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PROJECT-BASED LEARNING AND OLSI (*OWN IT, LEARN IT, SHARE IT*) MODEL IN THE ARABIC LANGUAGE LEARNING MEDIA COURSE

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Abstract

This article aims to describe the application of learning the Arabic Language Learning Media course that combines blended-learning, project-based learning and the OLSi Model (Own it, Learn it and Share it). The learning outcomes of this course is the ability of students to design learning media in accordance with the material and learning objectives set out in the lesson plan. Blended-learning is combined to adapt to the conditions of distance learning carried out during the covid-19 pandemic. Project-based learning is expected to encourage students to produce good learning media products. The Own it, Learn it and Share it (OLSi) model aims to foster a sense of belonging in students towards the course, encourage independent learning processes and produce certain products that can be shared with others outside the classroom. Mixed learning, project-based learning and the OLSi model are quite effective in increasing students' motivation, sense of belonging and responsibility in achieving the learning objectives of the Arabic Language Learning Media course.

Keyword: Blended Learning, Project-based Learning, OLSi Model, Learning Media, Arabic Language.

The rapid development of communication and knowledge transfer accompanied by the explosion of computer and information technology has led to changes in the way knowledge is acquired. The use of technology and literacy among society are often described in relation to each other and are specifically known as information literacy and multimedia literacy. (Warschauer 2006).

Nowadays, the use of computers and their applications has become an inseparable part of the life of modern society. Changes in various aspects of life occur rapidly and it is the obligation of every society to keep up with the development of the information age, especially in embracing computers and their applications which will then make individuals as qualified and well-armed individuals to welcome the rapid changes in the world of information (Sahrir 2017).

University as the highest educational institution should properly use ICT to improve the quality of learning, so that it produces graduates who are able to apply 21st century skills. This should be done because learning activities are the most basic activities in the educational process therefore will be impacted upon the quality education (Ratna 2020).

Arabic has been studied and taught by various races and tribes from all over the world

involving various teaching and learning methods including computing technology (Salawu 2007). Arabic language must adapt to this new world situation in order to participate effectively in social development, and to achieve this there must be development to rejuvenate teaching aids through the use of audio-visual aids..(Salem et al., 2020; Ehlers, 2004).

The achievement of learning objectives cannot be separated from the quality of teaching materials, competent educators and qualified learning media (Eliastuti, Rasyid, and Lustyantie 2020). The COVID-19 pandemic has forced the implementation of the learning process to turn into a distance learning process by relying on technology as a learning medium.

Distance learning is a learning program that focuses on pedagogy/andragogy, technology and design of learning systems that are integrated effectively in conveying learning materials from teachers to students through asynchronous and synchronous communication (Moorhouse 2020; Al-Arimi 2014).

The use of technology is also an effort to improve learning outcomes which is generally known as *Technology-enhancement Learning* (TeL), where students are expected to experience other sensations from a learning process that they cannot feel in a formal lecture room (Philiyanti et al. 2019).

Online learning (e-learning) changes the concept of teacher-centered to student-centered, where students learn independently and actively in receiving, seeking, and processing knowledge remotely (Riyanti and Paramida 2020). Student-centered-learning (SCL) is a learning approach in which students generate learning opportunities and reconstruct knowledge dynamically in an open learning environment (Hannafin et al. 2014).

Student-centered learning identifies students as owners of their learning. Lee and Hannafin (2016) propose a design framework that includes the motivational, cognitive, social, and affective aspects of learning: Own it, Learn it, and Share it. This model is proposed with the aim that students: (a) develop a sense of ownership of the process and achieve personally meaningful learning objectives; (b) learn independently through metacognitive, procedural, conceptual, and strategic scaffolding; and (c) produce artifacts intended for authentic audiences outside of classroom assessments. In addition, the OLSi model encourages educators to communicate repeatedly and effectively with students, and provides a place for them to share projects with each other and discuss in groups. This can be done synchronously or asynchronously (Baird 2021).

The use of multimedia technology as an Arabic learning medium is an alternative to help overcome students' learning problems, because by using multimedia technology (such as interactive CDs), students are able to learn Arabic independently, more easily, comfortably, and learn according to their abilities. (Rukimin 2015). Apart from being a necessity in supporting learning, learning media is also a special attraction for students to increase students' motivation, interest and enthusiasm in participating in classroom learning.

In its current development, the term learning media is often identified with a program or application (software). Regarding this issue, media should be a combination of hardware and software (Nuha, 2016; Setiadi S., Marzuq A 2020).

The Arabic Language Learning Media course is one of the educational courses carried out in order to prepare students before carrying out Teaching Competency Practices (PKM) in schools. This course aims to provide students with competencies related to the preparation of interesting, innovative and up-to-date learning media and in accordance with the planned learning competencies. The learning of this course is project-based, where the output is in the form of learning media products that they will use in Teaching Competency Practices (PKM) activities in schools.

Publications related to the OLSi model still revolve around articles in the form of reviews (Wong, 2021; Gu, 2021 dan Baird, 2021). For this reason, project-based learning design and the

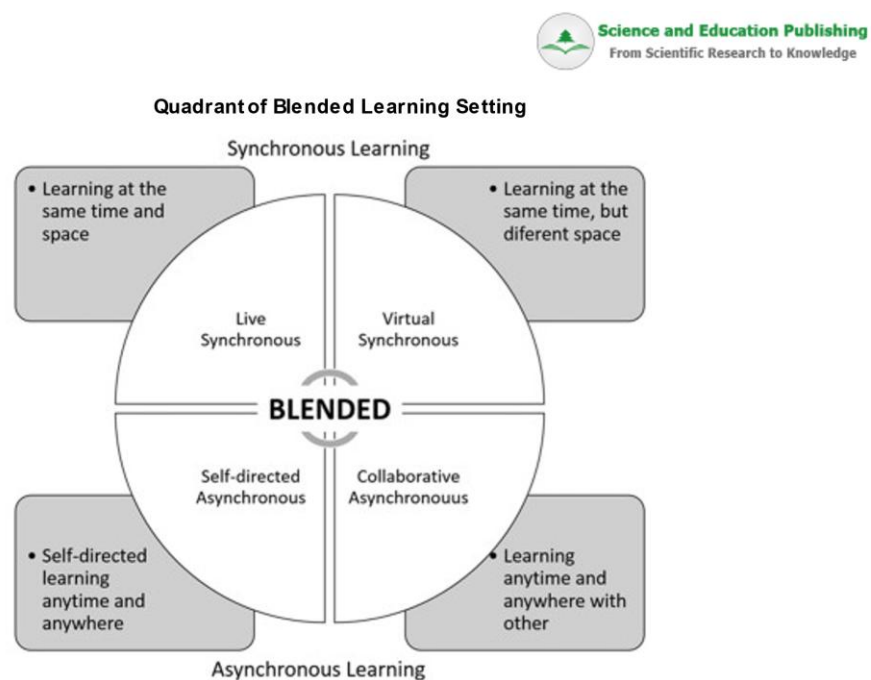
OLSi model in this course are expected to fill this gap. Furthermore, the application of this learning design is expected to increase the active role of students and develop a sense of ownership of the process and achieve personally meaningful learning goals.

METHOD

The method used in this study is a qualitative descriptive study at the Arabic Language Education Study Program, State University of Jakarta. A qualitative approach was taken to apply project-based Arabic learning and OLSi, along with student responses to the learning process. Data collection techniques were obtained from the results of questionnaires and observations of researchers during the Arabic Language Learning Media lecture process in the even semester of the 2020/2021 academic year. Furthermore, the data will be analyzed and interpreted in order to provide an overview of the learning design of the Arabic Language Learning Media course based on project-based learning and OLSi.

RESULTS AND DISCUSSIONS

Blended-learning is not only combining face-to-face learning with online learning, but also a challenge for educators to determine the right blended-learning strategy to achieve the planned learning objectives. (Chaeruman, Wibawa, and Syahrial 2018; Chaeruman, Wibawa, and Syahrial 2020).



UwesAnis Chaeruman et al. Determining the Appropriate Blend of Blended Learning: A Formative Research in the Context of SpadaIndonesia. American Journal of Educational Research, 2018, Vol. 6, No. 3, -195. doi:10.12691/education-3-5

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Figure 1. Quadrant of Blended Learning Setting (U. A. Chaeruman, Wibawa, and Syahrial 2018)

Therefore, Arabic learning media course is carried out using a mixed learning method that combines virtual meetings (virtual synchronous) and self-directed learning.

The virtual meeting aims to provide insight to students about the urgency and benefits of learning media in the context of online learning. Virtual meetings can also be used as a means of discussion about innovative and contemporary learning media.

Meanwhile, project-based learning is carried out with independent learning carried out asynchronously, which provides space for students to learn by doing (learning by doing) and realize their ideas (Krajcik and Blumenfeld 2006) in preparing interesting learning media. In addition, student-centered learning also changes their role from receiving information to being the owner of the learning objectives themselves (Lee and Hannafin 2016). This is in accordance with the concept of self-determination, where individuals determine their own learning experiences to achieve their goals and values. (Lustyantie and Arung 2020)

The next virtual meeting was held to discuss the draft of learning media products that have been designed by students individually. Lecturers and other students can jointly provide input and suggestions for improvements to the draft of learning media products.

The final stage is carried out asynchronously, by providing space for students to revise learning media products according to the results of discussions at the previous meeting. Furthermore, they will also publish the learning media products they have developed through social media.

This series of learning processes emphasizes the importance of students' sense of belonging to the learning objectives (*Own it*). Learner autonomy is the key in independent learning theory (*self-directed learning*) that can raise their learning motivation (Lee and Hannafin 2016), and encourage them to learn (*Learn it*). Autonomy is also given to students related to the choice of material they will provide in learning media and the choice of software that they will use in making learning media products. This creates a sense of ownership and responsibility in students to complete the project of making learning media as good and creative as possible, and in the end will encourage them to share or publish the learning media products they have developed so that they can be used by the wider community (*Share it*).

For more details can be seen in the following image:

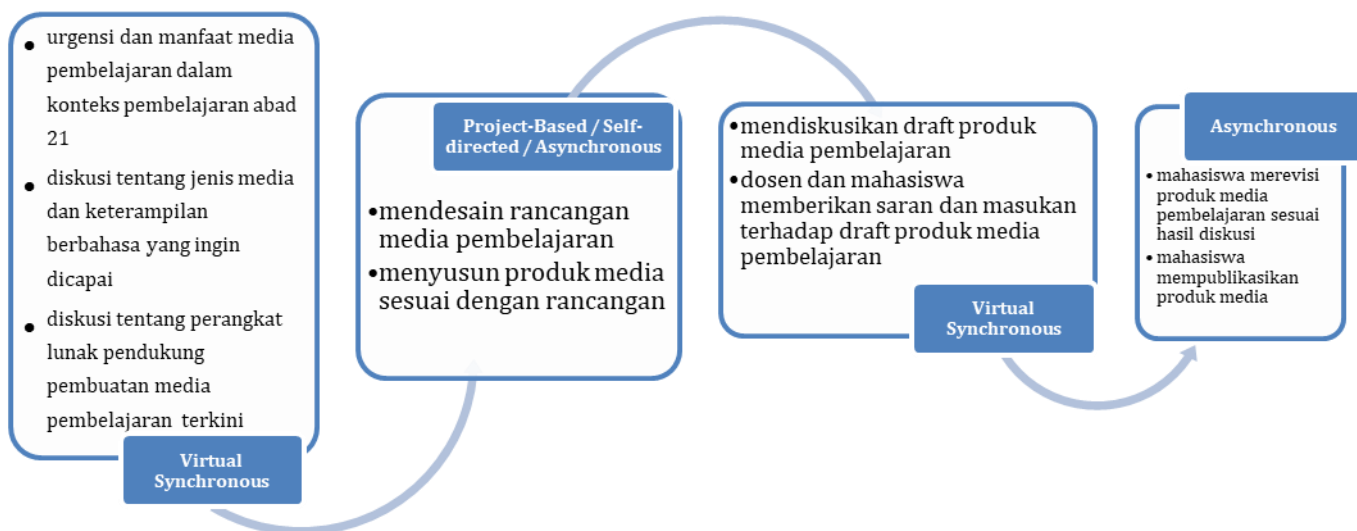


Figure 2. blended-learning process, project-based and OLSi model

The project-based blended-learning process and the OLSi model were applied to the Arabic Language Learning Media class at the Faculty of Languages and Arts, State University of Jakarta in the even semester of the 2020/2021 academic year.

Based on observations, there is a fairly high student learning motivation, 15 of 23 students feel very challenged and 5 out of 23 students feel challenged in making Arabic learning media products.

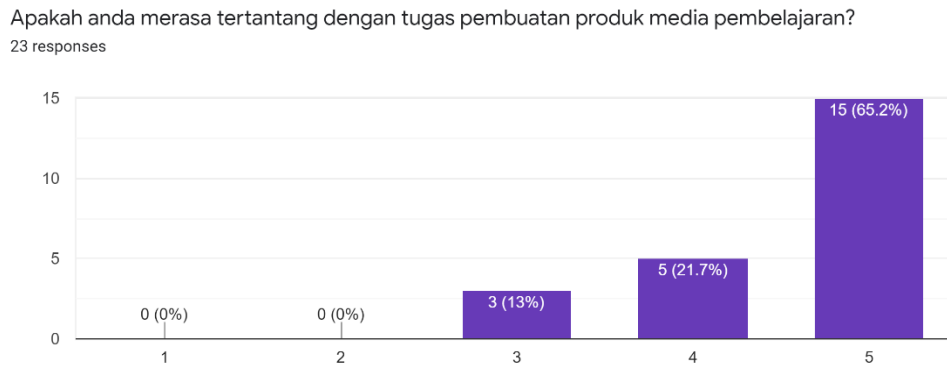


Figure 3. Student responses to the challenges of making learning media products

Meanwhile, 16 out of 23 students felt it was very necessary and 6 out of 23 students felt the need to learn modern software to support their skills in making Arabic learning media products.

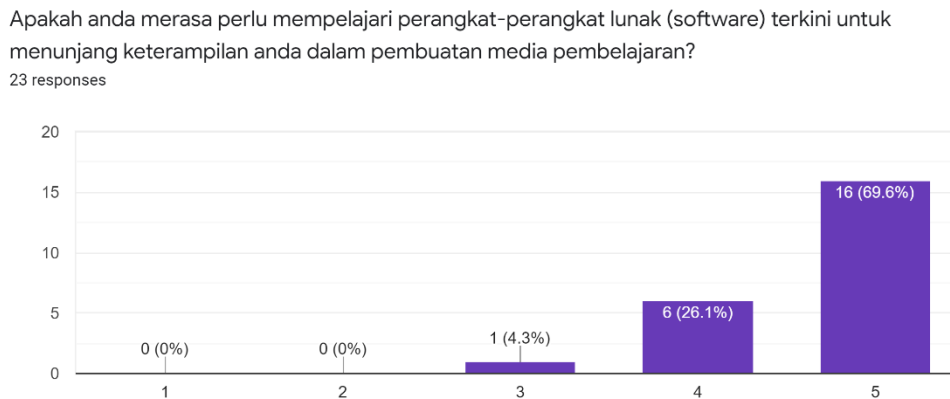


Figure 4. Student responses about the need to learn current software

In addition, 18 of the 23 students stated that they would publish the Arabic language learning media products they developed.

Apakah anda akan mempublikasikan produk media pembelajaran bahasa Arab yang telah anda kembangkan?

23 responses

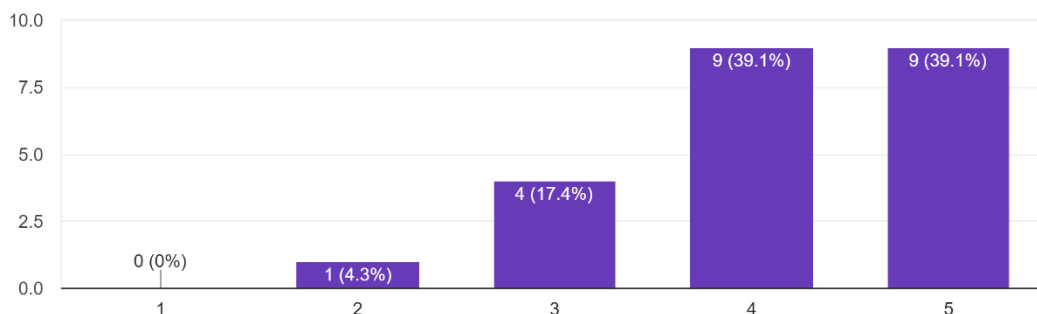


Figure 5. Student responses about the publication of learning media products

From the description above, it can be seen that the high motivation of students in making learning media products, as a form of responsibility from the autonomy given to them. To produce innovative and up-to-date learning media products, they also feel the need to learn and master up-to-date software. Furthermore, students have also realized the importance of publishing the learning media products they have developed, so that they can be accessed and utilized by the wider community.

CONCLUSION

Blended-learning is a challenge for educators to determine the right learning mix strategy to achieve the planned learning objectives. The combination of mixed learning, project-based learning and the OLSi model is quite effective in increasing students' motivation, sense of belonging and responsibility in achieving the learning objectives of the Arabic Language Learning Media course, which is to produce good Arabic learning media products, according to the material and learning plans.

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