

## THE IMPLEMENTATION OF PROBLEM-BASED LEARNING IN ARABIC LANGUAGE INSTRUCTION: A SOCIOLINGUISTIC ANALYSIS OF INTERACTION AND LANGUAGE USE

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### Abstract

Arabic language learning in formal educational settings, particularly in Islamic boarding schools, often emphasises grammar and vocabulary memorisation rather than meaningful communication in real social contexts. This study aims to examine the implementation of Problem-Based Learning (PBL) in Arabic language instruction and to analyse students' sociolinguistic interactions in the classroom. Using a qualitative approach with a case study and classroom ethnography design, the study involved 22 tenth grade students at Pondok Pesantren Al Ishlah. Data were collected through classroom observations, semi-structured interviews, and documentation, and were analysed through data reduction, interaction coding, and discourse analysis. The findings indicate that PBL makes Arabic learning more communicative, interactive, and contextual. Students used Arabic for discussion, questioning, expressing ideas, and negotiating meaning. Their interactions also reflected sociolinguistic features, including language variation, code-switching, and linguistic adaptation influenced by social background. The study concludes that integrating PBL with a sociolinguistic perspective can enhance Arabic language learning by fostering meaningful communication, communicative competence, and socially relevant classroom interaction.

**Keywords:** Problem-Based Learning; Sociolinguistics; Language Interaction; Arabic Language Learning

### A. Introduction

Arabic language learning within the context of formal education, particularly in Islamic boarding schools and senior secondary Islamic schools in Indonesia, still tends to be oriented towards a structural approach that emphasises mastery of grammatical rules and vocabulary memorisation, thus failing to provide sufficient scope for the communicative use of language in real-life social contexts (Hidayat, 2021). This phenomenon indicates that language is often positioned as an abstract system, rather than as a living social practice within the daily interactions of learners, whereas from a modern linguistic perspective, language is the primary medium for constructing social meaning and identity (Widodo & Sari, 2022). Globally, communicative and contextual approaches have become the dominant paradigms in foreign language learning as they have proven effective in enhancing students' communicative competence through active engagement in authentic situations (Richards, 2020). However, in local practice, particularly in Arabic language learning, the transition towards these approaches has not yet been fully optimised, meaning that Arabic language interaction in the classroom remains limited and fails to adequately reflect the social functions of language (Sulaiman, 2023).

The gap between the structural approach and the need for socially based learning highlights the urgency of introducing a learning model capable of bridging the two in an integrated manner. The lack of authentic interaction in Arabic in the classroom means that students are not accustomed to using the language in real life communicative contexts, resulting in limited development of their communicative competence (Rahmawati, 2022). Furthermore, learning practices that lack contextual relevance also result in low student motivation and participation in the learning process (Fauzan, 2021). From a sociolinguistic perspective, language interaction not only reflects linguistic ability but also demonstrates how individuals construct meaning, social relations, and identity through language (Holmes, 2020). Therefore, pedagogical innovation is required that not only teaches language structure but also encourages the use of language in meaningful and contextual social interaction within the classroom.

One approach considered relevant to addressing these challenges is Problem-Based Learning (PBL), which places contextual problems at the starting point of learning and encourages students to actively communicate, collaborate, and construct knowledge independently (Hmelo-Silver, 2020). In the context of language learning, PBL enables students to use language as a tool for problem-solving, so that language is not merely studied as a system but also practised as a means of communication (Dolmans et al., 2021). The integration of PBL with a sociolinguistic perspective provides a robust conceptual framework for analysing how language interaction occurs within the social context of the classroom, including how students employ language variation, communication strategies, and meaning negotiation during the learning process (Block, 2021). Thus, PBL can be viewed as a bridge between structure-based language learning and the use of language in real-world social practice.

Based on this conceptual framework, this study aims to examine in depth the implementation of Problem-Based Learning in Arabic language learning in Year 10 at the Al Ishlah Islamic Boarding School using a qualitative approach through case study or classroom ethnography strategies. Specifically, this study seeks to answer three main questions, namely: (1) how is Problem Based Learning implemented in Arabic language learning; (2) what forms of sociolinguistic interaction do students engage in during the Problem-Based Learning process; and (3) how is Arabic used in the social context of the classroom during the application of Problem-Based Learning. The qualitative approach enables the researcher to gain an in-depth understanding of learning phenomena through observation, interviews, and discourse analysis of classroom interactions (Creswell & Poth, 2021).

The scientific contribution of this study lies in the integration of the Problem-Based Learning pedagogical approach with sociolinguistic analysis in the context of Arabic language learning, an area that remains relatively under-researched in empirical studies, particularly within the pesantren environment. This study not only provides an implementational description of PBL in Arabic language learning but also offers an in-depth analysis of the dynamics of language interaction as a social practice within the classroom (Norton, 2022). Thus, this study is expected to enrich the body of knowledge in the fields of Arabic language education and sociolinguistics, as well as provide practical implications for the development

of learning models that are more contextual, communicative, and oriented towards the real-world use of language (Larsen-Freeman, 2021).

The research gap in this study lies in the continued dominance of structural approaches in Arabic language learning, which have not yet been able to accommodate language use as a social practice within classroom interactions. Although the communicative approach has developed globally, its implementation in the context of Arabic language learning within Islamic boarding schools remains limited, meaning that students' authentic interactions in using Arabic have not yet developed optimally. Furthermore, previous studies have tended to focus on improving general language skills without examining in depth how sociolinguistic interaction dynamics are formed during the learning process.

On the other hand, studies integrating the Problem-Based Learning (PBL) pedagogical approach with a sociolinguistic perspective in Arabic language learning remain relatively limited, particularly within the empirical context of pesantren classrooms. Yet, this integration is crucial for understanding how language is used as a tool for communication in real-life social situations, as well as how meaning and identity are constructed through classroom interaction.

Given this gap, the novelty of this research lies in the attempt to combine an analysis of PBL implementation with a study of students' sociolinguistic interactions within a single integrated research framework. This study not only examines the effectiveness of the learning approach but also explores the process of language interaction as a social practice that occurs naturally within the learning context. Thus, this study makes theoretical and empirical contributions to the development of a more contextual, communicative, and socially-based model for Arabic language learning.

Based on the background and conceptual framework outlined above, this study focuses on the following questions: How is Problem-Based Learning implemented in Arabic language learning in Class X at the Al Ishlah Islamic Boarding School? What forms do students' sociolinguistic interactions take during the Problem-Based Learning process? How is Arabic used in the classroom's social context during the implementation of Problem-Based Learning?

## **B. Method**

This study employs a qualitative approach using a case study strategy combined with a classroom ethnography perspective, as it aims to gain an in-depth understanding of the implementation process of *Problem-Based Learning* (PBL) as well as the dynamics of sociolinguistic interactions occurring within the context of Arabic language learning in Class X Aliyah at the Al Ishlah Islamic Boarding School. A qualitative approach was chosen as it allows for the contextual and holistic exploration of social and linguistic phenomena through natural interactions within the classroom environment (Creswell & Creswell, 2022). The case study strategy was employed to examine a limited unit intensively within a real-world context, whilst classroom ethnography provided a framework for understanding language practices as part of the culture of interaction within the learning space (Merriam & Tisdell, 2021). Thus, this combination of approaches is relevant for analysing Arabic language learning not only as a pedagogical activity but also as a complex social practice.

The data sources in this study consist of primary and secondary data. Primary data were obtained directly from classroom learning activities through observation of interactions, interviews with students and teachers, and documentation of learning activities. These data reflect the actual practices of Arabic language use within the social context of the classroom during the implementation of PBL. Meanwhile, secondary data in the form of scientific literature, such as national and international journal articles and academic books, was used to strengthen the theoretical foundation and analytical interpretation (Silverman, 2021). The use of a combination of primary and secondary data in qualitative research aims to enhance the depth of analysis and the validity of findings through data source triangulation (Flick, 2020).

The data collection methods used in this study included participant observation, semi-structured interviews and documentation. Observations were conducted to directly record the sociolinguistic interactions occurring during PBL-based learning, including language use, communication patterns, and students' interaction strategies. Semi-structured interviews were used to explore students' and teachers' perceptions regarding their experiences in PBL learning and the use of Arabic in the classroom context. Documentation included audio-visual recordings, field notes, and relevant learning artefacts. The research instruments – comprising observation guidelines, interview guidelines, and documentation formats – were developed based on the theoretical frameworks of PBL and sociolinguistics to ensure alignment between the research focus and the data collected (Braun & Clarke, 2021).

The inclusion criteria for this study encompass all Arabic language learning activities that explicitly employ the PBL approach, verbal interactions by students using Arabic within the classroom context, and the participation of Year 10 Aliyah students who form the research sample. Meanwhile, the exclusion criteria include interactions outside the context of formal learning, the use of languages other than Arabic that are irrelevant to the purpose of the analysis, and data that are not adequately documented. The establishment of these criteria aims to ensure that the data analysed are truly relevant to the research focus and of sufficient quality for in-depth analysis (Patton, 2020).

The unit of analysis in this study is the sociolinguistic interactions of students during the PBL-based learning process, with a sample of 22 students from a population of 42 Year 10 students at the Al Ishlah Islamic Boarding School. The interactions analysed include verbal utterances, communication patterns, strategies for negotiating meaning, and the use of language variation within the classroom social context. The determination of these units of analysis is based on the research objective, which focuses on language use as a social phenomenon; consequently, interaction becomes the primary element in the analysis (Hammersley & Atkinson, 2020).

The data analysis techniques in this study comprised three main stages: data reduction, interaction coding, and discourse analysis. Data reduction involved filtering and organising relevant data from observations, interviews, and documentation. Next, interaction coding was carried out to identify patterns of communication, linguistic categories, and interaction strategies emerging from the data. Discourse analysis was used to understand the meanings embedded in linguistic interactions and how these meanings are constructed within the social context of the classroom. The analysis process was conducted iteratively and reflectively with

the aid of *thematic analysis* techniques to identify key themes in the data (Nowell et al., 2020). To support the coding and analysis process, this study also utilised qualitative analysis tools such as a systematically organised manual *coding matrix* to ensure consistency and transparency in the data analysis process.

## **C. Findings and Discussion**

### **1. Findings**

The research findings indicate that the implementation of Problem-Based Learning (PBL) in Arabic language learning in Class X Aliyah at the Al Ishlah Islamic Boarding School has driven significant changes in learning patterns, shifting from a previously structural approach towards a more communicative, contextual, and student-centred approach. During the learning process, students are actively engaged in problem-solving activities that require the use of Arabic as a communication tool during discussions, group work, and presentations of assignment results. This active involvement indicates that Arabic is no longer studied merely as theoretical material focused on memorising the rules of *nahwu* and *sharaf*, but is beginning to be used practically in classroom communication. This has led to an improvement in students' communicative competence, particularly in terms of their confidence in speaking, expressing opinions, asking questions, and responding to interactions with peers and teachers using Arabic.

Furthermore, this study found an increase in social interaction among students during the implementation of PBL. Students were observed to be more active in discussing, exchanging views, asking questions, and collaborating to complete problem-based tasks. Such interactions indicate that the use of Arabic is developing not only within the formal context of learning but also as a tool for communication in classroom social activities. This situation fosters a more collaborative and communicative learning environment, where students have broader opportunities to practise Arabic directly within authentic contexts.

Other findings indicate variations in language use, particularly between *Fusha* and *'Ammiyah*. Some students are able to use Arabic in a more structured manner, adhering to the rules of *nahwu* and *sharaf*, whilst others still use forms of Arabic that are direct translations from Indonesian. This phenomenon indicates that students' language proficiency remains at varying levels and reflects the development of sociolinguistic awareness in language use. The linguistic variation that emerges during the learning process occurs naturally in classroom interactions and suggests that students are beginning to understand that language use can differ according to the communicative context and the proficiency level of each speaker.

In addition to language variation, the phenomenon of code-switching was also observed in students' interactions during the learning process. Code-switching occurs when students switch from Arabic to Indonesian or vice versa to maintain the flow of communication, clarify meaning, or overcome limitations in vocabulary and language structures that they have not yet fully mastered. This phenomenon indicates that students are undergoing a process of linguistic adaptation in second language learning. The use of code-switching serves not only as a communication strategy but also as an indicator that students continue to strive to maintain

interaction and engagement in the learning process even though their Arabic language skills are still developing.

Other findings indicate the influence of social background on students' language proficiency and usage patterns. Some students appear to understand tasks better and use Arabic more effectively due to stronger learning experiences, language exposure, and vocabulary mastery. Conversely, some students still experienced confusion in choosing the right vocabulary or constructing appropriate sentences when answering questions and completing problem-based tasks. Differences in learning experiences, social environments, the intensity of Arabic language use, and vocabulary proficiency levels influence how students interact and use Arabic in the classroom. This indicates that language use in learning is significantly influenced by each student's social factors and linguistic experiences.

**Table 1 Findings of the study**

| No | Aspect of Findings           | Brief Description  | Implications  |
|----|------------------------------|--|---|
| 1  | Changes in Learning Patterns | A shift has occurred from structural learning to communicative and contextual learning through PBL | Improves students' communicative competence                   |
| 2  | Student Engagement           | Students are actively involved in problem-solving, using Arabic as a means of communication        | Learning becomes more meaningful and participatory            |
| 3  | Social Interaction           | Increased discussion, question-and-answer sessions, and cooperation among students                 | Arabic is used in real-life social contexts                   |
| 4  | Language Variation           | The use of Fusha and 'Ammiyah emerges in classroom interactions                                    | Demonstrates students' sociolinguistic awareness              |
| 5  | Code-Switching               | Students switch to their mother tongue when faced with limited vocabulary                          | Indicates a process of adaptation in second language learning |
| 6  | Social Background            | Differences in experience and environment influence language ability                               | Variations in language performance among students             |

## 2. Discussion

The findings of this study indicate that the implementation of *Problem-Based Learning* (PBL) is capable of shifting the paradigm of Arabic language learning – which previously tended to focus on mastering language structures, such as memorising vocabulary and grammatical rules towards a more communicative, contextual approach centred on students' real-life experiences. In a structural approach, students generally focus only on the accuracy of language forms without having sufficient opportunity to use the language in authentic social situations. Conversely, through PBL, students are encouraged to actively engage in problem-solving, group discussions, expressing opinions, and negotiating meaning using Arabic as the primary means of communication. This active engagement makes the learning process more meaningful because students do not merely receive information passively, but construct knowledge through direct experience and social interaction with their learning environment.

This reinforces Sani's (2014) view that experience-based learning is capable of creating a more effective learning process because students learn through real-life activities relevant to their lives. Furthermore, these findings are also consistent with the constructivist perspective put forward by Savery (2020), which emphasises that knowledge is not transferred directly from teacher to student, but is actively constructed through engagement in authentic contexts and problem-based situations. In the context of Arabic language learning, such authentic situations enable students to use the language for real communicative purposes, such as exchanging ideas, proposing solutions, and collaborating in groups, thereby learning the language as a social practice rather than merely a linguistic system. Consequently, the implementation of PBL not only enhances students' linguistic understanding but also strengthens their communicative abilities, social skills, and confidence in using Arabic contextually both inside and outside the classroom.

The improvement in communicative competence found in this study indicates that students not only develop their mastery of linguistic aspects such as grammar, vocabulary, and sentence structure, but also begin to use Arabic appropriately in accordance with the social situations and communicative purposes they face. This ability is evident when students can adapt their word choice, manner of speaking, and forms of interaction based on the context of the discussion, their relationship with the interlocutor, and communicative needs throughout the learning process. Thus, language learning no longer stops at the ability to understand grammatical rules theoretically, but develops towards the ability to use language functionally in social life. This reinforces the concept of communicative competence put forward by Tarigan (2009), that success in language use is not only determined by the accuracy of linguistic structures, but also by the ability to understand the social functions of language and use it effectively in various communicative contexts. From a sociolinguistic perspective, this ability indicates that students begin to view language as a living social practice – that is, a tool for constructing meaning, forging social relationships, conveying identity, and fostering cooperation in interactions. Consequently, the use of Arabic in *Problem-Based Learning (PBL)* serves not merely as an academic tool to achieve learning objectives, but also as a social medium enabling students to participate actively in authentic and meaningful communication. This situation indicates that the learning process has successfully created an environment that supports the development of communicative competence more comprehensively, from linguistic, social, and functional aspects.

From a classroom ethnography perspective, the increased interaction during the implementation of *Problem-Based Learning (PBL)* indicates that the classroom functions not merely as an academic space for the delivery of content, but also as a social community where language is practised in real-life situations across various communicative contexts. In PBL-based learning, students no longer play a passive role as recipients of information, but are actively involved in discussions, group work, problem-solving, and the exchange of ideas using Arabic. This situation demonstrates that language is used not merely to meet the demands of formal learning, but as a social tool for building relationships, expressing opinions, negotiating meaning, and achieving mutual understanding. The process of negotiating meaning occurs when students attempt to understand messages conveyed by peers or teachers,

seek clarification, correct language usage, and adjust communication strategies to ensure interactions proceed effectively. This phenomenon demonstrates that language learning takes place through the authentic and contextual use of language. According to Duff (2020), classroom interaction is a complex social practice as it is influenced by various factors such as social relationships among students, linguistic backgrounds, learning cultures, and the evolving communicative context within the classroom. Consequently, language variation, code-switching, and the use of specific linguistic forms that reflect students' social identities often emerge during the learning process as part of sociolinguistic dynamics. This reinforces Nurgiyantoro's (2010) view that interaction is a key factor in the success of language learning, as language proficiency develops through direct experience of using language in meaningful communication. The more intensely students engage in social interaction during learning, the greater their opportunities to enhance communicative competence, enrich their vocabulary, understand the social functions of language, and develop the confidence and skills to use Arabic in real-life contexts.

The emergence of linguistic variations, such as the use of *Fusha* and '*Ammiyah* in the learning process, indicates that students are beginning to develop an awareness of the social functions of language, as well as the ability to adapt their language use according to the communicative situation at hand. The use of *Fusha* generally occurs when students attempt to use formal Arabic in accordance with the academic context and learning instructions, whilst '*Ammiyah*, or a more informal form of the language, is frequently used in spontaneous interactions between students to facilitate understanding and smooth communication. This phenomenon indicates that students are not merely learning language as a rigid system of rules, but are also beginning to understand that language possesses variations influenced by social factors, relationships between speakers, communicative situations, and the purpose of language use itself. From a sociolinguistic perspective, the existence of language variation is natural, as every language community has different patterns of usage according to its social context. Therefore, the use of *fusha* and '*ammiyah* in learning cannot be viewed as a form of linguistic error, but rather as an indicator of the development of students' sociolinguistic competence – that is, the ability to understand when, where, and to whom a particular form of language is used appropriately. Chaer and Agustina (2010) explain that language variation arises as a consequence of social diversity within the speech community; thus, the existence of such variation actually indicates that students are beginning to be able to link language use to the social realities they experience. In the context of *Problem-Based Learning* (PBL), group discussion and collaboration provide a broader space for students to use various forms of language flexibly, enabling them to develop more authentic and adaptive communication skills in social interactions.

The phenomenon of code-switching observed in the learning process indicates that students are still in the developmental stage of second-language competence, where they are not yet fully capable of using Arabic consistently across all communicative situations. Code-switching occurs when students shift from Arabic to Indonesian, a regional language, or vice versa within a single conversation or specific interaction to maintain the flow of communication, clarify meaning, or overcome limitations in vocabulary and language

structures that they have not yet fully mastered. In the context of *Problem-Based Learning* (PBL), this phenomenon frequently arises when students discuss, express opinions, or collaborate in groups to solve a problem. From a sociolinguistic perspective, code-switching is not a form of linguistic error, but rather a natural communication strategy in bilingual or multilingual societies, as speakers tend to use the language deemed most effective to maintain the continuity of interaction and ensure the message is well understood. Chaer and Agustina (2010) explain that code-switching is a natural part of language practice in societies that use more than one language; its presence thus reflects speakers' ability to adapt their language choices to the social context and communicative needs. Therefore, the phenomenon of *code-switching* occurring in Arabic language learning actually indicates a positive process of linguistic adaptation, as students actively strive to maintain communication and build mutual understanding even though their Arabic language skills are still developing. Furthermore, code-switching also indicates that students are beginning to develop pragmatic awareness in selecting the most appropriate language to achieve specific communicative goals, thereby making the learning process more dynamic, communicative, and contextual.

The influence of social background on language use in this study indicates that students' ability and manner of using Arabic are significantly influenced by their social environment, learning experiences, culture, and identity. Each student brings different linguistic experiences into the classroom, such as language habits at home, the boarding school environment, academic ability, and the frequency of Arabic use in daily life. These differences in background subsequently give rise to variations in the way students speak, choose vocabulary, respond to interlocutors, and use specific linguistic forms during the learning process. From a sociolinguistic perspective, this phenomenon reinforces the view that language cannot be separated from the social context of its speakers, as language use is always influenced by social and cultural factors, as well as interpersonal relationships within society. Therefore, the linguistic variations that emerge in the classroom are not merely differences in linguistic ability, but also reflect the social identity and life experiences of each student. Kridalaksana (2008) explains that language functions not only as a tool of communication to convey information, but also as a symbol of social identity that reveals the speaker's background, social group, and cultural characteristics. In the context of Arabic language learning based on *Problem-Based Learning* (PBL), intensive interaction among students provides a space for these social identities to emerge through language use, whether in the form of word choice, speaking style, or communication strategies employed during discussions and group work. Thus, language in learning does not merely serve to achieve academic objectives, but also acts as a means for students to express themselves, build social relationships, and demonstrate their identity within the learning community.

Overall, the integration of *Problem-Based Learning* (PBL) and a sociolinguistic perspective in this study demonstrates that effective Arabic language learning cannot merely focus on mastering linguistic aspects and grammatical structures alone, but must also develop students' ability to use the language meaningfully in social life. PBL serves as a pedagogical approach that provides an authentic learning context through problem-solving activities, group discussions, collaboration, and communicative interactions, enabling students to use Arabic

actively and meaningfully. In such situations, language is not learnt as a set of memorised rules, but is used as a tool to convey ideas, build shared understanding, and forge social connections within the learning process. Meanwhile, the sociolinguistic perspective provides a framework for analysing how language is used in social interaction, including how students negotiate meaning, use language variation, switch codes, and adapt their language use to the evolving communicative context within the classroom. Through the integration of these two approaches, the learning process becomes more contextual, as students not only learn about linguistic forms but also understand the social functions and meanings of language use in everyday communication. Consequently, Arabic language learning is no longer solely focused on structural accuracy but also on the ability to use language communicatively, adaptively, and in a manner relevant to the social context. This ultimately supports the holistic development of students' communicative competence, encompassing linguistic, social and pragmatic skills, as well as the ability to build effective interactions in various communicative situations.

### **E. Conclusion**

This study demonstrates that the implementation of *Problem-Based Learning* (PBL) in Arabic language learning in Year 10 at Al Ishlah Islamic Boarding School is capable of creating a learning process that is more communicative, contextual, and oriented towards the practical use of language in real-life situations. PBL not only shifts the learning paradigm from an approach focused on mastering language structure towards the use of language as a tool for communication, but also encourages students' active engagement in various forms of meaningful social interaction. Through problem-solving activities, students gain the opportunity to use Arabic in authentic situations, thereby developing their communicative competence in a more natural, functional, and relevant manner to everyday communication needs. From a sociolinguistic perspective, the findings of this study confirm that Arabic language learning cannot be separated from the social context in which the language is used. The interactions formed during the implementation of PBL reveal complex social dynamics, such as the negotiation of meaning, collaboration, the use of language variation, and the phenomenon of *code-switching*, which reflect students' linguistic adaptation processes in second language learning. These phenomena indicate that language functions not only as a tool for conveying information but also as a means of constructing social identity, forging interpersonal relationships, and creating shared meaning within the learning community.

Furthermore, this study reveals that the use of Arabic within the classroom social context has seen significant development, marked by an increase in the intensity and quality of interactions between students. Students no longer use Arabic merely to answer the teacher's questions or memorise specific structures, but have begun to utilise it for discussion, expressing opinions, defending arguments, and solving problems collaboratively. The learning environment created through PBL provides a more flexible and conducive space for the development of authentic, adaptive, and communicative language practices.

Thus, the integration of the PBL pedagogical approach and the sociolinguistic perspective has proven to make a significant contribution to the development of more effective and humanistic Arabic language learning. PBL provides an authentic learning context that allows

students to learn through experience and social interaction, whilst sociolinguistics provides a framework for understanding how language is used as a social practice in real life. Consequently, effective Arabic language learning should not only emphasise linguistic and grammatical aspects but also consider the social, communicative, and contextual dimensions of language use. This study has practical implications for the development of Arabic language learning design, particularly in promoting methods based on interaction, collaboration, and authentic social contexts. Furthermore, this study also opens up opportunities for further research to explore the implementation of PBL in different educational contexts, examine the influence of social factors on Arabic language acquisition, and deepen the analysis of other sociolinguistic aspects such as linguistic identity, speech culture, and multilingual practices in Arabic language learning.

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