arabic writing, which occasionally employs traditional (conventional) learning without having a pleasant learning medium, making learning less optimal, monotonous, and tedious. In today's digital era, it would be ineffective to continue applying a model of writing instruction that is limited to the use of a whiteboard. While technology development in the digital era requires that teachers, including Arabic teachers, should be creative and innovative in selecting learning models tailored to the growing generation of students living in the digital era, Arabic teachers must also possess these qualities. Sanusi and Haq state that conventional learning activity conducted monotonously in the classroom has numerous disadvantages, such as learners being quickly bored, having limited access to learning locations, and having limited study time. In the contemporary technological era, a collaboration between technology and education has become essential (Gustianti, Nursyamsiah & Sopian, 2021: 266-267). According to the findings of Sopian and Supriadi's research, one of the obstacles to learning the Arabic language is a technology component that facilitates less in the learning process (2021: 251).

Preliminary observations of Arabic language students in different Indonesian universities highlight that students are bored and struggle to create an interactive and enjoyable learning environment. In the implementation of Arabic writing instruction, 93.3% (28 of 30 respondents) of universities continue to use conventional learning techniques. Some students report a need for innovative learning approaches that make learning activities more engaging and pleasant. Traditional methods appear to generate less enthusiasm for studying, so changing students' perceptions of the Arabic language in the modern period is challenging.

According to Rusdin (2018), in the twenty-first century, students should possess the 4C skills: critical thinking and problem-solving, creative thinking and innovation, collaboration, and communication (Mufti, 2022: 13). Moreover, Syukriya (2019: 389) explains that the ability to communicate interactively on topics relevant to students' daily lives is one of the Arabic language skills that are crucial to master in today's digital era.

Communicating in one particular language involves not just speaking skills, but also writing skills. Writing requires the ability to organise concepts (ideas) carefully and logically and convey writing in various written languages accompanied by diverse and complex linguistic features (Hastang, 2018: 63). It is the role of teachers to help students feel comfortable with the intricacy of *Maharah Kitabah*, but learning should proceed efficiently. A learning model influences effective learning activities. In introducing students to acquire four Arabic language skills, the student-centred learning model has a strategic position and function. For this reason, it is essential for a teacher to comprehend a variety of Arabic learning models in order to deliver fun learning materials (Asse, 2019: 68).

Arabic learning practices in the digital era are inextricably linked to a teacher's role as an educator. A teacher is in charge of the observation, research, management, use of learning platforms, and intelligence of students, as well as the creation of a conducive learning environment and the evaluation of a variety of learning processes (Mufti, 2022: 16). In order to achieve this, the learning approach should be innovative and motivate students to improve their foreign language skills, particularly their writing skills. One of the methods that meet these requirements is the Project-Based Learning model. This model is based on the outcomes of the 2020 circular letter from the Minister of

Education and Culture No. 4. The objective of the project-based learning strategy is to teach students to be more collaborative, cooperative, and empathetic. This approach is effective for experimenting, innovating and implementing through a group learning system to collaborate on projects (Desrani & Zamani, 2021: 223).

Project-based learning strategy is a model that provides students with learning experiences by presenting them with daily tasks that require individual or group solutions. The project-based learning model is John Dewey's concept of "learning by doing", or the process of achieving learning outcomes by completing an activity with a particular objective. By adopting this learning model, students receive a learning experience, a sense of responsibility, and cooperation. William H. Kilpatrick later redeveloped John Dewey's ideas in the Project-Based Learning model (Shodiqoh & Mansyur, 2022: 145-146).

In collaboration with an innovative learning strategy, the Project-Based Learning model will become more efficient in the implementation of its projects. Since we live in a digital era where technology is a person's 'best friend'; therefore, social media can also be used as an optional approach in implementing the Project-Based Learning model. Instagram has become one of the social media platforms that students continue to use. It is a social networking application that allows users to share images and videos. This platform is quite popular among many individuals, especially students. According to Babintsev et al. (2022), the use of Instagram in the learning process requires that students be creative and innovative when generating a project (Larassary & Wulandari, 2022: 3). A study conducted by Audina & Muassomah (2020: 77) shows that Instagram can support the motivation, creativity, and innovation of students in writing, regardless of space or time constraints. Hence, students' foreign language awareness will escalate as a result of their use of Instagram as a Project-Based Learning method for learning Arabic.

Several research, such as Larassary & Wulandari's (2022) "Optimisation of learning of physical education utilising project-based learning model with Instagram in new-normal times", have investigated the Project-Based Learning model. This study concludes that using the Project-Based Learning (PjBL) model in physical education can increase student learning Instagram results in the new normal era. Another study on the "Project-Based Learning (PjBL) Model for Islamic Religious Education During Online Learning" was conducted by Juwanti et al. (2020). The findings of this study indicate that online implementation of Project-Based Learning can enhance students' creativity in project execution and social media use.

In addition, the Project-Based Learning model may be implemented in Arabic language learning, as demonstrated by Syukriya's (2019) study titled "Implementation of PjBL with Instagram on Arabic Writing Skills at Islamic High School of P.B. Soedirman 1 Bekasi". Overall, the combination of instructional approaches and Instagram-based media is incredibly beneficial to learning Arabic. Mufti (2022) also conducted a study on "Project-Based Learning to Improve High-Level Thinking Ability in Arabic Language Course". The results of the research outline that the PjBL model can be employed in learning Arabic in Islamic High School (*Madrasah Aliyah*) for students in the tenth grade, including the processes of asking basic questions, planning, scheduling, monitoring, product assessment and evaluation. Moreover, Audina & Muassomah's (2020) research on "Instagram: Alternative Methods in the Development of *Maharah Al-Kitabah*". The study found that Instagram greatly encourages and stimulates students to experiment and develop in writing without regard to place or time.

Based on the results of these studies, it has been demonstrated that adopting the Project-Based Learning model has been successful. The PjBL approach combined with Instagram as the project's media is able to improve the learning outcomes, creativity,

motivation and innovation of students in Arabic writing skills. Nevertheless, until the researchers found the concept of a Project-Based Learning model that integrates a number of Instagram's features, the vast majority of studies had only concentrated on a single feature. While numerous features can be applied in this Project-Based Learning, it is not simply a case of focusing on a single feature. In response to this, through the 'Arabic Dairy Caption Project' model that implements the development of numerous Instagram features and the conceptual dairy activity of students, this project-based learning is extremely valuable and essential for learning Arabic writing. This study aims to highlight and explain the 'Arabic Dairy Caption Project' concept as a reactualisation of Project-Based Learning in Instagram-based Arabic writing skills.

## **RESEARCH METHOD**

This study is qualitative research employing a descriptive analysis approach. According to Ibnu, qualitative research is an investigation in which the data are explored in verbal form and analysed without the use of statistical forms (Ainin, 2010: 12). The methods employed in the study is the literature-based library research which is followed by observations and interviews with 30 Arabic language students from a variety of Indonesian universities. Data obtained from various sources of information were compiled, analysed, and concluded. Data sources include primary data from observations and secondary data from relevant books, journals, and previous studies. These data were used as the foundation or primary instrument in undertaking this research.

## **RESULTS AND DISCUSSION**

### **Concept of Project-Based Learning Model**

The development of technology in the digital era appears to be a milestone in education in the twenty-first century which requires teachers to be more creative and innovative in sorting learning models to accommodate the growing number of learners as a digital generation. According to the United Nations, the purpose of education in the twenty-first century is to create a society with the following competencies: 1) media and technology skills, 2) critical thinking skills, 3) problem-solving skills, 4) effective communication skills, and 5) collaborative skills (Setyawan & Ahsan, 2020: 57).

The regulation of the Minister of National Education of the Republic of Indonesia No. 22 of 2006 stipulates that the ideal form of learning is a student-centred learning approach. Therefore, students are required to actively seek out various references and construct their own knowledge. Project-Based Learning includes a learning model which is capable of achieving these objectives. According to Ngalimun, project-based learning is learning that focuses on the fundamental concepts and principles of a discipline, engages students in problem-solving activities and meaningful tasks, gives students autonomy in constructing their own learning, and encourages the production of authentic, meaningful work (Shodiqoh & Mansyur, 2022: 147).

According to Lisminingsih (2010), the criteria for Project-Based Learning consist of centeredness, a focus on questions and problems, constructive research, granting students autonomy, and being realistic. This learning model's fundamental component is to pose a question or topics presented to formulate and plan activities, emphasise a meaningful project, and subsequently obtain the final outcome of the product or work, individual communication or various outcomes of the task as answers to questions

(Suhartatik, 2014: 86-87). Implementing Project-Based Learning aims to enhance the acquired knowledge and skills through a series of projects. Participants need to comprehend the concept and principles of a project by concentrating on problem-solving or questions. According to Sani, each learning group may submit a different project to resolve the issues (Shodiqoh & Mansyur, 2022: 148).

In general, the implementation of project-based learning conforms to Article 40, Paragraph 2 of the Law on the National Education System No. 20 of 2003. The responsibility of teachers in the classroom is to create a valuable, creative, dynamic, and communicative learning environment and to commit to professionally enhancing the quality of education. This is part of a teacher's professional competence (Syukriya, 2019: 393). According to Purnawanto (2019), the Project-Based Learning model is characterised and distinguished from other models by the following five principles:

- a. *Centrality*, making the project's activity the focal point
- b. *Driving questions*, focusing on questions or problems as stimuli, encourages students to solve them using subject-specific knowledge principles and concepts.
- c. *Constructive investigation*, students construct their own knowledge and search diverse information.
- d. *Autonomy*, the activities of the students are essential as they serve as decision-makers and problem-solvers.
- e. *Realism*, a comparable activity to the actual situation.

According to Rais, the steps of Project-Based Learning are essentially identical and parallel, according to some experts. Learning begins with planning and concludes with evaluation. The following are the steps of the project-based learning model (Nurazmi, 2020: 75):

- a. Learning begins with driving questions and the assignment of a task. The topics are tailored to the real world and followed by an in-depth investigation.
- b. Discussing the project planning. This phase is a collaborative effort between teachers and students. Thus, the student is expected to feel in control of the project. This planning includes information on game rules, activity selection, and equipment and resources.
- c. Creating a schedule of activities. At this step, teachers act as a guide in the preparation process. The time required to complete the assignment should be specified, and the students should be guided in scheduling their available time.
- d. Monitoring the progress of the project. Teachers monitor the students' activity throughout the project—the role of teachers as facilitators in enabling the students' needs.
- e. Assessing the product. The purpose of this product assessment is to determine the students' level of competency. Teachers are responsible for evaluating students' progress, providing feedback on their level of comprehension, and assisting in the development of future learning strategies.
- f. Conducting a project evaluation. Teachers and students engage in individual and group reflections at the learning process's conclusion.

### **Arabic Writing Skills (*Maharah Kitabah*)**

Ainin (2018) states that the purpose of learning Arabic in schools (*madrasah*) is to develop four language skills: listening skill (*maharah istima'*), speaking skill (*maharah kalam*), reading skill (*maharah qira'ah*), and writing skill (*maharah kitabah*), as well as

to strengthen other linguistic features such as lexical resources, phonology, semantics, and syntax (Mufti, 2022:15). Writing skill is one of the necessary skills a learner should possess. *Maharah kitabah* is a productive and communicative skill in written language. Writing skills have two aspects: the first, the capacity to write letters and grasp spelling, and the second, the ability to express thoughts and emotions in written forms. The second component is considered to be the essence of writing skills (Effendy, 2017: 181). Moreover, Hermawan (2011) adds that writing skill is the capacity to express or transmit the content of one's thoughts in written form, from the simplest (words) to the most complex structures (narrative) (Hastang, 2018: 65).

The objective of writing instruction is to train learners to communicate in Arabic writing, especially for practical purposes on a daily basis (Effendy, 2017: 181). Fuadah (2020: 143) reveals that Arabic writing skills serve two purposes: to comprehend various written discourses and to be able to illustrate various ideas, thoughts, opinions, and even writing. In addition, he mentions the elements of *maharah kitabah* cited by Huri (2019) as follows:

- a. *Al kalimah* (word), the smallest unit of a sentence.
- b. *Al jumlah* (sentence), a set of *kalimah* which form an understanding with meaning.
- c. *Al faqroh* (paragraph), a set of *jumlah* organized into a paragraph. One *jumlah* is associated with the other.
- d. *Uslub* is a composition of written forms structured from the unity of *kalimah*, *jumlah*, and *faqroh*.

Hastang (2018: 66-67) mentions that writing skills are divided into two categories: *imla'* (spelling) and *insya'* (writing) skills.

### 1. *Imla'* Learning

*Imla'* learning skill develops the ability to write the Arabic spelling and listen to *makharij al-huruf* and its comprehension (Effendy, 2017: 187). The process of learning *imla'* comprises numerous steps. The first exercise is *imla' manqul* (transcription), aiming to improve the writing of Arabic letters and words. This exercise is complemented by other exercises, such as *tarkib* and *qawaid* (linguistic features). The second step is *imla' mandhur* (observation), which tries to train learners by comparing the results of this stage to the level of *imla' manqul*. (without looking at the notes on the *imla' manqul* stage). The third component is *imla' ikhtibary*, which involves the simultaneous ability to listen, memorise, and write.

### 2. *Insya'* Learning

According to Effendy (2017: 190), there are numerous forms of writing *insya'*, including basic exposure (*'ardhun basith*), narration (*qishah*), description (*washf*), letter (*risalah*), argumentation (*ibtikari*) and imagination (*khayali*). *Insya'* consists of two levels of learning. The initial entry is *insya' muwajjah* (guided writing). The learning process begins with writing a simple sentence, continues with a few sentences and gradually becomes one paragraph; subsequently, it becomes two paragraphs and more (Hastang, 2018: 67). Examples of guided writing include the description of images, the explanation of their creation, correspondence, summaries, etc. The second is *insya' hurr* (free writing). This stage allows the student to freely determine the topic, develop the idea, and choose the *mufradat* (lexical resources) and *tarkib* (linguistic features), but this does not necessarily mean that the student is free from the guidance and supervision of a

teacher.

From the preceding sentence, it can be deduced that *maharah kitabah* is a complex Arabic language skill that is not restricted to writing but requires training and stages from the beginning to the conclusion. Effendy (2017:183-189) describes various stages of writing practice. This includes language practice, the ability to imitate, reproduction, *imla'* (spelling), and guided writing to free writing. Considering one of the aims of learning Arabic as outlined in the Decree of Ministry of Religious Affairs No. 183 of 2019. The first point is on the development of learners' verbal and written Arabic language abilities as an international communication tool, which seems ideal with the 21st-century learning objectives. Learners are required to have technological, media, and information-related skills and expertise. In addition, they are adept at learning and innovation and possess life and job skills (Abdillah, 2018, as cited in Desrani & Zamani 2021: 220).

### **Instagram as a Learning Tool for *Maharah Kitabah***

Students in the digital era benefit immensely from the globalisation of technology advancements. Instagram is among the several learning mediums that can be utilised with an authentic approach. Instagram is a digital platform for sharing photographs and videos of daily activities such as hobbies, interests, abilities, and way of life (Larassary & Wulandari: 3). According to Robin (2018), Instagram is an instant-telegram app as a form of socialising to make it more communicative, with likes and comments (Fuadah, 2020: 140).

Instagram has been a 'close friend' for students in this digital era. Students typically share everyday events or activities via Instagram feeds or story postings. This is the embodiment of implementing authentic approaches with the Project-Based Learning model in line with contemporary student life phenomena. This indicates that the learning content is relevant to the learners' actual lives (Setyawan & Ahsan, 2020: 78). According to Babintsev et al. (2022), the production of project material using Instagram as a learning platform requires students' creative thinking (Larassary & Wulandari, 2022: 3). Teachers are able to collaborate nicely by presenting attractive learning content to the learners with Instagram.

Instagram is considered to be a modern application which corresponds to the needs of teachers. It is expected that the teachers are able to respond to learning situations with technical sophistication and intelligence. Teachers should have digital literacy in which they should be able to comprehend and utilise modern technology such as social media platforms. Following this, teachers are able to use social media and other forms of technology as a means of communication and learning resources. Teachers should also be able to facilitate meaningful and pleasurable learning by using appropriate techniques. In addition, teachers serve as role models who can set a good example and model appropriate behaviour for the learners (Akhsan & Muhammadiyah, 2020: 111-112). The use of Instagram can also be used to make it easier to track the behaviour of learners. Learners' creativity can also be evaluated based on their work's uploaded forms, designs, and contents. The use of Instagram learning material is anticipated to generate innovations in project-based learning models and enhance students' creative thinking skills (Utami, Probosari, & Fatmawati, 2015: 47).

Instagram, with its numerous features, can be used as a learning tool for Arabic language skills. This study makes *maharah kitabah* a usable skill. There are numerous

Instagram features which can be utilised and applied in writing instruction, including as follows:

### 1. Instagram Feed

The Instagram feed is one of the most commonly utilised features. This feature is used to post permanent images, videos, or learning materials that will not be lost unless the user deletes them (Fuadah, 2020: 141). In addition, a caption can be added to a photo or video post, and users can even tag a friend or teacher. Sa'diyah (2019) points out that there is a stage of learning *maharah kitabah* from the form of *kalimah*, *jumlah*, *faqroh* to the stage of narrative writing. (*qissah*). The cognitive abilities of students become the focus of writing instruction (Audina & Muassomah, 2020: 81).

### 2. Instagram Story (Instastory)

The Instagram story feature, sometimes known as 'instastory', can be used to share photographs, videos, or text-only updates. This feature, however, is shorter. Romney & Johnson (2020) reveal that the highest duration of such posts is 15 seconds, and the average duration is 24 hours or a day. After 24 hours, posts will be automatically deleted (Audina & Muassomah, 2020: 81). The functionality of Instagram stories in *maharah kitabah* is nearly identical to that of the Instagram feed; however, Instagram stories have additional features which are not available in the Instagram feed. Other features include:

#### a. Question and Answer (QnA) Features

Question and Answer features, typically abbreviated QnA, is a feature frequently used by users for short QnA responses.

#### b. Story Poll Features

This feature, also referred to as a voting story, is typically used for voting or selecting between two or more options. Voting is free when selecting answers/options because it is optional. The rating or outcome is shown as a percentage of the total number of voters.

#### c. Story Comment Features

This feature allows readers (Instagram users) to directly respond to stories. Hence, comments or replies will subsequently switch to the Direct Message (DM) Feature.

#### d. Story Quiz Features

The quiz story feature does not significantly differ from the story poll feature. The display of this feature comprises two or more options. The difference lies in the answers to the available selections, which are definite answers set by the uploader; therefore, there will be a right and wrong answer.

Learners' assessment processes can be undertaken through these Instagram story features. Teachers can take advantage of existing features for questions and answers, giving quizzes, providing feedback, etc. The implementation of *maharah kitabah* using the Instagram story feature will be diverse; hence, learners will be stimulated to engage in the learning process.



### 3. Direct Message (DM) Features

A Direct Message (DM) feature serves for replying to messages or exchanging communications. This feature is private between two users; however, group chats are formed on a direct message feature consisting of multiple individuals. DM features and group chats can serve as personal or group discussions between teachers and students in the implementation of *kitabah* learning. Therefore, this feature can be employed by a teacher and learners to discuss the project assignment.

Therefore, it can be identified that Instagram as a medium for learning Arabic writing (*maharah kitabah*) serves as a learning tool. The role of this learning media is to supplement and facilitate teaching instruction. Instagram, as a learning platform, offers accessibility to displaying images/photos, educational materials, videos, and other attractive features. Teachers can use Instagram's resources as a focused medium in the Project-Based Learning model from the planning stage through the evaluation phase.

#### **Arabic Dairy Caption Project: Reactualisation of Project-Based Learning for Instagram-based Arabic Writing skills**

According to the Great Indonesian Dictionary (KBBI), 'reactualisation' is the process or the act of reactualising. Following this, the term 'reactualisation' means the act of reactualising or condition of being reactualised according to Merriam-Webster Dictionary. The alternative interpretation of reactualisation is the revitalization and restoration of societal ideals. Therefore, the 'Arabic Dairy Caption Project' is a form of reactualisation of Project-Based Learning which revives or updates the implementation procedures of Instagram-based projects. Through a contextual approach, the reactualisation of this model aims to improve students' writing skills by exposing them to the practice of Arabic writing through their daily activities (dairy) by recognising, discovering, inquiring, writing, and presenting products. The primary focus of the discussion is the construction of brief narrative texts about students' actual activities or daily experiences, using the correct linguistic structure. The phases of project-based learning consist of question preparation or project assignment, project planning, schedule preparation, monitoring, project evaluation, and activity/experience evaluation as the last stage. The key performance indicators of this learning model are as follows:

- a. Writing important grammatical structures.
- b. Inquiring about the unclear grammatical structure of the materials.
- c. Photographing effective activities pertinent to the subject of study.
- d. Writing *kalimah* (words) to form *jumlah* (a sentence), which is positively relevant to the topic and structure in the captions for Instagram stories as a diary of students.
- e. Rearranging the results of some sentences from the diary into a story or narrative. It is subsequently uploaded with the best-selected photo on the Instagram feed.
- f. Recommunicating the narrative diary caption through a group paper presentation.

Several stages for teaching Arabic writing employing the 'Arabic Dairy Caption Project' model with Instagram are presented as follows. This implementation uses class X examples with the topic *الحياة في الأسرة وفي السكن الطلاب* :

#### **A. Preliminary Activities**

1. Teachers enter the classroom.
2. Teachers start the lesson with a greeting.

3. Teachers appoint the student to lead the dua.
4. Teachers greet and motivate the students and present their presence.
5. Teachers do apperception by displaying images/videos linked to الحياة في الأسرة وفي السكن الطلاب and asking questions using pictures/videos.
6. Teachers present the learning objectives and outcomes for the benefits in everyday life.
7. Teachers deliver the primary materials as well as the learning steps.
8. Teachers provide the scope of learning and assessment techniques.
9. Teachers divide students into several groups.

## B. Core Activity

### 1. Basic Questions Development

- Providing students with preliminary information about the ‘Arabic Dairy Caption’ project using Instagram.
- Presenting students with the essential materials to complete the project
- Using stimulus responses to basic questions.
- Encouraging students to identify issues and discuss pertinent information.
- Encouraging students to respond to various questions examined by the teacher.

### 2. Project Planning

- Creating the topic of the project which will be undertaken الحياة في الأسرة وفي السكن الطلاب.
- Providing students with examples and descriptions of the relevant projects.
- Discussing the project design which will be undertaken in each group.
- Collecting supporting materials for the project’s execution.
- Presenting the description of the video and photoshoot. In this circumstance, students plan the spot of the video and photoshoot based on the activities considered interesting or effective according to the relevant topic.
- Guiding and monitoring the students’ activities.

### 3. Project Schedule Preparation

- Teachers play a role in assisting the students in creating a schedule and receiving progress reports on the project implementation for each group.

Table 1. Timeline of the Arabic dairy caption project

Week 1 (Planning)	Week 2 (Implementation)	Week 3 (Presentation)	Week 4 (Evaluation)
- Dissemination of information	- Group discussion about collecting materials	- Consulting the caption for the Instagram feed (a narrative text)	- Project evaluation
- Group formation	- Creating a framework for writing to complete sentences	- Posting foto/video & caption for a narrative dairy on	- Sharing experiences and feedback from followers
- Group discussion	- Consulting the caption for Instagram stories		- Reflection

<b>project topic</b>	- Posting foto/video &	Instagram feed
- <b>Project spot selection</b>	dairy caption on Instagram stories	- Group paper presentation
- <b>Schedule arrangement</b>	- Working on a daily exercise	n

NB: Caption for Instagram stories: one day, one story (sentence) for 7 days. Caption for Instagram feed: transforming Instagram stories into narrative text.

#### 4. Project Implementation

- Starting to work on the project outside of school hours.
- Ensuring the Arabic font keyboard is installed on students' mobile/laptop devices.
- Doing consultation (*tashih*) on the daily use of *mufrodat* (vocabulary) and its *tarkib* (linguistic features) to teachers every day for 7 days via the Instagram DM feature.
- Taking interesting and suitable photo/video spots based on themes. Subsequently, posting them to Instagram stories with a caption, and tagging the teacher's Instagram account.
- Providing daily updates on the project's progress.
- Preparing an interim report for the upcoming meeting completed in a group.
- Assigning questions, exercises, or quizzes based on daily assessment requirements using Instagram story's available features.

#### 5. Project Progress Monitoring

- Monitoring the project's progress during the prearranged time (Providing instructions, guidance, and input).
- Correcting (*tashih*) the students' use of *mufrodat* (vocabulary) and *tarkib* (linguistic features) in captions for Instagram stories and feeds.
- Supporting and motivating the students.

#### 6. Result Examination and Product Assessment

- Posting a photo or video to the Instagram feed with a caption in narrative text with a specified hashtag and tagging the teacher's Instagram account.
- Presenting the project results in the form of a paper presentation by each group. Students are encouraged to respond to likes and comments from followers. In addition, they are required to explain the process of taking photos/videos and its caption writing. They should also demonstrate challenges in their creative process. Feedback from this process is the number of likes, comments and friends' followers.
- Providing input, response, and evaluation of the displayed products' results. These are also obtained from peer-reviewed processes.
- Selecting three product nominations for the 'best paper presentation' category and secure a 24-hour poll vote for the best product in Instagram stories.
- Selecting three product nominations for the 'best individual posts' category and secure a 24-hour poll vote for the best product in the Instagram stories.

#### 7. Project Evaluation and Reflection

- Teachers show appreciation for the students' work by providing feedback through likes or comments on each post.
- Teachers review the project's results when necessary.
- Teachers provide a score for the accumulation of each project (individual post and group paper presentation).
- Teachers and students jointly evaluate the project implementation process's advantages and disadvantages.
- Teacher allows students to enhance the project based on suggestions from teachers and other groups

### **C. Closure Activities**

1. Teachers derive conclusions from the project-based learning process they have undertaken with students.
2. Teachers request that students share their learning reflections.
3. Teachers announce the best work that received the most poll votes and award the winner a prize.
4. Teachers conclude the learning process with a greeting and dua.

### **CONCLUSION**

The Arabic Dairy Caption Project is one of the forms of the Project-Based Learning model reactualisation, which seeks to improve Arabic skills in the literary aspect. Through the contextual approach, students are trained to become accustomed to Arabic writing in their daily activities (dairy) using Instagram captions. In addition to functioning as a writing exercise, teachers can utilise Instagram's features to assess student learning evaluation. These features consist of Quiz Story, Polling Story, and QnA Story.

Several steps for the Arabic Dairy Caption Project model comprise the basic questions development, project planning, project schedule preparation, project progress monitoring, result examination and product assessment, and project evaluation and reflection. Students are able to learn how to write simple narrative sentences through this project model for a diary system. During four meetings, students are required to practise writing by working on an Instagram social media project under the teacher's guidance and supervision. Individual photo/video postings and group paper presentations are the product of the project. As the accumulation of diary activities on feed posts, students include captions for simple sentences on Instagram-story diary posts in a narrative text. Through individual and group assignments to create products, students are expected to demonstrate creativity, innovation, and a commitment to teamwork.

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