

Development of Product-Based Lecture Model: An Effort to Increase the Academic Work Productivity of Students and Lecturers in the Arabic Language and Literature Study Program at UIN Maulana Malik Ibrahim Malang

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Abstract: This research offers a course lecture model that can produce projects. Facts show that learning strategies that are often used in the context of social science are lectures and discussions. Learning strategies affect learning outcomes that impact the quality of learning. Therefore, the purpose of this study is to describe the product-based lecture model in the Arabic Language and Literature Study Program, Faculty of Humanities, UIN Maulana Malik Ibrahim Malang. The sample in this study is a project-based course. This research uses a qualitative approach. The data collection techniques were observation and interview. While the data analysis technique used is qualitative data analysis technique which includes data reduction, data exposure, and conclusion drawing. The results in this study are several lecture models that can use project-based learning methods, these project models are journal articles and others.

Keywords: development, productivity, Model and BSA

Introduction

The lecture model that has been applied in almost all universities in Indonesia, including at UIN Maulana Malik Ibrahim Malang - in certain aspects - is considered less efficient and tends to be an obstacle for lecturers in teaching and for students in learning. The inaccurate application of this lecture model results in most lecturers and students not being able to be maximally productive in the use of time so that no academic work is produced (Munirah, 2015).

The facts in the field state that almost all lecturers teach using lecture and discussion methods (from articles made by students without any correction and feedback). The lecture method is considered monotonous, only one-way communication from the lecturer and the discussion method in lectures is considered boring and only provides space for students who are active in speaking, moreover the lecturer only gives brief comments at the end of the lecture (Astuti & Istikhomah, 2014). Therefore, the lecture method and discussion method are no longer considered appropriate as a lecture model at this time, especially with the Covid-19 Pandemic disaster that can only utilize online media. The application of these two methods in lectures will only trigger laziness of lecturers and students (Ahsan, 2018).

The portrait of the lecture model and its consequences as described in the paragraph above can also be seen in most of the lecture models applied in the Arabic Language and Literature Study Program at UIN Maulana Malik Ibrahim Malang or other study programs at UIN Maulana Malik Ibrahim Malang, although a small number of lecturers and students in the Arabic Language and Literature Study Program at UIN Maulana Malik Ibrahim Malang have implemented a product-based lecture model. Because there are still a small number of lecturers and students who apply the product-based lecture model, the productivity of academic work of lecturers and students has not shown a significant increase.

As one of the study programs at UIN Maulana Malik Ibrahim Malang, of course the portrait that occurs in the Arabic Language and Literature Study Program of UIN Maulana Malik Ibrahim Malang or other study programs at UIN Maulana Malik Ibrahim Malang has a huge impact on the ranking position or ranking of UIN Maulana Malik Ibrahim Malang on a national and international scale.

Project Based Learning (PBL) is a project-based learning method first proposed by John Dewey in the late 1890s. Project Based Learning (PBL) is also a student-centered learning method based on the construction theory developed by (Gergen, 1995) and (Piaget & Inhelder, 1969). Project Based Learning (PBL) is considered an effective learning method than traditional learning models because learning is student-centered (Choi, Lee, & Kim, 2019) and has also been applied and adopted in various educational institutions around the world (Pereira, Barreto, Motta, & Marina, 2017).

Product-based learning today is very important because the products produced from this lecture model not only trigger the creation of academic works resulting from collaboration between lecturers and students that can be read and utilized by generations (Noviandari & Pratiwia, 2018), but also can support university programs towards reputable universities and gain international recognition (Amaliyah, 2019; Firmansyah, Qadri, &

Arham, 2020; Hayati, 2017; Kriyantono, 2015; Suarti, Astuti, Gunawan, Ahmad, & Abdurrahman, 2020; Sulistiyarini, Ramadhani, & Sabiriin, 2021).

Studies on product or project-based learning have been conducted by many previous researchers. Based on the search results in various journal portals, researchers found several previous studies that were relevant to this study, then researchers categorized them into 5 trends based on the focus of the study, namely: First, studies that look at the use of project-based learning in nurturing student exposure and understanding of biodiversity using iNaturalist (Niemi, Davis, & Niemi, 2021), T&L transition in project management (Ang, Afzal, & Crawford, 2021), institutional curriculum integration (Kuppuswamy & Mhakure, 2020), the role of project-based learning for technical knowledge (Sharma, Dutt, Naveen Venkat Sai, & Naik, 2020), PBL analysis for improved learning outcomes (Choi et al., 2019; Ting, Cheng, & Ting, 2021), and shortcomings in project-based learning (Chen & Yang, 2019). Second, it highlights information technology-based project tasks (Jumini, Rusilowati, & Cahyono, 2020), project-based learning methods for student-to-student interaction (Ricaurte & Vilorio, 2020), IPBL for knowledge integration (Ruslan, Bilad, Noh, & Sufian, 2021), the role of women in STEM (Isaacson et al., 2020), socioemotional regulation strategies (Lobaczowski, Lyons, Greene, & McLaughlin, 2021), project-based learning with response to problems (Choi et al., 2019), and projects at RMIT University (Young, Spichkova, & Simic, 2021).

The third covers the exploration of PBL effectiveness (Younis, Sunderraman, Metzler, & Bourgeois, 2021), evaluation of PjBL outcomes (Guo, Saab, Post, & Admiraal, 2020), students' opinions on project-based learning methods (Parrado-Martínez & Sánchez-Andújar, 2020), evaluation of PBL first-year programs (Kaushik, 2020), online learning practices in PBL (Beneroso & Robinson, 2022), faculty understanding of PBL (Habók & Nagy, 2016), and the role of PBL in fostering innovative thinking (Barak & Yuan, 2021). Fourth, it discusses CAD laboratory design (Hernández-Pérez et al., 2021), team building in project-based learning (Aranzabal, Epelde, & Artetxe, 2022), and the development of SET instruments to measure alternative teaching (Pan, Shankararaman, Koh, & Gan, 2021). Fifth, it covers individual evaluation methods in PBL implementation of software development (Tanabata, Hazeyama, Yamada, & Furukawa, 2021), defect prediction in projects (Bhutapuram & Sadam, 2022), promotion of UPCC through PjBL (Chu, Li, & Mok, 2021), PjBL for innovation culture (Mandumpal et al., 2022), development of PjBL environment (Castaldi & Mimmo, 2019), project-based learning for learning knowledge (Zarte & Pechmann, 2020), and PBL with SCAMPER and Moodle (Wu & Wu, 2020).

The position of this research towards previous research studies can only be in the form of confirmation, exchange of information or literature sources in the case of research examining project-based learning. This means that the results of previous studies can be used as reference material for several points in this study.

Based on the background, the purpose of this study is to describe the product-based lecture model in the Arabic Language and Literature Study Program, Faculty of Humanities, UIN Maulana Malik Ibrahim Malang in order to increase the productivity of academic work in the Study Program, especially Arabic Language and Literature, UIN Maulana Malik Ibrahim Malang.

Method

This research uses qualitative and quantitative approaches. The qualitative approach is used to understand the phenomena in the Arabic Language and Literature Study Program related to the development of a product-based lecture model in an effort to encourage increased productivity of academic work of lecturers and students in the Arabic Language and Literature Study Program at UIN Maulana Malik Ibrahim Malang. The quantitative approach is used to examine samples in certain populations.

In this study, there are three types of data collection techniques, namely (1) observation, Researchers use observation techniques to obtain data directly from the field, namely about the phenomenon of product-based lecture models in an effort to encourage increased productivity of academic work of lecturers and students in the Arabic Language and Literature Study Program at UIN Maulana Malik Ibrahim Malang. (2) interviews, In this interview stage, researchers will conduct 3 stages of interviews with faculty and Study Program officials, experts, lecturers, and students. Secondary data comes from books and journal articles that support this study. Qualitative data was analyzed using the Miles and Huberman model, namely data reduction, data presentation, and conclusion drawing.

Findings and Discussion

Project-Based Lecture Model to Increase the Productivity of Academic Work of Students and Lecturers in the Arabic Language and Literature Study Program at UIN Maulana Malik Ibrahim Malang that Has Been Developed

The project-based lecture model to increase the productivity of academic work of students and lecturers in the Arabic Language and Literature Study Program at UIN Maulana Malik Ibrahim Malang which has been

developed can be seen in five aspects, namely lecture objectives, lecture methods, lecture materials, learning media, and lecture evaluation. The explanation of each of the five aspects is as follows:

1. Learning objectives

Learning objectives include the mastery of knowledge, skills and attitudes so that learners are able to carry out job tasks according to established standards (Hendratmoko, Kuswandi, & Setyosari, 2018). Learning objectives are divided into two: specific objectives formulated by the teacher according to the material presented, and general objectives listed in the teaching guidelines in the teacher's teaching plan (Pane, 2017).

The objectives of project-based learning (PBL) that have been developed in the Arabic Language and Literature Study Program consist of several kinds, including:

a. The learning objectives are directed at mastering concepts and theories in the fields of language, literature, and culture in depth

The purpose of conceptual and theoretical lectures in the fields of language, literature, and culture is seen in a series of basic courses marketed by the Arabic Language and Literature Study Program at UIN Maulana Malik Ibrahim Malang. These basic courses aim to provide an introduction or general insight to students of the Arabic Language and Literature Study Program about language, literature and culture materials.

The examples of courses in this category are as follows:

- 1) Ilmu Al-Nahwu Lil Muftadi'
- 2) Ilmu al-Sharaf Lil Muftadi'
- 3) Al- Madkhal Ila al- Adab al-Araby
- 4) Al-Madkhal ila Ilm al-Lughah
- 5) Ilmu al-Aswat

b. The learning objectives are designed to deliver students to be able to apply knowledge and skills in the fields of language, literature, and culture of Arabic-speaking communities based on the integration of science and Islam.

The purpose of learning from courses whose focus is to apply knowledge and skills in the fields of language, literature, and culture of Arabic-speaking communities based on the integration of science and Islam is seen in a series of courses that discuss linguistic, literary, or cultural theories marketed by the Arabic Language and Literature Study Program at UIN Maulana Malik Ibrahim Malang. These theoretical courses only aim to explain to students how to apply these theories in the context of language, literature, and culture.

The examples of courses in this category are as follows:

1. Ilmu al-Lughah al-Ijtima'iwa al-Nafsi
2. Naqd al-Adab
3. Ilmu al-Lahajat
4. IlmuRomzi
5. IlmuUslub

c. The learning objectives of the course which are designed to facilitate students to be able to analyze the phenomena of language, literature and culture of the Arabic-speaking community based on academic ethics are seen in a series of lectures that discuss the theory of language, literature and culture as well as practicing it in scientific writing to support productive academic work. The courses are:

- 1) Ilmu al-Dalalah
- 2) Ilmu al-Tadawuli
- 3) Al-Lisaniyyat Al-Haditsah
- 4) Ilmu al-Adab al-Ijtimai
- 5) Al-Kitabah Al-Ibdaiyah

2. Method

Learning method is a way that teachers carry out their duties and is a tool to achieve learning objectives. The learning method is procedural, which contains certain stages that contain learning techniques. Meanwhile, learning techniques are implementative (Pane, 2017).

The learning steps in Project Based Learning implemented in the Arabic Language and Literature Study Program at UIN Maulana Malik Ibrahim Malang include what appears in the explanation below:

This Model 1 Project Base Learning discusses the steps of Project Based Learning (PBL) in several meetings.

- 1) Meeting I discusses SAP and lecture orientation.
- 2) Meeting II focuses on open sources, including searching for journal articles and books related to the theme.
- 3) Meeting III contains writing theoretical concepts by detailing books and theoretical perspectives.
- 4) Meeting IV discusses the selection of research objects, including determining the type of object and downloading it.
- 5) Meeting V discusses writing research methods, including types of research, data sources, data collection and analysis techniques.
- 6) Meeting VI discusses drafting the introduction, including explaining variables, the relevance of theory, and previous studies.
- 7) Meeting VII focuses on checking elements such as the title, introduction, theoretical framework, and research methods.
- 8) Meeting VIII is the mid-term exam, with article comments collected and accepted.
- 9) Meeting IX focuses on revising the article based on the comments.
- 10) Meetings X-XIII discuss collection, data reduction, and writing results and discussion.
- 11) Meeting XIV discusses formative conclusions, substantive conclusions, and bibliography checking.
- 12) Meeting XV involves checking the article with Turnitin.
- 13) Meeting XVI is the final exam.

Model 2 Project Base Learning contains the following steps:

- 1) Preparation: Familiarization with search engines and reference managers.
- 2) Greetings to Journals: Understanding the formulas, tools, and templates of the intended journal.
- 3) Outline the article: Introduction, Theory, Methods, Results, Conclusion, Bibliography.
- 4) Conduct Research: Collecting and reducing data.
- 5) Write All Sections: Interpreting data, cross-checking data and theory, drawing conclusions.
- 6) After Finishing the Article: Checking all elements, formatting the article.
- 7) Turnitin Check (Maximum 5%).
- 8) Consultation and Revision (Stage 9-16)

This 3 Project Base Learning model includes 16 meetings with a focus on developing a research project. Below is a brief overview of each meeting:

- 1) Meeting 1: SAP and lecture orientation
 - Orientation of the Academic System of Teaching (SAP)
 - Introduction to the lecture path
- 2) Meeting 2: Finding journal articles and determining themes
 - Participants bring a laptop
 - Search 5-7 journal articles
 - Introduction to theoretical writing
 - Theoretical writing with 10-15 books or more
- 3) Meeting 3: Theoretical consultation 1 and Research object search 1
- 4) Meeting 4: Theoretical consultation 2, Research object search 2, and Article title consultation 1
- 5) Meeting 5: Article title consultation 2, Theoretical consultation 3, Preliminary consultation 1, and Research method consultation 1
- 6) Meeting 6: Preliminary consultation 2, Consultation of findings and discussion, Making conclusions, and Data analysis
- 7) Meeting 7: Examination of all article elements
- 8) Meeting 8: Final exam consultation and full article preparation
- 9) Meetings 9-11: Study of conflict theory (Marx, Weber, Dahrendorf, Cohen, Collins, Simmel, Coser)
- 10) Meeting 12-13: Feminist theory (Wolf, Irigarai, Humm, Kristeva, Cixous, Haraway)
- 11) Meetings 14-16: Overview of Articles 1 and 2 (Turnitin) and Preparation for Final Semester Examination

3. Material

The learning material aims to deliver students to have theoretical abilities and then practice them in the form of scientific writing that will be published in various national and international journals, national and international conferences, national and international seminars, anthology books, and so on.

This PBL learning model involves 16 meetings with various themes of literary sociology and aspects of culture, norms, values, social interaction, social structure, conflict, feminism, deviance, social control, stratification, social mobility, global inequality, and racial and ethnic disparities. Each meeting includes discussion of key figures and concepts in sociology. UTS and UAS are also integrated in this model. Here is model 1 of Project Base Learning material briefly described:

- 1) Meetings 1-4: Lecture Orientation, Sociology of Literature, Areas of Study of Sociology of Literature (Literary Works, Authors, Readers, and Publishing)
- 2) Meeting 5: Culture, Norms, and Values (Murdock, Sumner, Ritzer, etc.)
- 3) Meetings 6-15: Social Interaction, Social Structure, Midterms, Conflict, Feminist, Deviance, Social Control, Stratification, Social Mobility, Global Inequality, Racial and Ethnic Disparities (diverse figures and perspectives)
- 4) Meeting 16: UAS (End of Semester Exam)

4. Learning media

Media or learning tools are tools to facilitate the implementation of learning so that it is efficient and effective in achieving learning objectives. These learning tools or media can be in the form of living things, objects, and others by considering the suitability of these tools with learning objectives, benefits and impacts of the selected learning media (Pane, 2017).

The learning media used in Project Based Learning (PBL) include the following:

a. Electronic media

Electronic media used in the Project Based Learning (PBL) learning process include the following:

- 1) Laptop
- 2) Mobile phone
- 3) LCD
- 4) Pointer

b. Print media

There are many varieties of printed learning media, including:

- 1) Books
- 2) Print outs of journals or articles

5. Learning evaluation

Learning evaluation aims to deliver students to have theoretical abilities and then practice them in the form of scientific writing as follows:

a. Portfolio

A portfolio is a collection of documents from a person, group, institution, organization, company, and the like that aims to document the development of a process in achieving predetermined goals. Potofolio has several functions, including:

- 1) As documentation of the work that has been done.
- 2) As a reference of the achievements or work that has been done by a person.
- 3) As a source of information on work experience with the best work and achievements that have been achieved.
- 4) As a reflection or self-description addressed to the reader.
- 5) To demonstrate the abilities possessed.
- 6) As an authentic performance-based assessment tool. After making a portfolio, usually the assessor will assess the portfolio whether it is in accordance with the facts or not, which will later be taken into consideration.
- 7) As a teaching tool. This function of the portfolio may be more related to the world of education. Portfolios are a component of the curriculum because they contain student performance that requires students to show work.

b. Rubrics

Rubrics are assessment instruments used by lecturers to measure student performance based on specific descriptions that describe student abilities for a certain level in an aspect. Rubrics that have only two levels in one aspect are known as check lists. Rubrics can be used in various assessment methods, such as scientific writing, book/film essays, discussion participation, laboratory reports, portfolios, and group work.

c. Products

Products are assessments made on lecture products that have been produced, such as articles, papers, journals, books, short stories, poetry collections, novels, and so on.

d. Written report

A written report is a way of communication in which the writer conveys information to someone or an agency because of the responsibilities assigned to him. Among the indicators that students must fulfill in making a written report are:

- 1) Reporting the results of the experiment
- 2) Scientific experiments are conducted to test something.
- 3) The text of an experiment report begins by describing the purpose of the experiment.
- 4) It describes the materials and equipment needed to carry out the experiment.
- 5) It describes the procedure for conducting the experiment and making observations.
- 6) It describes the recording of the results of the experiment.
- 7) At the end of the report, the conclusion of the experiment is presented based on the results of the analysis of the observation data.
- 8) Must contain facts.
- 9) Must be objective.
- 10) Must be written perfectly and completely.
- 11) Do not include things that are distorted, contain prejudice, or favoritism.
- 12) It is presented in an attractive manner, in terms of clear grammar, weighty content, and logical organization.

Conclusion

After conducting research and development on a project-based lecture model to increase the productivity of academic work of students and lecturers in the Arabic Language and Literature Study Program at UIN Maulana Malik Ibrahim Malang, the researcher concluded important points in this study, namely: The product-based lecture model to increase the productivity of academic work of students and lecturers in the Arabic Language and Literature Study Program of UIN Maulana Malik Ibrahim Malang that has been developed consists of 5 aspects, namely learning objectives, learning materials, learning methods, learning media, and learning evaluation.

The researcher has several suggestions for future researchers who will develop a product-based lecture model to increase the productivity of academic work of students and lecturers, namely: (1) Collaborate with all related elements from the center to the bottom. (2) We should check the readiness of all academicians involved, especially lecturers and students.

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