The Implementation of Cooperative Learning Method for Arabic Language Learning

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Abstract

This study aimed to investigate the progress of improving students' learning outcomes by using a cooperative learning method. Changes in the educational paradigm require teachers to be able to provide meaningful learning and make students the center of learning. The selection of learning methods that are in line with the educational paradigm is a must. It is supposed to that the learning objectives can be achieved optimally. The researchers observed that the implementation of Arabic learning at MTs. Sheikh Khalid solely relied on the lecture method, with instructional media limited to the use of a blackboard. The problem faced was the lack of motivation, boredom, and lack of enthusiasm in participating in learning activities which caused low students' learning outcomes, and learning objectives were not achieved. Therefore, the researchers offer cooperative learning methods as a solution to these problems due to the fact that this method directs students to be active and independent in the learning process. In this study, researchers employed a quantitative quasi-experimental approach. The research sample constituted a saturated sample, thus encompassing the entire Class IX population at MTs. Sheikh Khalid. The findings indicated

that the cooperative learning method aligns with the contemporary educational paradigm, specifically the SCL (Student-Centered Learning) approach. This alignment was evident in the learning focus centered on student activity. Consequently, the teacher's role as the sole source of learning for students transformed into that of a facilitator. Another finding of this research showed that cooperative learning with its various types was able to respond to the changing paradigm of education with the SCL approach.

Keywords: Arabic; cooperative learning method; strengths

Introduction

Education is an absolute need that must be filled for life. Without education it is impossible for humans to live and growth to be more advanced and prosperous.[1] Every human must have experience in the educational process both formally and non-formally. Even the law also mentions the national education system whose function is to develop the ability, character and civilization of the nation. All of this aims to develop the potential of students to become more pious, faithful, knowledgeable, creative, innovative and so on.[2]

Each person will evolve and transform based on the style of the educational institution. Ki Hajar Dewantara considers education as the tri center of education. The three centers of education are the family, school and community environment. These three educational centers carry an educational responsibility for the younger generation. These three education centers are required to cooperate either directly or indirectly, by mutually supporting the same activities individually or together. In other words, educational activities carried out by parents are also carried out by schools and also controlled by the community as the child's social environment[3].

One of the problems faced in education is the lack of emphasis on thinking skills in the learning process. Children are given less space to develop thinking skills. As a result, when children graduate from school, they are only smart theoretically but are very weak in applying the learning outcomes[4].

According to Azhar Arsyad, an educator must also have many teaching approaches, teaching methods or teaching techniques by using various

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[1]Fuad Ihsan, *Dasar–Dasar Kependidikan: Kompenen MKDK* (Jakarta: PT. Rineka Cipta, 2008), h. 2.

[2]*UU RI No. 20 tahun 2003 tentang Sistem Pendidikan Nasional (SISDIKNAS)* (Bandung: Citra Umbara, 2003).

[3] Hasbullah, *Dasar-Dasar Ilmu Pendidikan (Edisi Revisi)* (Jakarta: PT. RajaGrafindo Persada, 2012), h. 37.

[4] Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Premada Media Grup, 2010), h. 1.

interactive media according to the characteristics of students [5]. Even in the Qur'an there are many methods mentioned, one of which is in surah An-Nahl verse 125 and the word of Allah SWT:

اُدْعُ اِلَى سَبِيْلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِيْ هِيَ اَحْسَنُ اِنَّ رَبَّكَ هُوَ اَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيْلِهِ وَهُوَ اَعْلَمُ بِالْمُهْتَدِيْنَ. (النهل : 125)

Invite all to the Way of your Lord with wisdom and kind advice, and only debate with them in the best manner. Surely your Lord alone knows best who has strayed from His Way and who is rightly guided. QS. An-Nahl : 125[6].

Akhmad Alim stated that in this verse there are three learning methods, namely: *hikmah* method, *mauidzah hasanah* method and *mujadalah* method[7]. Ardi in his dissertation states that the *hikmah* method has characteristics including being able to adjust the learning method to the characteristics of the learning students both in terms of age, ability and condition of the students, not burdensome and not excessive. While the *mauidzah* hasanah method is more about giving good advice without snapping, bluffing and without reproaching and judging. The *mujadalah* method is a method of arguing with good language, clear arguments without belittling and dropping.[8]

Choosing a method in a lesson must be in line with the characteristics of the learners. Each method has its own weaknesses and strengths. A method is often created due to dissatisfaction with a previous method. These methods also have significant contributions, depending on the conditions required.

Foreign language teaching inevitably faces objective conditions that vary from one country to another, from one institution to another, from one time to another. These objective conditions include teaching objectives, student circumstances, facilities and infrastructure, etc[9].

Madrasah Tsanawiyah Syekh Kalid applies two curricula, namely the revised edition of the 2013 curriculum and the Islamic boarding school curriculum. In the Islamic boarding school curriculum students learn *kitab kuning* such as monotheism (*tawhid*), morals, interpretation (*tafseer*), hadith, mantiq, balagah, fiqh, usul fiqh, nahwu, sharaf and others. Students are considered to have mastered nahwu and sharaf material or tarkib material which is one of the elements of Arabic. Students need to increase their ability to create

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[5]Ahmad Fuad Effendi, *Metodologi Pengajaran Bahasa Arab* (Malang: Misykat, 2009), h. 8.

[6]*Al-Qur'an dan Terjemah Tajwid Warna Ar Rafi'* (Kementerian Agama Republik Indonesia: Kamila Jaya Ilmu, 2016) Surah An-Nahl :125, h. 281.

[7]Akhmad Alim, *Tafsir Pendidikan Islam* (Bogor: AMP Press, 2014), h. 95.

[8] Sahibul Ardi, "Pendidikan Keluarga Islami Perspektif Al Qur'an" (Doctoral Dissertation, Universitas Islam Negeri Maulana Malik Ibrahim, 2020), h. 182.

[9]M. Kamil Ramma Oensyar & Ahmad Hifni, *Pengantar Metodologi Pembelajaran Bahasa Arab* (Banjarmasin: IAIN Antasari Press, 2015), h. 19-20.

sentences that is correct based on the rules of *tarkib* in Arabic. In revised edition of the 2013 curriculum, students are required to be active and creative in learning. One of them is in Arabic subject. In addition, the limitations of infrastructure such as projectors, speakers, Arabic dictionaries, and still using the lecture method for *tarkib* learning also make language learning less desirable for students at Madrasah tsanawiyah Sheikh Kalid. Because of some of these things in the learning process, students become less active in teaching and learning activities. It has an impact on students' lack of mastery and understanding Arabic learning. Moreover, one of the elements of language, namely tarkib (grammatical) is material that is difficult to understand. This is because there are many rules of change both in terms of *nahwu* science and *shraof* science which are one of the important or basic things in learning Arabic.

To be involved students in learning, choosing the right learning method is one way that can be done. One alternative method that allows students to be actively involved in learning is the cooperative learning method.

In cooperative learning, students are given the opportunity to work together, share opinions, knowledge, experiences, and listen to other students in order to improve academic achievement.[10] Cooperative learning method is also very suitable to be applied in learning Arabic. Students not only have the opportunity to complete assignments given by the teacher, but they are also given the opportunity to be active in practicing the language[11]. Therefore, the success of learning Arabic can be measured by the success of students in these learning activities. This success can be seen from the level of understanding, mastery of the material, and student learning outcomes.

Some previous studies have presented cooperative learning as a solution to student achievement, such as Jeremias et al. who said that this cooperative method can provide progress for student learning outcomes.[12], Putri and Dyah in their research found that cooperative learning provides a deeper understanding of the material learned, able to reduce anxiety and stress levels, able to think from other people's perspectives, strengthen relationships with

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[10]Sunaryanto, "Persepsi Guru tentang Pembelajaran Kooperatif dalam Pendidikan IPS," *Jurnal Ilmu Pendidikan*, Vol. 5, No. 4, 2016, h. 256.

[11]Abdul Mu'in, *Analisis Kontrastif Bahasa Arab dan Bahasa Inggris (Telaah terhadap Fonetik dan Marfologi)* (Yogyakarta: Pustaka Rihlah Grup, 2005), h. 4.

[12] Jeremias Murin Laga, Sudarman, dan Noor Ellyawati, "Kajian Pengaruh Model Pembelajaran Cooperative Learning terhadap Hasil Belajar Di SMA Mata Pelajaran Ekonomi," *Jurnal Prospek: Pendidikan Ilmu Sosial dan Ekonomi*, Vol. 3, No. 2, 2021. Lihat juga Ahmad Junaedi, Budiyono Budiyono, dan Isnandar Slamet, "The Comparison of Cooperative Learning Model Viewed from Students' Emotional Intelligence," dalam *International Journal of Science and Applied Science: Conference Series*, Vol. 2, No. 1, 2018. Lihat juga Ridwan Afif, Carles Nyoman Wali, dan Pamuji Sukoco, "The Effect of the Cooperative Learning Model on Basketball Games to Improve Junior High School Students' Learning," *Journal Sport Area*, Vol. 7, No. 2, 2022.

peers, more positive, and more confident. [13]. This is because learning with a coopartive model is more likely to be fun and spur students to be independent by finding out what is the topic of discussion. In line with this, Ida describes the characteristics of the cooparative method more specifically including: 1) students in groups complete learning materials based on the intended basic competencies, 2) groups consist of students who have different abilities, levels, education. background, culture and race of students. 3) emphasizing group work[14]. In short, in cooperative learning, students are responsible for the success of the group in achieving the intended goal. [15].

The lack of students' interest in Arabic subjects and the lack of infrastructure make learning Arabic less desirable for students. Students also do not understand the materials in learning Arabic, especially tarkib material. Choosing the right learning method makes learning Arabic easier for students to understand, attracts students' interest in learning and makes students easily understand the material. Therefore, the cooperative learning method is very appropriate to use in learning Arabic. How effective this method is in the field is not yet known clearly, therefore the researcher aims to examine this by conducting a study in the form of research on the cooperative learning method for Arabic learning in MTs. Banjar Regency, South Kalimantan

This research used Quasi Experimental Design. The aim is to assess or examine the effect of a certain treatment on the symptoms of a particular group compared to other groups that are given different treatments.[16] The approach in this study is a quantitative approach. While this research design is Pre-test and Post-test.[17] This study divides the research group into two. The first group is an experimental group that is given learning by using cooperative learning methods in Arabic language learning and the second group is a group that is only given conventional learning. In this study, the population was students of class IX A and B totaling 64 students of Mts. Sheikh Kahlid. While the sample is taken

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[13] Dyah Sunggingwati, "Cooperative Learning in Peer Teaching: A Case Study in an EFL Context," *Indonesian Journal of Applied Linguistics*, Vol. 8, No. 1, 2018. Putri Suci El Mahanani, "Penerapan Metode Cooperative Learning untuk Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran IPS Kelas 3 SDN Tambakrejo Gurah Kediri," *PTK: Jurnal Tindakan Kelas*, Vol. 2, No. 2, 2022.

[14] Ida Ayu P. Inten Lestari, "Cooperative Learning Model in English Learning," *International Linguistics and TESOL Journal*, Vol. 1, No. 1, 2022.

[15] Asih Wahyuningsih dan Mivtha Citraningrum, "Efektifitas Koperasi Terpadu Reading and Composition (CIRC) dan Preview Question Read Reflect Recite Review (PQ4R) pada Keterampilan Pemahaman Membaca," Jurnal Indonesia Pembelajaran dan Pendidikan Lanjutan (IJOLAE), Vol. 1, No. 1, 2019

[16]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2016), h. 72-77.

[17]Sugiyono, *Metode Penelitian Kuantitatif* ...., h. 73-80.

from the population by using certain methods.[18] Sampling aims to determine which class will be the experimental class and control class. The sample used in this study was a saturated sample. The sampling is conducted by determining the experimental class and control class based on the Pre-test results. Where the lowest scoring class will be the experimental class and the highest scoring class will be the control class. The data used by researchers in this study are primary data and secondary data. The data sources in this study were students, class IX A & B, teachers and school documentation of MTs. sheikh kahlid. While data collection techniques are tests, observation and documentation. The analysis used is descriptive statistics [19] Learning outcomes obtained after the implementation of cooperative learning and its correlation with theories on meaningful learning and learning outcomes.

Results and Discussion

A. Finding
1. Planning

Implementation of planning stage in this study are two, namely: 1) Library Studies. It is done by : identifing core competencies, defining basic competencies and understanding course material. 2) Pre-Experimental Stage. It is done by : a) making lesson plans based on the cooperative learning method with Jigsaw and STAD types. b) consulting the tarkib material in the syllabus. c) making research instruments in the form of multiple choices for pre-test and post-test. d) consulting research instruments with lecturers 1 and 2 as well as Arabic teachers at MTs. Shaykh Khalid. e) making improvements to research instruments based on suggestions from lecturers 1 and 2 as well as Arabic teachers at MTs. Shaykh Khaliddan f) determining the research sample (saturated sample) by looking at the mean results of the pre-test.

a. Implementation

Learning was completed in 6 meetings from either the experimental class or the control class. However, before being given treatment, a pre-test was conducted for 45 minutes at the first meeting. The stages of tarkib learning are:

Tabel 1 : Tarkib Learning Stages

Experiment Class	Control Class
1. Giving a pre-test in the experimental class.	1. Giving a pre-test in the control class.
2. At the second meeting, the researcher delivered tarkib	2. At the second to fifth meetings, the researcher delivered tarkib material

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[18]Sudjana, *Metode Statistika* (Bandung: Tarsito, 2002), h. 161.
[19]Sugiyono, *Metode Penelitian Kuantitatif, ...,* h. 147-148.

material about fi'il amar with the Cooperative learning method with the jigsaw type.

3. At the third meeting, the researcher delivered tarkib material about *fi'il amar* with the Cooperative learning method with the STAD type.

4. At the fourth meeting, the researcher delivered tarkib material about *isim maushul* using the cooperative learning method with the jigsaw type.

5. At the fifth meeting, the researcher delivered tarkib material about *isim maushul* using the Cooperative learning method with the STAD type.

6. Giving a post-test to the experimental class.

7. Provide an assessment of student learning outcomes based on post-test, pre-test and exercises.

8. Researchers grouped the data obtained

about fi'il amar using the lecture method.

3. Giving a post-test to the control class.

4. Providing assessment of student learning outcomes based on post-test, pre-test and exercises.

5. Researchers grouped the data obtained.

b. Evaluation

In this study at MTs Syekh Khalid where class IX A was the experimental class and class IX B was the control class, the researchers conducted a pre-test and post-test to students by giving 25 multiple choice questions for Fi'il Amar' and Isim Maushul material. The criteria for the effectiveness of the cooperative learning method to improve student learning outcomes in this study lead to the students' minimum mastery criteria (KKM). That is at least 70% or getting a score of $\geq$ 70 in the experimental or control class. The student test results are as follows:

Tabel 2: Student learning outcomes

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
PretestEks	31	24	96	53,94	21,163	447,862
PosttestEks	29	36	96	66,90	16,454	270,739
PretestKon	31	28	92	54,97	17,250	297,566

PosttestKon	28	28	96	53,57	21,701	470,921
Valid N (listwise)	25					

The normality test in this study is a condition for conducting independent t tests to see the effectiveness of cooperative learning methods on student learning outcomes. After analyzing the data on student scores, it can be concluded that the data on student grades IX MTs. Sheikh Khalid has a normal distribution. Following are the normality test results calculated from SPSS version 25:

Table 3: Normality Test

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	Df	Sig
Student Learning Outcomes	Pre-test eksperimen	,132	31	,179	,938	31	,0
	Post-test eksperimen	,131	29	,200[*]	,951	29	,1!
	Pre-test kontrol	,089	31	,200[*]	,969	31	,5(
	Post-test kontrol	,137	28	,191	,902	28	,0
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on this table, it is concluded that the basis for decision making is the normality test:[20]

1. If significance > 0,05 then the residual value is normally distributed.
2. If significance < 0,05 then the residual values are not normally distributed.

The results of the experimental pre-test class are at 0.179 > 0.05, so the data is normally distributed. The results of the experimental post-test class are at 0.200 > 0.05, so the data is normally distributed. The results of the control pre-test class were at 0.200 > 0.05, so the data was normally distributed. The results of the post-test control class were at 0.191 > 0.05, so the data was normally distributed.

The homogeneity test in this study serves as a condition for conducting independent t-tests but is not an absolute requirement to see the effectiveness of cooperative learning models on student learning outcomes. After analyzing the data on student scores, it can be concluded that the data on student grades

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[20] Kadir, *Statiska Terapan Konsep Contoh dan Analisis Data dengan SPSS / Lisrel dalam Penelitian* (Jakarta: PT. RajaGrafindo Persada, 2015), h. 155-156.

IX MTs. Sheikh Khalid has a homogeneous distribution. Following are the homogeneity results calculated from SPSS version 25:

Tabel 4: Homogeneity test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Student Learning Outcomes	Based on Mean	3,286	1	55	,075
	Based on Median	2,223	1	55	,142
	Based on Median and with adjusted df	2,223	1	51,371	,142
	Based on trimmed mean	2,958	1	55	,091

Based on this table, it is concluded that the basis for making a decision on the homogeneity test is:[21]
1. If the sig value > 0.05 then the data distribution is homogeneous.
2. If the sig value <0.05 then the data distribution is not homogeneous.

The data above shows that the sig value is 0.075. Value 0.075 > 0.05, it is concluded that the variance of the experimental and control classes is homogeneous.

Independent test t test (t test)

The independent t test is carried out after the research data meets the requirements for an independent t test and the the data is normally distributed and homogeneous. The function of this independent t test is to answer the problem formulation in this study. After the data was tested t independent, the researcher concluded that there were differences between the classes treated with the cooperative learning method and the control class. To see the results of the independent t test, it can be seen the results of the independent t test calculated from SPSS version 25:

Table 5: Independent T-test

Independent Samples Test		
	Levene's Test for Equality of Variance	t-test for Equality of Means

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[21]*Ibid,* h. 162.

		s							95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Student Learning Outcomes	Equal variances assumed	3,286	0,075	2,618	55	0,011	13,325	5,090	3,125	23,525
	Equal variances not assumed			2,606	50,338	0,012	13,325	5,114	3,055	23,595

Based on this table, conclusions can be drawn on the basis of independent T test:[22]

1. If the sig value (2-Tiled) > 0.05 then the hypothesis is rejected.
2. If the sig value (2-Tiled) < 0.05 then the hypothesis is accepted.

Based on the sig value table (2-Tiled) 0.011 <0.05, the hypothesis is accepted. It means the use of the Cooperative Learning Method for Tarkib material in class nine MTs. Sheikh Khalid Pingaran Kec. Astambul District. Banjar is **effective**.

The results of the exercises from the experimental class are as follows:
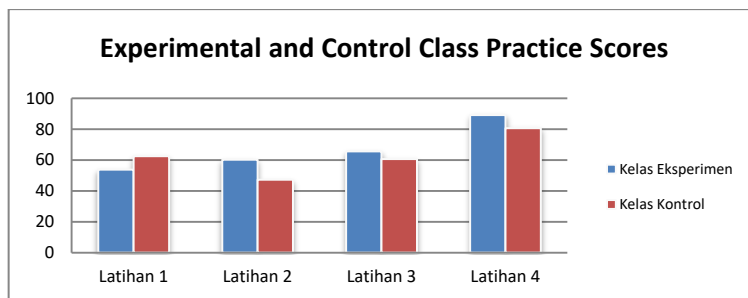
Grafik 1: Experiment and Control Class Exercise Results

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[22]Ce Gunawan, *Mahir Menguasai SPSS (Mudah Mengolah Data dengan IBM SPSS Statistic 25)* (Yogyakarta: Deepublish Publisher, 2019), h. 99.

Based on this graph, it can be concluded that there are differences in learning outcomes between the experimental and control classes. In the experimental class there was an increase in student scores as a form of student learning outcomes in each lesson. While in the control class there is a decrease and increase in student learning outcomes in each lesson. The attitude or activity of students in the experimental class can be seen in the following:
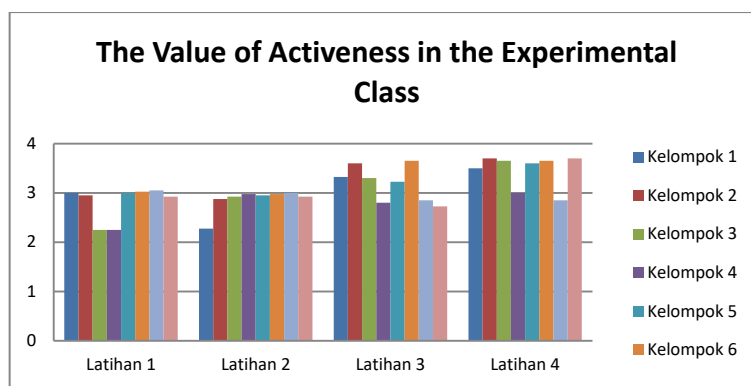
Grafik 2: The Value of Activeness in the Experimental Class

Based on this graph, it can be concluded that in each learning activity there is a difference in the increase and decrease between the experimental class groups. The difference in increase and decrease is due to several factors: the absence of students and the factor of adaptation to each group.

Discussion

The data above shows that the use of cooperative learning methods with the Jigsaw and STAD types has a significant impact on student learning outcomes. The experimental results from the use of the cooperative learning for class IX MTs Sheikh Khalid Astambul Banjar district showed that the average pre-test score for the experimental class was 53.93 and the average score for the control class was 54.96. Meanwhile, the average post-test score in the experimental class was 66.89 and the post-test average score in the control class was 53.57. This shows the difference between the two classes. To find out the results of this study more deeply, the researchers used data analysis techniques using the SPPS version 25 program. Researchers used the Normality and Homogeneity tests to find out whether the data were normally distributed and homogeneous. Because the data is normal and homogeneous, the researcher uses the t test in the T test analysis. If the sig value (2-Tiled) > 0.05, the hypothesis is rejected. If the sig value (2-Tiled) < 0.05 then the hypothesis is accepted. The results of this study indicate the effectiveness of using the Cooperative Learning Method for Class IX MTs Tarkib Materials. Sheikh Khalid Pingaran Kec. Astambul District. Banjar is at a sig (2-Tiled) value of

0.011 <0.05. Therefore, the hypothesis is accepted, which means the use of the cooperative learning method for Tarkib material in grade nine MTsS. Sheikh Khalid Astambul Kab. Banjar is effective.

In this study, researchers formed learning groups based on the results of the pre-test. There are 8 experimental groups in class IX A MTS Sheikh Khalid. Each group consists of 4 students who are selected based on pre-test scores. This selection is in accordance with the characteristics of the cooperative learning method where an ideal group must be heterogeneous so that group interaction goes well.

The results of cooperative learning can be seen from the exercises and assignment at each meeting. Each student are asked to understands the material in each group and discuss it, so it can create group cooperation. Based on these characteristics, it shows that the groups formed in learning Arabic for tarkib material at MTs. Syekh Khalid is a cooperative learning with Jigsaw and STAD types.

Cooperative learning method prioritizes group work to achieve goals. According to Wina in her book related to the characteristics of the cooperative learning method, she explains that cooperative learning is carried out in teams, using cooperative management, awareness to work in a team and skills to work together. [23] While Zuriatun states that the characteristics of the cooperative learning method are 1) students works in group completing tasks 2) groups are formed from students who have different backgrounds including ability, educational background, culture and race 3) emphasize teamwork. [24] In addition, Ida argues that the characteristics of the cooperative learning method more specific, namely 1) students in the group complete the learning material based on the intended basic competencies, 2) groups are made up of students who have different abilities, levels, educational backgrounds,, different cultures and races of students. 3) emphasize on group work. [25]

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[23] Sanjaya, Strategi Pembelajaran ...., h. 242-244; Wina Sanjaya, Pembelajaran dalam Implementasi Kurikulum Berbasis Kompetensi (Jakarta: Kencana, 2007), h. 106; Isjoni, Pembelajaran Kooperatif Meningkatkan kecerdasan dan Komunikasi antara Peserta Didik (Yogyakarta: Pustaka Pelajar, 2009), h. 17; Muhammad Thobroni, Belajar dan Pembelajaran Pengembangan Wacana dan Praktik Pembelajaran dalam Pembangunan Nasional (Yogyakarta: Ar-Ruzz Media, 2013), h. 29.

[24] Sanjaya, *Strategi Pembelajaran* ...., h. 242-244; Wina Sanjaya, *Pembelajaran dalam Implementasi Kurikulum Berbasis Kompetensi* (Jakarta: Kencana, 2007), h. 106; Isjoni, *Pembelajaran Kooperatif Meningkatkan kecerdasan dan Komunikasi antara Peserta Didik* (Yogyakarta: Pustaka Pelajar, 2009), h. 17; Muhammad Thobroni, *Belajar dan Pembelajaran Pengembangan Wacana dan Praktik Pembelajaran dalam Pembangunan Nasional* (Yogyakarta: Ar-Ruzz Media, 2013), h. 29.

[25] Ida Ayu P. Inten Lestari, "Cooperative Learning Model in English Learning," *International Linguistics and TESOL Journal*, Vol. 1, No. 1, 2022. Lihat juga Zuriatun Hasanah dan Ahmad Shofiyul Himami, "Model Pembelajaran Kooperatif dalam Menumbuhkan Keaktifan Belajar Siswa," *Irsyaduna: Jurnal Studi Kemahasiswaan*, Vol. 1, No. 1, 2021, h. 3.

In addition, according to Rusman there are 5 basic elements in cooperative learning. They are as follows: the principle of positive interdependence, individual accountability, face to face interaction, interpersonal skills, and group work procssing.[26]

The teachers' role in cooperative learning is as a counselor, consultant, and as a friendly critic. Teachers must guide learning. While the evaluation in ccooperative learning is obtained from students for personal scores and group scores.[27] Furthermore, Lukman said that the role of the teacher will be played when students' learning motivation is decreasing, because this has an impact on the student learning achievement. In this case, a professional teacher must not judge his students but the teacher will find a solution by trying to apply various learning models in each learning process.[28]

Fatwiah stated that the teacher is an element that must exist in a learning process and the teacher has a very important role in a lesson.[29] (Fatwiah N. 2018, Dea K.Y & Nabila Z. 2020), According to Sabaniyah [30] in her article states that the teacher has five roles. They are as learning resources, as demonstrators, as motivators, as learning managers and as evaluators. In line with the statements of Aninda and Minsih and Lil Ummah A.M and Sartika S.B, they argued that teachers are educators, instructors, facilitators, mentors, servants, designers, managers, innovators and assessors.[31] This is also in line with the role of the teacher in the cooperative learning method as a counselor, consultant and assessor. Teachers are required to be evaluators by providing guidance, direction, consultation and asking questions for students. It is also as stated by Fatwiah et al in her writing that the teacher with all his roles will greatly influence the learning process and its success.[32]

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[26]Rusman, *Model-model Pembelajaran* (Jakarta: PT. RajaGrafindo Persada, 2011), h. 212.

[27]Anita Lie, *Cooperative Learning* (Jakarta: PT. Grameida Widiasarana, 2013), h. 88.

[28]Lukman, "Penerapan Model Pembelajaran Kooperatif dalam Peningkatan Motivasi, Partisipasi Belajar Siswa serta Kreativitas di SMA Negeri 1 Wanasaba Tahun Pelajaran 2017/2018," *Journal Ilmiah Rinjani: Media Informasi Ilmiah Universitas Gunung Rinjani*, Vol. 7, No. 1, 2019.

[29]Fatwiah Noor, "Kurikulum Pembelajaran Bahasa Arab di Perguruan Tinggi," *Arabiyatuna: Jurnal Bahasa Arab*, Vol. 2, No. 1, 2018; Dea Kiki Yestiani dan Nabila Zahwa, "Peran Guru dalam Pembelajaran pada Siswa Sekolah Dasar," *Fondatia*, Vol. 4, No. 1, 2020.

[30]Siti Sabaniah, Dadan F. Ramdhan, dan Siti Khozanatu Rohmah, "Peran Guru dalam Pelaksanaan Pembelajaran Jarak Jauh di Tengah Wabah Covid-19," *Edunesia: Jurnal Ilmiah Pendidikan*, Vol. 2, No. 1, 2021.

[31]Minsih dan Aninda Galih D., "Peran Guru dalam Pengelolaan Kelas," *Profesi Pendidikan Dasar* Vol. 5, No. 1, 2018; Alfiyatul Maghfiroh Lil Ummah dan Septi Budi Sartika, "Peran Guru dalam Kegiatan Pembelajaran dari Rumah pada Masa Pandemi Covid-19 di SD Islam Sari Bumi Sidoarjo," *Jurnal Bidang Pendidikan Dasar*, Vol. 5, No.1, 2021.

[32]Fatwiah Noor dkk., "Potret Pelaksanaan Suhbat Ustâdz dan Tûluz Zamân dalam Pembelajaran Bahasa Arab Daring," *Arabi: Journal of Arabic Studies*, Vol. 7, No. 2, 2022.

The cooperative learning method is a learning process that focuses on the principle of cooperation between diverse students, it is not only for students who have high competence or only for students who have low competence in small groups to achieve goals[33] This method also teaches students to care for and share with each other, teach each other, exchange ideas and opinions and avoid misunderstanding and offense among group members.[34] In short, not only the cognitive competence of students is developed but the development of social competence among students. Slavin in the writing of Asih and Nor Mivtha said that in the cooperative learning method, students are responsible for the team success so that each member is responsible for achieving the desired goal.[35]. Dyah also explained that in this cooperative learning, each student also works to find something that is beneficial for the student himself and all other group members.[36]

In implementing this method, students are seen as the core (subject) of the learning process who need to participate actively. Meanwhile, the teacher acts as a facilitator whose job is to guide and coordinate the ongoing learning. This is in line with the current curriculum which refers to the Indonesian National Qualifications Framework (KKNI) where the paradigm of the learning approach is Student Centered Learning (SCL).[37] Quoting from Siti R.J's writings about learning using the SCL approach, she found that some experts concluded that learning with this approach was better because students became more active and participated in the learning process.[38] Khaled et al said that changing learning from passive to active or from Teacher Centered Learning (TCR) to Student Centered Learning (SCL) is a must. This is due to sharp criticism of traditional learning that is unable to equip students with the necessary skills.

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[33] Vianita Prasetyawati, "Metode Cooperative Learning dalam Meningkatkan Kualitas Hasil Belajar Siswa pada Masa Pandemi Covid-19," *Epistema*, Vol. 2, No. 2, 2021.

[34] Putri Suci El Mahanani, "Penerapan Metode Cooperative Learning untuk Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran IPS Kelas 3 SDN Tambakrejo Gurah Kediri," *PTK: Jurnal Tindakan Kelas*, Vol. 2, No. 2, 2022.

[35] Asih Wahyuningsih dan Mivtha Citraningrum, "The Effectiveness of The Cooperative Integrated Reading and Composition (CIRC) and Preview Question Read Reflect Recite Review (PQ4R) on Reading Comphrehension Skill," *Indonesian Journal on Learning and Advanced Education (IJOLAE)*, Vol. 1, No. 1, 2019. Lihat juga Kurniati Arifin, "Cooperative Learning on the Academic Achievement of Middle-School Students Based on Learning Style," ETDC: Indonesian Journal of Research and Educational Review, Vol. 1, No. 2, 2022.

[36] Dyah Sunggingwati, "Cooperative Learning in Peer Teaching: A Case Study in an EFL Context," *Indonesian Journal of Applied Linguistics*, Vol. 8, No. 1, 2018.

[37] Fatwiah Noor, "Pendekatan Pembelajaran dalam KKNI," *An-Nahdhah*, Vol. 10, No. 2, 2017.

[38] Siti Ruhilatul Jannah dan Nur Aisyah, "Strategi Pembelajaran Kooperatif (Cooperative Learning) Guru Pendidikan Agama Islam (PAI) dalam Meningkatkan Kemampuan Hasil Belajar Siswa," *TA'LIM: Jurnal Studi Pendidikan Islam*, Vol. 4, No. 1, 2021.

Therefore, it is very necessary to change the learning process by making students active and participating in the search for knowledge as a learning goal.[39]

As a method that leads to active learning, the cooperative learning method has advantages and disadvantages. According to Thobroni, the advantages of the cooperative learning method are as follows: 1) Facilitate students to make social adjustments. 2) Develop fun learning 3) Enables students to learn from each other about attitudes, skills, information, social behavior, and views. 4) Enables the formation and development of social values and commitment. 5) Eliminate self-centeredness or egotism. 6) Increase sensitivity and social solidarity. 7) Eliminate students' feelings of suffering resulting from solitude or alienation 8) Become a reference for the development of a healthy and integrated personality. 9) Build lasting friendships. 10) Preventing psychiatric disorders. k) Preventing delinquency in adolescence. 11) Sharing the social spirit necessary to maintain a relationship of mutual need and 12) Increase mutual trust in each other.[40] In line with Ali in his writings which stated that this method has advantages. They are : 1) improve student achievement, (2) enrich students' understanding, (3) give students a sense of fun, (4) develop a leadership skill, (5) develop a positive attitude of students, (6) develop self-respect, (7) make learning inclusivly, (8) develop a sense of belonging, and (9) develop skills for the future.[41] In more detail, Dyah said that cooperative learning will create a deeper understanding of the material learned, lower levels of anxiety and stress, able to think from other people's perspectives, strengthen relationships with peers, be more positive, and have greater confidence.[42]

One of the advantages of implementing cooperative learning methods is that students share information, skills and understanding each other. The strategy that can be used is the inquiry strategy where students can explore and learn independently as the role of the teacher in the cooperative learning method, that is to act as a facilitator for students not as the only source of learning for students. The inquiry strategy has the main characteristic of focusing activities on students. As stated by Fatwiah, the inquiry strategy is a series of activities oriented towards students acquiring knowledge and skills by finding their own answers to existing problems based on their experience in

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[39] Khaled Mohammed Ahmed Alqasa dan Jehad Abdallah Atieh Afaneh, "Active Learning Techniques and Student Satisfaction: Role of Classroom Environment," *Eurasian Journal of Educational Research*, Vol. 98, No. 98, 2022.

[40] Muhammad Thobroni, *Belajar dan Pembelajaran* ...., h. 29.

[41] Ismun Ali, "Pembelajaran Kooperatif (Cooperative Learning) dalam Pengajaran Pendidikan Agama Islam," *Jurnal Mubtadiin*, Vol. 7, No. 01, 2021.

[42] Dyah Sunggingwati, "Cooperative Learning in Peer Teaching: A Case Study in an EFL Context," *Indonesian Journal of Applied Linguistics*, Vol. 8, No. 1, 2018."

learning.[43] Furthermore, Amir P. added that the inquiry strategy is a learning activity that emphasizes students' thinking processes critically and analytically to find solutions and answers to a problem.[44] Then Magfirah F. (2015) added that the inquiry strategy is one of the efforts to reform the field of education.[45]

Besides the advantages, cooperative learning also has weaknesses. Some of which are: 1) Students who are considered to have high abilities will feel inhibited by students who have lower abilities. As a result, this kind of situation can interfere with teamwork. 2) The main characterictic of cooperative learning is students learn from each other. Therefore, without effective peer teaching, students will never achieve what is supposed to be learned.3) The assessment given in cooperative learning is based on the results of group work. However, teachers need to realize that the expected results or achievements are the achievements of each individual student. 4) The success of cooperative learning requires quite a long time. It is impossible to achieve this only once or several times using the learning method. 5) Although the ability to work together is a very important ability for students, many activities in life are only based on individual abilities. Therefore, through the implementation of cooperative learning students learn to work together and students also learn to build self-confidence. To achieve these two things in cooperative learning is not an easy thing.[46]

In addition, according to Ali who quoted from Dess that some of the weaknesses of cooperative learning are 1) takes a long time for students, making it difficult to achieve curriculum targets, 2) requires a long time for teachers that makes most teachers do not want to use this cooperative learning strategy, 3) requires special abilities of teachers so that not all teachers can implement cooperative learning strategies, and 4) requires certain characteristics from students, for example working together or work in a team. According to Akla et al, the disadvantages of cooperative learning are the emotion that will be formed in some students. For example, students with high IQ will be easily provoked if

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[43]Fatwiah Noor, "The Implementation Of Inquiry Strategy In Arabic Online Class," *Ijaz Arabi Journal of Arabic Learning*, Vol. 5, No. 2, 2022.

[44]Amir Pada, "Penerapan Strategi Pembelajaran Inkuiri Sosial untuk Meningkatkan Hasil Belajar IPS Pada Siswa Kelas IV SDN 84 Kota Pare-pare," *Jurnal Publikasi Pendidikan*, Vol. 10, No. 1, 2020.

[45]Maghfirah Febrianty, "Penerapan Strategi Pembelajaran Inquiri Sosial dalam Upaya Meningkatkan Hasil Belajar Sosiologi pada Pokok Bahasan Sosialisasi Siswa Kelas X SMAN 1 Malunda," *Jurnal Sosialisasi: Jurnal Hasil Pemikiran, Penelitian dan Pengembangan Keilmuan Sosiologi Pendidikan*, Vol. 2, No. 2, 2015.

[46]Wina Sanjaya, *Pembelajaran dalam Implementasi Kurikulum Berbasis Kompetensi* (Jakarta: Kencana, 2007), h. 126.

their friends do not meet their expectations, students' unstable emotions will cause conflict, and coerced acceptance of group decisions.[47]

The results of this study show that cooperative learning methods can provide progress in learning outcomes. The results of the implementation of this method are also proven by several studies on the use of cooperative learning methods which also show an increase in student learning outcomes.[48]

The findings of this study show that the cooperative learning method is in line with the new paradigm in education, namely the Student Centered Learning (SCL) approach. The focus of learning is directed at student activeness and participation where students are able to seek and explore knowledge, and doing group learning. This method is also able to improve social competence by having sensitivity to members of each group in the learning process. This is due to the emphasis on learning together in this method requires each member of the group to work together in completing all tasks and obtaining information. Cooperative learning methods can also be collaborated with inquiry strategies where the meeting point between the two is the process of extracting and searching for information centered on students.

Conclusion

The results showed that the use of the Cooperative Learning Method is an effective method in learning. This is proved by the improvement in student learning outcomes in the T test analysis where if the sig value (2-Tiled) > 0.05 then the hypothesis is rejected. If the sig value (2-Tiled) < 0.05 then the hypothesis is accepted. And the results of this study on the effectiveness of *Tarkib* material is the sig value (2-Tiled) 0.011 < 0.05 then the hypothesis is accepted or effective. This method has the advantage of providing independent, responsible and cooperative student learning experiences in order to achieve the goals. This is in line with the new paradigm in education, namely Student Centered Learning (SCL) where learning is centered on students to explore and play an active role in the learning process. This method can also be used with

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[47] Akla dkk., "Emotional Intelligence, Learning Behavior, and the Relationship with Arabic Learning Outcomes of Madrasah Students in Sumatra, Indonesia," *Eurasian Journal of Educational Research*, Vol. 103, No. 103, 2023.

[48] Jeremias Murin Laga, Sudarman, dan Noor Ellyawati, "Kajian Pengaruh Model Pembelajaran Cooperative Learning terhadap Hasil Belajar Di SMA Mata Pelajaran Ekonomi," *Jurnal Prospek: Pendidikan Ilmu Sosial dan Ekonomi*, Vol. 3, No. 2, 2021. Lihat juga Ahmad Junaedi, Budiyono Budiyono, dan Isnandar Slamet, "The Comparison of Cooperative Learning Model Viewed from Students' Emotional Intelligence," dalam *International Journal of Science and Applied Science: Conference Series*, Vol. 2, No. 1, 2018. Lihat juga Ridwan Afif, Carles Nyoman Wali, dan Pamuji Sukoco, "The Effect of the Cooperative Learning Model on Basketball Games to Improve Junior High School Students' Learning," *Journal Sport Area*, Vol. 7, No. 2, 2022.

various learning strategies that are fun, social and skill-oriented and encourage students to be active in exploring knowledge independently.

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