

## Project Based Learning Arabic Semantic Learning Based on Open Journal Systems at University

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### Abstract

This study aims to identify the steps of Project Based Learning Arabic Semantic Learning Based on the Open Journal Systems for PBA INSURI Ponorogo students. The research method used is qualitative with a case study model. The research data is from student Arabic Semantic lecture activities using the Project Based Learning method. Data collection techniques using observation and documentation. The data analysis is presented with data reduction, data presentation, conclusion drawing, and verification. The results showed; The stages of Semantic Learning with the Project-Based Learning model using the Open Journal System Platform are Introduction to Topics and Objectives, Explanation and Orientation, Project Planning, Project Implementation, Presentation of Results, Reflection and Evaluation, Integration with the Curriculum, and Awards and Rewards. In the context of the Arabic Language Education Study Program at INSURI Ponorogo, applying PjBL in semantic learning can provide a deep and applicable learning experience. By utilizing the Open Journal System (OJS), students can contribute to peer reviews of journal articles while understanding semantic concepts in Arabic.

### Keywords

Project Based Learning; Arabic Semantic; INSURI Ponorogo; OJS.



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## INTRODUCTION

Semantics is a very interesting and important material to study in the Arabic Language Education or Arabic Language and Literature Bachelor Program. It is important to study Semantics because Semantics reviews the dimensions of language meaning from various perspectives and points of view (Machery et al., 2004). Semantic courses are mandatory in these two departments and weigh 2 to 4 credits. In the MBKM Curriculum, as far as researchers know, the Semantics course still gets the same portion as the KKNi Curriculum, which is held with a weight of 2 credits to 4 credits (Putra, 2022). This is a sign that the Arabic Language Education Study Program or Arabic Language and Literature, which nomenclatural refers to language studies, has required its Study Program to continue accommodating Semantics as a subject that must be studied (Rahman et al., 2023).

The results of observations by researchers at the INSURI Ponorogo Arabic Language Education Study Program (PBA) show that the Semantics course is taught with a weight of 2 credits in the second semester. The PBA INSURI Ponorogo curriculum uses the MBKM Curriculum which in the second semester is entering the second year of curriculum implementation, namely the 2024/2025 academic year (Putra, 2024a). Implementing the MBKM Curriculum at INSURI begins in the 2022/2023 academic year, meaning it has been running for three years. The Semantics course uses the Project Based Learning (PjBL) model (Putra, 2024b). An educational approach that involves students in the learning process through completing projects (Stanley, 2021). This learning model emphasizes active learning, where students explore real-world problems and challenges, encouraging deeper understanding and knowledge retention (Boss & Larmer, 2018). PjBL emphasizes collaboration, critical thinking and creativity, making it a dynamic alternative to traditional teaching methods (Steenhuis & Rowland, 2018).

The Project-Based Learning learning model for the Semantics course in the INSURI Arabic Language Education Study Program is implemented with project-based learning that utilizes the Open Journal System (OJS) digital platform (Putra, 2024d). The use of the OJS platform is regulated in such a way that the learning planning, implementation and evaluation processes are adjusted to the Graduate Learning Outcomes (CPL) of the Study Program, a formulation of competencies expected to be achieved by graduates of the INSURI Ponorogo Arabic Language Education Study Program (Putra, 2023). The CPL Semantics course means students can understand Semantic theories and project them into text discourse. With the final goal, PBA INSURI students will be able to

understand theories of meaning and can integrate them into Arabic-Indonesian and Indonesian-Arabic translation discourse (Putra, 2024c). Where one of the profiles of PBA INSURI graduates is a Bachelor who is an expert in the field of translation, so Semantics courses are important (Putra, 2022).

Regarding the tracking that researchers have done, research has yet to be found that specifically reviews semantic learning with the project-based learning model. However, several studies are affiliated with Semantic discourse, namely language learning. Semantic Learning and Project-Based Learning learning models are two interesting concepts to explore, although there has yet to be any research that specifically examines the interaction between the two. However, researchers can see great potential in combining these two approaches to improve understanding of language and semantic concepts. Combining semantic learning with Project-Based Learning has the potential to create a deeper and more meaningful learning experience for students. Such ideas can be a starting point for further experiments in language education. Researchers are encouraged to explore these possibilities and share their findings to enrich future learning practices.

## **METHOD**

This research is qualitative and uses a case study approach. They are implemented in Semester IV of the INSURI Ponorogo Arabic Language Education Study Program. The science approach used is the Project-Based Learning (PjBL) learning model in the Semantics subject. The research data is in the form of learning stages for the Semantics Course using the PBjBL model. Where the learning media used is the Open Journal System platform. An open-source platform used to manage and publish academic journals. This platform was developed by the Public Knowledge Project (PKP), a non-profit organization focusing on developing information technology to support open access to knowledge. Research data comes from students and lecturers. Data collection techniques used observation, in-depth interviews, and documentation. The researcher made observations 6 times in one semester, especially during the implementation of Semantics subject learning, which was projected using the PjBL model. Interview respondents involved students in the class and Semantics lecturers. Researchers also took several documentation of activities to support research data. Data analysis was done using data reduction, presentation, and conclusion. The researcher reduced the data from all Semantics Course learning activities and then presented the data according to needs in tables and diagrams. Data is also presented in descriptive-narrative form. The data that has been presented is then analyzed dialectically.

## FINDINGS AND DISCUSSION

### Findings

Researchers found results related to Semantics subject learning using the Problem-Based Learning model in Semester IV of the INSURI Ponorogo Arabic Language Education Study Program. The research results that the researcher presented were obtained through observation, interviews and documentation and then data triangulation was carried out (Putra, 2024a); (Putra, 2024b); (Putra, 2024c); (Putra, 2024d); (Putra, 2023); dan (Putra, 2022).

Semantic learning using the Open Journal System platform begins in face-to-face lectures 4 to 9. In face-to-face lectures 1 to 3 students and lecturers are still actively involved in the orientation and discussion of semantic epistemology in linguistic studies. Referring to the Semester Learning Plan (RPS), face-to-face 4 to 9 is a projection of semantic learning using the PjBL model and the Open Journal System platform. The stages that students have carried out are as follows;

**Tabel 1.** Stages of Semantic Learning with the Project-Based Learning Model Using the Open Journal System Platform

No	Stages	Coverage	Explanation
1	Introduction to Topics and Objectives	Project Identification	The lecturer determines the topic of Semantics as the focus of learning—especially the theories of meaning, meaning change, and meaning ambiguity. Look for Semantics journal articles relating to these three OJS topics and conduct a substantive review.
		Learning Objectives	Determine what specific goals students want to achieve from this article review project.
2	Explanation and Orientation	Topic Presentation	Teaches the basics of review and review guidelines that will be projected on Semantic journal articles searched through OJS.
		Project Orientation	Clarify the type of task, deadline, and available resources.
3	Project Planning	Brainstorming	Students work together to brainstorm initial ideas about reviewing Semantics journal articles.
		Defining the Problem	Identifying problems with theories of meaning, meaning change, and meaning ambiguity in journal articles.
		Work Plan	Create a detailed work plan that includes a timeline, resources, and individual responsibilities.
4	Project Implementation	Start Working	Students begin to review Semantics journal articles in OJS that relate to meaning,

			meaning change, and meaning ambiguity theories.
		Monitoring Progress	Lecturers regularly monitor the progress of student article reviews to provide feedback and support.
5	Presentation of Results	Presentation	Students prepare presentations showing the results of their work.
		Discussion & Feedback	Discussion groups and providing feedback to each other about the weaknesses and strengths of reviewing Semantik journal articles.
6	Reflection and Evaluation	Process Reflection	Students reflect on their learning process, what has been achieved, and what can be improved.
		Evaluation of Results	The lecturer evaluates project results by reviewing Semantics journal articles to assess Graduate Learning Achievements (CPL).
7	Integration with Curriculum	Relationship with Courses	Ensure that the Semantics journal article review project is relevant to other courses taught and integrated with the University curriculum.
		<i>Cross-Curricular Connection</i>	Using opportunities to make connections across Semantic subject matter.
8	Awards and Rewards	Systematic Rewards	Provide rewards to students who carry out substantive reviews of journal articles.
		Publication of Results	Publish the results of the journal article review project as a Chapter Book.

The stages of semantic learning using the Project-Based Learning model by utilizing the Open Journal System, as presented by the researcher in Table 1, indicate that fourth-semester students of the INSURI Ponorogo PBA Study Program can carry out the stages perfectly. The Semantics lecturer deliberately created a learning design using the PjBL model to provide students with opportunities for collaboration, critical thinking, and creating more humanistic learning. In this stage of opportunity, students are better able to explore real-world problems and challenges, thereby encouraging deeper understanding and retention of knowledge in interdisciplinary linguistic studies.

## Discussion

Managing learning must be reconstructive and dynamic as a manifestation and encourage creativity between lecturers and students. Learning is not always behavioristic which prioritizes stimulus-response (Dewey, 2019). The Project-Based Learning (PjBL) learning model can realize the learning in question. Stages of Semantic Learning with the Project-Based Learning model using the

Open Journal System Platform in the INSURI Ponorogo Arabic Language Education Study Program is one of the steps to accelerate more reconstructive learning. Lecturers and students are actively involved in designing learning. Students can collaborate with other students to work on predetermined projects.

PjBL encourages students to actively participate in learning (Wu et al., 2024). With PJBL, students are seen as recipients of information and expected to contribute more actively to academic activities (Huang et al., 2024). Students are divided into small groups to complete assignments or projects in group activities. This helps them develop cooperative and communicative skills (Taylor, 1997). Then in research projects, this program can allow students to carry out independent or collaborative research with lecturers. This research process is very useful for the development of knowledge and analytical skills (Genc, 2015).

Integrating semantic learning with the Project-Based Learning model using the Open Journal System effectively improves students' conceptual understanding while providing practical experience in the academic world. Using OJS in semantic learning with PBL has three advantages: First, Open Access. Published articles can be accessed by anyone, increasing the spread of knowledge. Second, the publication platform. Students can publish the results of their projects, providing real-world experience in the academic world. Third, provide feedback. The peer review process can provide constructive feedback for students. With this approach, students learn about the subject matter and develop important skills such as collaboration, communication, and critical thinking abilities. Through journal article review activities, students can comment on academic work and feel the impact of their contributions on the wider academic community.

In the current digital era, information technology (IT) has become an integral part of everyday life, including in education. The use of IT in learning increases the efficiency and effectiveness of the teaching and learning process and opens up new opportunities for students and educators (Bates et al., 2020). This includes using the Open Journal System. Educational thinkers have long initiated information technology because of its adaptive nature to current developments (Dewey, 1997). Utilizing information technology in learning is very important to create a learning experience that is more effective, interactive, and relevant to current needs (Chaudhry & Kazim, 2022). With access to extensive resources, personalized learning, and enhanced digital skills, students can be better prepared to face future challenges. Therefore, IT integration in education must

continue to be encouraged so that all parties can experience its benefits optimally (Selin Akgun & Christine Greenhow, 2021).

Using the Open Journal System in Semantics learning in the INSURI Ponorogo Arabic Language Education Study Program using the Project-Based Learning model has provided many benefits. Apart from increasing accessibility to learning resources, OJS also encourages students to participate actively in research and scientific publications. In this way, learning becomes more interactive and meaningful and prepares students to face challenges in the academic and professional world.

## CONCLUSION

Project-based Learning (PjBL) is a learning approach that emphasizes students' active involvement in real projects relevant to their lives. In the context of the Arabic Language Education Study Program at INSURI Ponorogo, applying PjBL in semantic learning can provide a deep and applicable learning experience. By utilizing the Open Journal System (OJS), students can contribute to peer reviews of journal articles while understanding semantic concepts in Arabic.

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