



Articles

## ***Cooperative Learning Model in Arabic Language Learning in Class V Madrasah Ibtidaiyah***

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<b>Article Info</b>	<b>ABSTRACT</b>
<p><b>Article History</b></p> <p><i>Received : 05-03-2024</i> <i>Revised : 23-04-2024</i> <i>Accepted : 05-06-2024</i></p>	<p>The aim of the research is to describe the implementation of the <i>Cooperative Learning model</i> in Arabic language learning in class V of Madrasah Ibtidaiyah. The research method used in this research is qualitative with a case study approach, data collection by observation, interviews and documentation. Data analysis uses the Miles and Huberman model with three stages, namely data reduction, data presentation and drawing conclusions. Data validity uses source triangulation and technical triangulation. The results of the research are that the implementation of the cooperative learning model in Arabic language learning in class V of Madrasah Ibtidaiyah can increase students' active participation and make learning more interesting and enjoyable. Teachers use various methods such as questions and answers, demonstrations, and singing to activate students and provide real learning experiences. There are challenges in learning Arabic, such as differences in ability levels, limited learning time, lack of application of Arabic, student motivation, limited resources and teaching materials, traditional learning approaches, lack of teacher skills in language teaching, difficulties in understanding grammar.</p>
<p><b>Keywords:</b></p> <p><i>Cooperative Learning Model, Arabic.</i></p>	

## 1. Introduction

The Arabic language subject is the content of the lessons studied at Ibtidaiyah schools/Madrasas (Mustofa & Mardliyyah, 2020). The subject of Arabic is felt to be difficult for students, because Arabic is not a spoken language that is usually used every day. Arabic language subjects contain understanding vocabulary in Arabic so they seem less interesting and diverse (Akla, 2020). In general, Madrasah Ibtidaiyah students tend to prefer playing rather than studying (Oktadiana, 2019). They prefer to be active rather than sitting still in a chair. Madrasah Ibtidaiyah students also prefer it if they study in groups (Mardliyah, 2020). Using models that suit the material and student characteristics can make students have passion and interest in learning, are motivated, creative in learning, and achieve learning goals optimally.

Teachers are required to change learning practices in the classroom, from being *teacher-centered* to *student-centered* (Febriani, 2021; Rivalina & Siahaan, 2020). According to Astuti et al., (2021) him, good learning is learning that is not only from the teacher, but students also take an active role in lesson activities. Apart from that, the learning process must also run effectively. In order for the learning process to run effectively, teachers must be able to increase learning opportunities for students, both in quality and quantity (Anjani et al., 2020; Megasari, 2020). Student learning opportunities can be increased by actively involving students in the learning process. Furthermore, teachers must also be able to show seriousness when teaching in order to arouse students' interest and motivation to learn (Sugiharto et al., 2022). The more students are actively involved in the learning process, the higher the possibility of learning outcomes they will achieve. Meanwhile, in improving the quality of teaching, teachers should be able to plan teaching programs and carry them out in the form of teaching and learning interactions.

One model that allows students to be actively involved in the learning process is by using cooperative *learning*. A learning model is a pattern that can be chosen by the teacher and used in the learning process which can help in organizing learning material and provide instructions to the teacher in carrying out the learning process (Asyafah, 2019). According to cooperative learning, (Syamsu et al., 2019) it is a series of learning activities carried out by students in certain groups to achieve the learning objectives that have been formulated.

*cooperative learning* model is a learning model that is carried out using a system of learning and working in small groups of students collaboratively so as to increase students' enthusiasm for learning (Qiptiyyah, 2020). The *cooperative learning* model is a learning model where during the learning process students learn by working in small groups of 4-6 people with heterogeneous group members. (Rahman & Kencana, 2020). Research related to the *cooperative learning model* is in research (Ferianti & Hamzah, 2017; Latifah & Aviya, 2018; Rosmayanti & Kosim, 2018; Santa Setiawan et al., 2024; Satibi & Fauziah, 2020; Susiawati et al., 2022; Wahyuni, 2023) that the application of the *Cooperative Learning* learning model can be relied on as a good model for teaching Arabic so that it has a significant positive impact on the quality of learning and student learning outcomes.

Several of these studies have not discussed how a *cooperative learning model* is applied and the challenges faced in teaching Arabic for class V Madrasah Ibtidaiyah. Previous research focused on implementing the *cooperative learning model* which can improve learning outcomes and student motivation and by implementing this model it is easier for students to interact socially, especially in speaking skills with other students and teachers when learning Arabic. So the aim of this research is to describe the implementation of the *cooperative learning model* in Arabic language learning in class V Madrasah Ibtidaiyah.

## 2. Method

This research uses qualitative research with a case study approach. Qualitative research is an inquiry process of understanding based on clear methodological traditions of inquiry that explore social or human problems (Ruwaida, 2019). The data collection techniques used non-participant observation, free guided interviews, and documentation. The research subjects were Arabic language teachers Mr. SH, CN, AA, and class V MI students. Research location at MI Sunan Pandanaran Ngaglik Sleman. The choice of research location at MI Sunan Pandanaran Ngaglik Sleman was based on several reasons that were relevant to the objectives and context of the research, namely that MI Sunan Pandanaran had an educational context that was unique or relevant to the research, such as the approach that had been applied in learning Arabic and the characteristics of the students in accordance with the focus of the research. . This school has implemented a cooperative learning model, making it an ideal location to research the implementation process of the *Cooperative Learning model* . MI Sunan Pandanaran already represents other Madrasah Ibtidaiyah in the Sleman area, so that research results can be more easily applied or replicated in other schools that have similar characteristics. Data were analyzed using the Miles and Huberman model which includes data reduction, data presentation, and data conclusions/verification. Data validity uses source triangulation and technical triangulation. The following are the steps in Miles and Huberman data analysis:

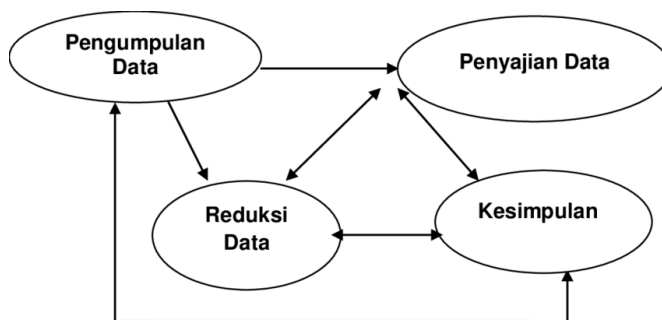


Figure 1 . Miles and Huberman Analysis Steps (Kholifasari et al., 2020)

### 3. Results and Discussion

Based on the research that has been carried out, an overview of the implementation of the cooperative model in Arabic language learning in class V of Madrasah Ibtidaiyah was obtained. The teacher implements the cooperative learning model in learning activities with the following steps. (a) In the preliminary activities, the teacher gives greetings, invites all students to pray, asks and checks students' attendance, and creates a pleasant atmosphere by inviting students to sing together. (b) In the core activity, namely the teacher asks students to observe the images displayed on the LCD and observe videos related to the material, the teacher asks students about the images and videos and asks students to respond to them, through these images and videos, the teacher introduces various types of -kinds of animals based on where they live, animal body parts and the wisdom of loving animals, the teacher asks all students to say the names of the animals out loud based on the picture shown by the teacher, the teacher distributes numbers that can be attached (placed like a circle around the head) to each student at random, the teacher prepares a box containing the same number as all the students, the teacher chooses 2 numbers in the student's box, if the student has the same number the student has the right to come forward, the teacher invites the student who comes forward to tell his or her experience about animals or asking students to tell stories about their favorite animals, the teacher provides reinforcement or some kind of clarification regarding the students' stories. (c) In the closing activity, namely the teacher sums up the learning results, the teacher motivates the students, the teacher gives assignments to be done at home, coloring the animals in the students' workbooks, the teacher and students sing and pray together before going home, the teacher and students close the activity learning by saying hamdallah and greetings.

The learning models used by teachers in the learning process vary, starting from questions and answers, demonstrations, and singing. In the learning process, teachers try to activate students by providing more opportunities for students to do, try, practice and experience for themselves (*learning to do*), so that students do not just passively listen and receive the information the teacher conveys (Sukini, 2019). Such learning is solely to strengthen real learning experiences for students. Learning models have the same meaning as mini (conceptual) theories which are used as a guide on how to do something with an emphasis on event structure patterns (Millward, 2021; Ullman & Tenenbaum, 2020). The growing opinion that learning Arabic is difficult, one of the factors causing this is the performance of the Arabic language teacher himself. Arabic teachers who do not understand and master the material, methods and learning media sometimes make the learning process uninteresting and even tend to be boring for students. If the teacher has good competence, then he can manage learning in a fun and effective manner, but on the other hand, if his competence is low, then the learning he carries out results in imperfection (Al-Jbouri et al., 2023; Effendi et al., 2021; Zahid & Shafqat, 2022). The teacher is the initial milestone that must be paid attention to and he must continue to improve himself in all aspects, especially his competence in Arabic (Al-Issa,

2020). Arabic language in learning can be applied with various learning models. As science develops, especially regarding language, there are many learning models that can be applied by teachers, one of which is the cooperative learning *model*. Cooperative learning is a learning system that seeks to utilize peers (other students) as learning resources, in addition to teachers and other learning resources (Riusman, 2021). The application of the cooperative learning model can improve student learning outcomes, both cognitively, affectively and psychomotorically as well as cooperation abilities (Harefa, 2020; Sarifa et al., 2021; Sudana & Wesnawa, 2017). Cooperative learning is one part of the *Project Based Learning model*. In the *Project Based Learning model*, students are able to make science products in the form of teaching aids, whereas in cooperative learning, students only discuss to answer questions without making props (Putri & Masrurroh, 2023).

In implementing the cooperative model in Arabic language learning in class V of Madrasah Ibtidaiyah, several stages are needed so that the implementation of the cooperative model in Arabic subjects is not just a model that is done once, but can be done every Arabic language lesson combined with methods, media and strategies. interesting and fun learning. The first stage, planning, in learning, the teacher's most important task is to condition the environment to support changes in behavior for students. Learning as concrete evidence of implementation, whether we realize it or not, is always experiencing development and change so it requires a model to achieve learning goals. So that implementation can run well, teachers must pay attention to the factors that influence the learning system, the components of the learning system, select and implement learning models, and organize according to the rules of the components in the implementation plan. Second, organizing, like the teaching and learning process, schools also use Arabic language teachers who are appropriate to their knowledge and education group. Among the Arabic teachers are Mr. SH, CN, AA. From the three Arabic teachers, it is hoped that students will get a more real picture of how to pronounce words and how to communicate in Arabic. In this case, it is emphasized that developing the conversation is applied in the school and community environment. Third, implementing (*actuating*), when any activity such as studying and interacting between students and teachers uses Arabic, not only when reciting the Koran and tadarus. Based on the results of research on learning implementation factors obtained in the classroom, a teacher must have basic teaching concepts that are oriented towards learning goals. Fourth, supervision (*controlling*), cooperative learning in implementing each supervision from various teachers to students always carries out innovative supervision so that the learning atmosphere is always active and fun in communicating learning. In this supervision stage, the teacher has carried out supervision accompanied by evaluation so that something is found that is an obstacle, namely the existence of educational objects considering that they are part of a social system that cannot achieve the targets that have been set in learning.

Learning Arabic in class V Madrasah Ibtidaiyah (MI) can face several challenges. The following are some of the challenges that are often faced, namely (a) **Differences in Ability Levels** : students in one class have different levels of ability

in understanding and using Arabic. This can be a challenge for teachers to adjust teaching methods so that all students can participate in learning well. (b) **Limited Learning Time** : the time available for learning Arabic is often limited, while the material that must be presented is quite large. This can make learning rushed and not in-depth. (c) **Lack of exposure to Arabic** : outside of class hours, students rarely use Arabic in everyday life. This makes it difficult for them to practice and internalize the language. (d) **Student Motivation** : not all students have high motivation to learn Arabic, especially if they do not see its direct relevance to their lives. This can hinder the learning process. (e) **Limited Resources and Teaching Materials** : not all MIs have access to adequate resources and teaching materials to support Arabic language learning, such as quality textbooks, audiovisual media, or interactive learning devices (Tolinggi, 2021). (f) **Traditional Learning Approach** : Arabic language learning in some MI still uses a very traditional approach, such as rote memorization and rigid grammar teaching, without involving activities that are more interactive and interesting for students (Rohman, 2017). (g) **Lack of Teacher Skills in Language Teaching** : teachers who teach Arabic do not have adequate training in effective language teaching methods, so they have difficulty presenting material in a way that is easy for students to understand (Haq, 2023; Takdir, 2020). (h) **Difficulty in Understanding Grammar** : Arabic has complex grammar, especially in terms of verb conjugation and sentence structure. Students find it difficult to understand and apply this grammar in practice. To overcome these challenges, teachers can try various strategies, such as using more interactive learning media, holding language practice activities outside the classroom, and providing more personalized motivation and support to students.

To face the challenges and problems in learning Arabic in class V Madrasah Ibtidaiyah (MI), a comprehensive and innovative approach is needed. Teachers can apply more varied and interactive teaching methods, such as using audiovisual media, educational games, and digital technology to make learning more interesting and relevant for students. Differentiated learning is also important, where teachers adjust teaching methods based on individual student abilities, so that each student receives attention and support appropriate to his or her needs. In addition, increasing practice time by creating a learning environment rich in the use of Arabic, both inside and outside the classroom, will help students further internalize the language. Increasing teacher competency through continuous training in language teaching methods is also very necessary, so that they are able to teach in an effective and creative way. On the other hand, involving parents and the community in the learning process, such as by encouraging the use of Arabic at home, can strengthen the external support that students really need. With these efforts, challenges in learning Arabic at MI can be overcome more effectively, so that students can achieve better learning outcomes.

This research has limitations, namely that it focuses on only one class at Madrasah Ibtidaiyah, so the results cannot be fully generalized to other educational contexts or classes with different conditions. In addition, this study did not explore in depth the role of other variables such as students' socio-economic background,

family support, or school infrastructure that might influence the effectiveness of implementing cooperative learning models. Another limitation is that there is no long-term evaluation of the impact of cooperative learning on student learning outcomes, so its sustainable effects are still unknown. This research also did not directly consider students' perspectives regarding the learning model implemented, which could provide deeper insight into the effectiveness and acceptability of the method.

#### 4. Conclusions and Suggestions

Implementation of the cooperative learning model in Arabic language learning in class V Madrasah Ibtidaiyah can increase students' active participation and make learning more interesting and enjoyable. Teachers use various methods such as questions and answers, demonstrations, and singing to activate students and provide real learning experiences. This research also highlights the challenges in learning Arabic, including differences in student abilities, time constraints, and student motivation, as well as the importance of increasing teacher competence and using varied and interactive methods to overcome these challenges.

For further research, it is recommended that studies be conducted in more than one class or school with different backgrounds to expand the generalization of the results. Researchers should also include additional variables such as students' socio-economic background, family support, and school infrastructure to obtain a more comprehensive picture of the factors that influence the effectiveness of cooperative learning models. Long-term evaluations also need to be carried out to assess the sustainability of the impact of this method on student learning outcomes. In addition, involving students as respondents to collect data regarding their experiences and perceptions of the learning model implemented can provide deeper insights and enrich research findings. With this more holistic approach, it is hoped that further research can make a more significant contribution to the development of Arabic language learning at Madrasah Ibtidaiyah.

#### 5. Author Contributions

Contribution of each author in writing the journal. AM prepared the concept and research design. The US collects data. TY prepared the discussion, conclusions and abstract.

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