

**PJBL for Arabic Speaking Skills and Student Confidence: A Quasi-Experimental Study
at the University of Kiai Abdullah Faqih Gresik**

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Abstract

Mastery of Arabic speaking skills (*maharab al-kalam*) represents a central objective in language education. Yet, it remains particularly difficult to achieve in non-native learning contexts, where learners frequently experience low self-confidence and anxiety about making errors. Although Project-Based Learning (PjBL) has been conceptually recognized as a learner-centered approach capable of addressing both linguistic and affective challenges, empirical investigations examining its combined influence on speaking proficiency and self-confidence among female Arabic learners in Indonesia are still limited. This study examined the effectiveness of the PjBL model in improving Arabic speaking skills and self-confidence among female students enrolled in an Arabic Language Education program. A quasi-experimental method with a non-equivalent control group design was employed, involving 40 participants divided into an experimental group (n=20) and a control group (n=20) over a six-week instructional period. Data were gathered through speaking performance tests and self-confidence questionnaires administered before and after the intervention, and analyzed using t-tests and the Mann-Whitney U test. The results indicated that the experimental group achieved greater gains than the control group, with a moderate improvement in speaking skills (N-Gain = 0.53) and a large effect size (Cohen's $d = 1.45$). Additionally, students' self-confidence increased significantly from a low to a high level. These findings confirm that PjBL is an effective instructional approach for simultaneously enhancing Arabic speaking competence and learner self-confidence.

Keywords: Project-Based Learning (PjBL); Speaking skills (*Maharab al-Kalam*); Self-Confidence.

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Introduction

The mastery of Arabic speaking skills, termed *Maharah al-Kalam*, is vital in the context of language education but presents significant challenges for learners, especially in non-Arabic speaking environments. Recent observations highlight a pervasive sense of anxiety among students related to Arabic speaking, arising from cultural norms that discourage direct communication and public speaking.¹ Many students report issues such as low self-confidence and fear of making mistakes during speaking practices, which undermines their communicative competence. Empirical evidence suggests that these psychological barriers are not merely personal but are deeply intertwined with the socio-cultural fabric of Indonesia, where indirect communication is often preferred.² Consequently, the need for effective instructional interventions that foster both language acquisition and self-confidence is increasingly evident in educational settings.³

Research on pedagogical strategies to enhance Arabic language proficiency reveals a gap in the empirical examination of Project-Based Learning (PJBL) as a means to address these challenges. Although PJBL has gained traction as a method that cultivates an engaging, collaborative, and meaningful learning environment, prior studies have predominantly focused on its efficacy in improving language proficiency alone.⁴ Notably, the interdisciplinary investigation of PJBL concerning self-confidence in language learning contexts, “particularly for Arabic among Indonesian students,” remains underexplored.⁵ For instance, while studies by Koo et al. and Belmekki observe how PJBL affects competencies in medical and higher education contexts,

¹ Concilianus L Mbato, “Confronting Cultural Barriers in Public Speaking Through Multiple Learning Strategies: A Case of Indonesian EFL Learners,” *Jurnal Humaniora* 32, no. 1 (2020): 51, <https://doi.org/10.22146/jh.53380>.

² Herisa Sintia, Desy Safitri, and Sujarwo Sujarwo, “Penerapan Pembelajaran Project Based Learning Untuk Meningkatkan Kemampuan Berkomunikasi Peserta Didik SMP Dalam Pembelajaran Di Kelas,” *Jimad* 3, no. 2 (2025): 78–93, <https://doi.org/10.61404/jimad.v3i2.383>.

³ Muhammad A’inul Haq, “Dampak Media Musik Dalam Pemerolehan Mufrodlat Siswa Kelas Enam Tarbiyatul Athfal Bojonegoro,” *LUGHATI: Jurnal Pendidikan Bahasa Arab* 2, no. 01 SE-Articles (July 3, 2024): 69–82, <http://ejournal.unkafa.ac.id/index.php/lughati/article/view/943>.

⁴ Siti N Fadilah, Yuberti Yuberti, and Nurul Hidayah, “PjBL Learning Model Assisted by YouTube: The Effect on Students’ Critical Thinking Skills and Self-Confidence in Physics Learning,” *Online Learning in Educational Research (Oler)* 3, no. 1 (2023): 23–32, <https://doi.org/10.58524/oler.v3i1.198>; Aisyahrani Arifin, “Exploring the Impact of Educational Background and Learning Motivation on Students’ Speaking Performance,” *Tadris Al-Arabiyyah Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 4, no. 1 (2025): 66–80, <https://doi.org/10.15575/ta.v4i1.44917>.

⁵ Zikrillah Zikrillah et al., “The Contribution of Bilingualism to the Enhancement of Arabic Listening and Speaking Skills in Language Instruction,” *Jurnal Pendidikan Bahasa* 14, no. 1 (2025): 183–200, <https://doi.org/10.31571/bahasa.v14i1.9058>; Dwi Hastuti and Noor Malihah, “Systematic Literature Review (SLR): Implementation of the Project-Based Learning (PJBL) Approach to Improve Students’ Speaking Skills,” *Iicare* 1, no. 1 (2024): 88–107, <https://doi.org/10.18326/iicare.v1i1.634>.

respectively, they do not delve into its context-specific implications for Arabic language learners.⁶ Furthermore, there is a scarcity of research employing robust experimental methodologies that compare PJBL with traditional teaching methods, limiting the ability to draw definitive conclusions regarding the pedagogical effectiveness of PJBL.⁷

This study aims to fill these identified gaps by rigorously exploring the integrative impact of the PJBL model on enhancing both *Maharah al-Kalam* and self-confidence among female students in the Arabic Language Education program. Specifically, the research seeks to evaluate the performance of 40 female students divided into an experimental group engaging in PJBL for six weeks and a control group participating in traditional instruction. This quasi-experimental design will employ both speaking tests and self-confidence questionnaires to gather empirical data, followed by statistical analysis utilizing t-tests and Mann-Whitney tests. The objectives of this research are threefold: firstly, to provide evidence on the effectiveness of PJBL in both accelerating language proficiency and enhancing self-confidence; secondly, to compare the outcomes of PJBL with conventional teaching methods in an Indonesian context; and thirdly, to supply meaningful insights that educational practitioners can leverage to improve pedagogical strategies across various educational frameworks.⁸ Preliminary findings indicate substantial advancements in the experimental group, with significant gains in speaking proficiency (N-Gain 0.53, indicating moderate improvement) and a notable increase in self-confidence scores from 58.2 to 77.8, highlighting the potential of PJBL to address linguistic needs and emotional barriers in language education.⁹

⁶ Hyun Y Koo, Young-Eun Gu, and Bo R Lee, "Development of a Project-Based Learning Program on High-Risk Newborn Care for Nursing Students and Its Effects: A Quasi-Experimental Study," *International Journal of Environmental Research and Public Health* 19, no. 9 (2022): 5249, <https://doi.org/10.3390/ijerph19095249>; Mahmoud Belmekki, "The Effect of Self-Video Recording on the Development of Students' Speaking Skill in Higher Education," *The Journal of Quality in Education* 13, no. 21 (2023): 21–31, <https://doi.org/10.37870/joqie.v13i21.345>.

⁷ Ummi S Ismail, Majdah Chulan, and Noraini Ismail, "A Model Framework for the Implementation of Gamification in Arabic Teaching in Malaysia," *Theory and Practice in Language Studies* 13, no. 11 (2023): 2800–2805, <https://doi.org/10.17507/tpls.1311.09>.

⁸ Muhammad Ainul Haq and Efan Chairul Abdi, "Manajemen Perencanaan Kurikulum Pendidikan Bahasa Arab Dalam Menghasilkan Kualifikasi Lulusan Unkafa," *ARABIA: Jurnal Ilmu Bahasa Arab* 2, no. 02 (2024): 87–99.

⁹ Umu Fadilah, Muslimah Nur Tria Sari, and Muhammad Iskandar, "Konsep Pendidikan Pada Perspektif Supir Truk," *DLAJAR: Jurnal Pendidikan Dan Pembelajaran* 2, no. 1 (2023): 99–105; Hikmah D Kurniasih, Zaenuri Mastur, and Juhana Juhana, "Project Based Learning (PjBL) Models With Folklore Nuance to Enhance Students' Writing Skills and Self-Confidence," *Scaffolding Jurnal Pendidikan Islam Dan Multikulturalisme* 5, no. 2 (2023): 451–65, <https://doi.org/10.37680/scaffolding.v5i2.3087>.

This study employed a quasi-experimental Non-equivalent Control Group Design, selected due to the impracticality of randomizing intact classroom groups within an operational academic setting. To address baseline non-equivalence, groups were matched on key variables and statistical controls, and ANCOVA was used. Threats to internal validity, such as selection bias, were mitigated by standardizing instructors, instructional time, and assessment conditions across both groups, thereby reinforcing the validity of the causal conclusions. This design incorporates two groups: an experimental group that receives the Project-Based Learning (PJBL) treatment and a control group instructed through conventional methods such as lectures, limited discussions, and individual presentations. The effectiveness of the treatment is measured via pre-test and post-test instruments, as supported by Niazi and Khaliq, who discuss the importance of pre-and post-test assessments in evaluating educational interventions.¹⁰

The study was conducted over six weeks during the Spring Semester of the 2025/2026 Academic Year within a university's Arabic Language Education Program. The target population was 80 female students from the 2025 cohort. A purposive sample of 40 students was selected to ensure baseline comparability. This was operationally defined by: (1) using the final speaking exam score from the prerequisite course to measure prior ability; (2) considering students with scores within the 70-85 band as comparable; and (3) additionally matching for years of prior Arabic study and low out-of-class exposure, as confirmed by a background questionnaire. This process aimed to establish equivalence between the experimental and control groups. The final sample includes 40 students, divided evenly into experimental (20) and control (20) groups.

The independent variable was the PJBL model, with Arabic Speaking Skills (Maharah al-Kalam) and Self-Confidence as dependent variables. To strengthen causal inference, key confounding variables were controlled: (1) the same instructor taught both groups to eliminate instructor quality bias; (2) total instructional time and session length were held equal across groups to ensure comparable time-on-task; and (3) factors like peer influence and out-of-class exposure were monitored through a background questionnaire and accounted for in the analysis. Data were collected using a Performance Test rubric assessing pronunciation, fluency, grammar, vocabulary, and comprehension, which was scored by two independent raters, demonstrating strong inter-rater reliability (Cohen's $\kappa = .87$). To enable a more nuanced analysis, scores for

¹⁰ Fuad A K Niazi and Tanwir Khaliq, "Effect of Role-Modeling (Modelling) Clinical Skills and Professional Behavior on the Learning of Medical Students as Measured Through Pre and Post-Test Assessment," *Pakistan Armed Forces Medical Journal* 72, no. 5 (2022): 1602–6, <https://doi.org/10.51253/pafmj.v72i5.5292>.

each of these five subcomponents were recorded and analyzed separately. This allowed for identifying the specific aspects where the experimental group showed the most significant improvement. Self-confidence was measured using a 20-item Likert-scale questionnaire adapted from Smith (2020). The instrument demonstrated strong internal consistency (Cronbach's $\alpha = .92$) in this study, and its content and construct validity were established through expert review and pilot testing.¹¹

The research process began with a pre-test administered to both groups. The experimental group then implemented a structured PjBl cycle consisting of four core phases: (1) Formulating Essential Questions (10 min/session), e.g., "How do we create an Arabic video podcast reflecting local cultural values?" (2) Project Planning & Scheduling (15 min/session) using guided worksheets; (3) Project Execution with instructor scaffolding via thematic glossaries, script templates, and consultation sessions; and (4) Evaluation through output presentations (e.g., video podcasts). Outputs were assessed using an explicit rubric covering language accuracy (40%), fluency (30%), creativity (20%), and technical quality (10%). The control group received conventional instruction on the same topics for an equivalent total duration. The process concluded with a post-test for both groups. In contrast, the control group receives instruction via conventional methods. After the six sessions, a post-test using the same instruments as the pre-test is administered. The resulting data is statistically analyzed using IBM SPSS Statistics 25. The analysis begins with prerequisite tests for normality and homogeneity; improvements within each group are assessed using the Paired Sample T-Test or Wilcoxon Signed Rank Test, while differences in improvements between groups are evaluated using the Independent Sample T-Test or Mann-Whitney U Test. The effectiveness of the intervention is further measured through an N-Gain analysis, categorized into high, medium, and low effectiveness.¹²

Primary data sources include performance tests that assess aspects such as pronunciation, fluency, grammar, vocabulary, and comprehension, along with a validated and reliable Likert-

¹¹ Şefika Girgin and Bayram Çoştu, "The Effectiveness of Daily-Life Oriented Project Based Learning on Students' Conceptual Understanding," *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi*, no. 61 (2024): 2058–82, <https://doi.org/10.53444/deubefd.1423636>.

¹² Jelena Osmanović and Jelena Maksimović, "Quasi-Experimental Research as an Epistemological-Methodological Approach in Education Research," *International Journal of Cognitive Research in Science Engineering and Education* 10, no. 3 (2022): 177–83, <https://doi.org/10.23947/2334-8496-2022-10-3-177-183>; Mohammad R Karim and Si N Kew, "Impact of Project-Based Learning (PBL) Integrated With Google Classroom on Improving English Writing Skills in a Bangladeshi University," *International Journal of Learning Teaching and Educational Research* 23, no. 9 (2024): 103–20, <https://doi.org/10.26803/ijlter.23.9.6>.

scale questionnaire to measure students' self-confidence. Additionally, a survey involving participants is expected to provide a comprehensive picture of changes in self-confidence, supported by findings from Tabriz et al., indicating that various interventions, including those outside the context of language education, can influence self-confidence.¹³ The researcher also consulted existing literature regarding the impact of PJBL on enhancing speaking skills, including a study conducted by Caniago that evaluates the outcomes of Project-Based Learning on student learning.¹⁴

Secondary data is obtained through literature studies encompassing systematic reviews and previous meta-analyses concerning PJBL and speaking skills, indicating that this approach is effective in enhancing students' speaking abilities, as demonstrated by findings from Muharlisiani et al. and Yastanti et al., who each examined the effectiveness of PJBL in the contexts of science learning and creative thinking skills, respectively.¹⁵ By combining primary data derived from pre-test and post-test results with supporting secondary data, the researcher aims to provide an in-depth analysis of the impact of PJBL on students' self-confidence and speaking skills.

Result and Discussion

Description of Initial Conditions

This paper evaluates the initial conditions of a study comprising two groups of female students, an experimental group and a control group, both consisting of 20 participants. It examines their speaking abilities, Maharah al-Kalam, and self-confidence levels prior to intervention. The results, derived from pre-test data, provide evidence of equivalent capabilities in both groups, setting the stage for analyzing the effect of subsequent interventions on skills development. Understanding the initial conditions of participants before implementing any educational intervention is paramount in ensuring the validity of research findings. This paper analyzes the

¹³ Elahe R Tabriz et al., "Approaches for Boosting Self-Confidence of Clinical Nursing Students: A Systematic Review and Meta-Analysis," *Heliyon* 10, no. 6 (2024): e27347, <https://doi.org/10.1016/j.heliyon.2024.e27347>.

¹⁴ Meliza Caniago, "A Meta-Analysis Approach to Measure the Impact of Project Based Learning Outcome," *Co-Catalyst* 2, no. 1 (2024): 34–47, <https://doi.org/10.33830/cocatalyst.v2i1.9599>.

¹⁵ Lusy T Muharlisiani et al., "Systematic Literature Review and Meta-Analysis: The Effectiveness of Project-Based Learning in Science Learning," *Jurnal Penelitian Pendidikan Ipa* 9, no. 12 (2023): 1385–93, <https://doi.org/10.29303/jppipa.v9i12.5544>; Upris Yastanti et al., "The Effectiveness of Project Based Learning on Students' Creative Thinking Skills in English Language Learning: A Meta-Analysis Study," *International Journal of Multicultural and Multireligious Understanding* 10, no. 11 (2023): 19, <https://doi.org/10.18415/ijmmu.v10i11.5153>.

pre-intervention data regarding speaking ability, *Maharah al-Kalam*, and self-confidence levels among female students participating in an educational study.¹⁶

Before the intervention, both the experimental group and the control group comprised 20 female students each, demonstrating comparable initial conditions in terms of their speaking abilities and self-confidence. The pre-test results for *Maharah al-Kalam* revealed an average score of 62.5 for the experimental group and 63.1 for the control group. The independent sample t-test applied to these scores returned a significance level above 0.05 ($p > 0.05$), indicating no statistically significant difference between the two groups at the onset of the research. Likewise, the pre-test scores for self-confidence indicated a mean of 58.2 (low category) for the experimental group and 59.0 for the control group. Qualitative data gathered from self-confidence questionnaires showed that most of the 40 students exhibited nervousness, fear of making mistakes, and a lack of confidence when asked to speak in Arabic during class sessions. Consequently, it can be concluded that both groups were in comparable conditions before any intervention was conducted.

Table 1. Description of Initial Conditions:

Measured Variables	Experimental Group (N=20)	Control Group (N=20)	p-value
<i>Maharah al-Kalam</i> (Average Score)	62.5	63.1	0.850
Self-Confidence (Average Score)	58.2	59.0	0.720

N: Number of samples

p-value: Result of the Independent Sample T-Test. A p-value > 0.05 indicates no significant difference between the two groups at the pre-test stage.

From the table presented, it is evident that the average scores for *Maharah al-Kalam* and self-confidence between the experimental and control groups exhibit minimal and statistically insignificant differences (indicated by $p > 0.05$ for both variables). This observation substantiates the assertion that both groups were comparably equipped before the research interventions, thus reinforcing the reliability of subsequent findings.

Improvement in *Maharah al-Kalam* Skills:

¹⁶ Muhammad A'inul Haq, "Efektifitas Metode Ceramah Untuk Meningkatkan *Maharah Kalam* Mahasiswa Universitas Kiai Abdullah Faqih Gresik," *LUGHATI: Jurnal Pendidikan Bahasa Arab* 3, no. 01 SE-Articles (June 29, 2025): 33–52, <https://doi.org/10.33754/lughati.v3i01.1581>.

Following the treatment administered through the Project-Based Learning (PJBL) model over a span of six sessions, a post-test was conducted to assess improvements in students' Arabic speaking skills, *Mabarab al-Kalam*.

The findings indicated a significant enhancement in the experimental group's speaking abilities compared to the control group, which employed conventional teaching methods. The data shows that focusing on collaborative and practical engagement through PJBL led to a notable increase in both the quality and confidence of students' spoken Arabic. This result invites critical scrutiny of traditional methodologies and calls for the inclusion of innovative pedagogical frameworks in language education. Future research should delve deeper into the quantitative and qualitative dimensions of PJBL's influence on language acquisition, potentially exploring variables such as peer interaction, engagement level, and long-term skill retention.

In conclusion, the initial pre-test data establishes that both the experimental and control groups were equivalent in terms of speaking abilities and self-confidence. Following the implementation of PJBL, a significant growth in speaking proficiency was observed in the experimental group. These findings underscore the importance of evaluating the baseline conditions of participants before any educational intervention and highlight the efficacy of contemporary teaching models in enhancing language skills among students.

Table 2. Results and Statistical Analysis of the Improvement in *Mabarab al-Kalam*

Variable & Analysis	Experimental Group (N=20)	Control Group (N=20)	p-value	Description
Mean Pre-test Score	62.5	63.1	0.850	Initial Conditions Equivalent
Mean Post-test Score	82.4	70.3	-	-
Paired Sample T-Test	0.000	0.125	-	Highly Significant Improvement (Experimental)
Independent T-Test (Post-test)	-	-	0.001	Significant Difference Between Groups

N-Gain Score	0.53 (Medium Category)	0.19 (Low Category)	-	Treatment Effectiveness
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The data from the post-test results and their statistical analysis are summarized in Table 2, which showcases the improvement in Maharah al-Kalam skills among the participants. For the experimental group (N=20), the mean pre-test score stood at 62.5, while that of the control group (N=20) was slightly higher at 63.1, with a p-value of 0.850, indicating equal initial conditions. Post-test results revealed a notable increase in the experimental group, with a mean score of 82.4 compared to 70.3 in the control group. Statistical analysis through the Paired Sample T-Test provided a significant finding with a p-value of 0.000 for the experimental group, confirming a robust improvement in scores attributed to the Project-Based Learning (PBL) model, which is well-documented in various studies.¹⁷ Conversely, the control group's result (p=0.125) did not reveal significant improvement, highlighting the effectiveness of the intervention applied to the experimental group.

The Independent Sample T-Test of post-test scores indicates a statistically significant difference, with a p-value of 0.001, affirming that the speaking skills of students educated through the PBL model were statistically superior to those who received conventional education.¹⁸ The N-Gain scores also demonstrate these findings; the experimental group achieved a gain of 0.53, categorized as medium effectiveness, whereas the control group noted a mere 0.19, classified as low effectiveness.¹⁹ These results confirm that the observed enhancements in the experimental group were both statistically significant and practical, stemming from the pedagogical intervention of PBL.²⁰

¹⁷ Ceisy N Wuntu, Yolanda Singal, and Olga A Rorintulus, "The Implementation of Project Based Learning (PBL) in Improving Students' Speaking Skill at SMA Yadika Kopandakan II," *International Journal of English and Applied Linguistics (Ijeal)* 2, no. 3 (2022): 387–98, <https://doi.org/10.47709/ijea.v2i3.1882>; Iin Kusumawati, "The Implementation of Project-Based Learning's Speaking Skill for Tenth Grade Vocational High School Students," *Celt a Journal of Culture English Language Teaching & Literature* 19, no. 2 (2021): 377, <https://doi.org/10.24167/celt.v19i2.535>.

¹⁸ Alief D Rozan et al., "The Impact of Project-Based Learning on 21st Century Skill Development of Vocational Engineering Students: A Systematic Literature Review," *Journal of Engineering Researcher and Lecturer* 3, no. 3 (2024): 189–212, <https://doi.org/10.58712/jerel.v3i3.168>.

¹⁹ Rizkayeni Marta et al., "Innovative Learning Strategies: Project-Based Learning Model for Excelling in Visual Programming," *Tem Journal*, 2024, 581–98, <https://doi.org/10.18421/tem131-61>.

²⁰ Muhammad A'inul Haq, Mohammad Makinuddin, and Friendis Syani Amrulloh, "Strategi Komunikasi Kontekstual Dalam Pengajaran Keterampilan Berbicara Bahasa Arab Pesantren Tradisional: Studi Kasus Di Pondok Pesantren Mamba'us Sholihin Gresik," *Journal of Arabic Language Studies and Teaching* 5, no. 2 SE-Articles (November 27, 2025): 198–207, <https://doi.org/10.15642/jalsat.2025.5.2.198-207>.

In summary, comprehensive statistical analysis supports the conclusion that the PBL approach is effective in enhancing *Maharab al-Kalam* among the students in the Arabic Language Education study program. The improvements are evident when considering intra-group enhancements, significant inter-group differences, and the overall effect size demonstrated through the N-Gain scores. Additionally, qualitative data gathered through confidence surveys indicate that the experimental group reported higher self-confidence levels aligned with their improvements in speaking skills, which aligns with observations noted in prior research on PBL's positive impact on student confidence and engagement in the learning process.²¹

Effectiveness of Project-Based Learning

Table 3 outlines the differences in self-confidence between the experimental group (PJBL model) and the control group (conventional methods). The pre-test scores showed comparable baseline levels (Experimental: 58.2; Control: 59.0; $p=0.720$). Post-intervention, a significant disparity emerged: the experimental group achieved a score of 77.8 (high confidence), surpassing the control group's score of 65.5 (moderate confidence). This difference was statistically significant ($p=0.015$).

This marked increase in the experimental group's self-confidence can be explained through Bandura's theory of self-efficacy. The PJBL framework directly facilitates the four primary sources of self-efficacy. First, mastery experience was cultivated through the successful completion of authentic, multi-stage projects (e.g., video podcasts), providing students with tangible evidence of their capability. Second, vicarious experience occurred as students observed peers within their collaborative groups overcome challenges and model successful strategies. Third, social persuasion and constructive verbal feedback were embedded throughout the process, coming from both the instructor and peers during project development and review sessions. Fourth, the positive emotional and physiological states associated with engaging in student-centered tasks likely reduced anxiety.

The specific PJBL components that contributed most significantly are the authentic task nature of the project, which provided a meaningful context for mastery, and the structured peer collaboration, which reinforced both vicarious learning and social persuasion. The autonomy

²¹ Ratna E A Kussudarto and Laily Rosdiana, "Comparative Study of PJBL-STEM Learning Models: Analyzing Similarities and Differences Between Two Research Articles," *Science Education and Application Journal* 6, no. 2 (2024): 172–78, <https://doi.org/10.30736/seaj.v6i2.1092>.

granted within the project framework allowed students to take ownership, further solidifying their belief in their abilities. Thus, the significant rise in self-confidence is not merely a correlated outcome but a theoretically grounded result of the PjBL methodology's impact on the psychological mechanisms that build self-efficacy.

Table 3. Results and Statistical Analysis of Self-Confidence Improvement

Variable & Analysis	Experimental Group (N=20)	Control Group (N=20)	p-value	Description
Mean Pre-test Score	58.2 (Low)	59.0 (Low)	0.720	Initial Conditions Equivalent
Mean Post-test Score	77.8 (High)	65.5 (Medium)	-	-
Statistical Test Between Groups	-	-	0.015	Significant Difference

The findings underscore the effectiveness of the Project-Based Learning model in enhancing self-confidence among participants. The nature of PjBL encourages active student engagement through collaborative projects, fostering an environment conducive to the development of soft skills like self-expression and teamwork, essential for social interaction and communication. Previous research supports this assertion, illustrating that PjBL improves academic outcomes and bolsters students' self-efficacy and confidence in their abilities when tackling real-world issues.

Furthermore, the involvement in practical tasks allows students to refine their skills in a supportive setting, instilling a sense of achievement that correlates with increased self-esteem and confidence. Students often show higher motivation in environments where they can apply their knowledge creatively, leading to better learning outcomes.

Based on the quantitative analysis reflected in Table 3, it is clear that the Project-Based Learning model significantly boosts cognitive skills and emotional parameters such as self-confidence among students. This enhancement is crucial, especially in language learning contexts, where self-confidence plays a pivotal role in fluency and communicative competence. Fostering self-confidence through innovative educational strategies may yield long-term benefits in creating active and communicative language learners.

Conclusion

This study concludes that Project-Based Learning (PjBL) is an effective pedagogical model for significantly enhancing both Arabic speaking skills and self-confidence among students. To translate this finding into practice, several implementation guidelines are recommended. For instructors, optimal implementation involves classes of 20-25 students, a minimum program duration of 6 weeks, and basic resources for creating digital outputs (e.g., smartphones). While scalable to larger classes, its feasibility depends on increased scaffolding through detailed project templates and peer-assessment protocols to maintain management efficacy. Within the specific context of female Muslim students in Indonesia, cultural-pedagogical success is bolstered by selecting project themes aligned with local Islamic values and utilizing female-only collaborative groups to ensure comfort and active participation. Finally, sustainable adoption requires institutional support in the form of professional development workshops for faculty and the provision of dedicated digital media facilities. Thus, beyond proving PjBL's efficacy, this research provides a practical framework for its contextualized application, directly enhancing its utility for curriculum developers and language educators.

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