IMPLEMENTATION OF *COOPERATIVE LEARNING* IN ARABIC LEARNING

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Abstract

So far, learning Arabic is still dominated by conventional learning methods, which position the teacher as the main source of knowledge (teacher-centered). This causes students to be passive and feel bored, so the results of learning Arabic are not optimal. The lack of success in learning Arabic so far is caused by several factors. One of them is that the strategies and methods used so far are not quite right. One effort that can be made to overcome these difficulties is by applying the cooperative learning method, which is a group-centered and student-centered method that involves students actively discussing with each other and exchanging thoughts and opinions to solve problems together. Efforts to maximize students by applying cooperative learning methods are the embodiment of the latest learning paradigm, which has shifted from teacher-centered to student-centered. With the application of this method, learning Arabic, which was originally passive, boring, and considered a scourge, will change to learning that is active, participatory, fun, and considered a necessity.
Keywords*: Arabic, cooperative learning, conventional learning methods, teacher centered, student-centered*

INTRODUCTION

The process of learning Arabic involves several components: students, teachers (educators), learning objectives, content, teaching methods, media, and evaluation. The goal of learning is to change students' positive behavior and behavior after participating in learning activities, which includes both psychological changes in behavior and lifestyle changes.

The purpose of learning Arabic in general is so that students are able to master four skills: listening skills (*istimā'*), speaking skills (kalām), reading skills (*qirā'ah*), and writing skills (*kitābah*) [15]. To obtain these four skills, educators must pay attention to several factors, one of which is the teaching method.

Every instructor of Arabic is required to have optimal initiative and creativity in order to achieve learning goals. Therefore, efforts to improve the quality of learning Arabic must be carried out optimally and continuously in a sustainable manner, because the quality of learning has a strategic position and can improve student learning outcomes.

But in its implementation, there are still many Arabic language teachers who ignore the quality of these lessons. This phenomenon can be seen in the process of learning Arabic in the classroom, which has been dominated by conventional learning methods that position the teacher as the main source of knowledge (teacher-centered). The teacher transfers knowledge, while students listen to what is said by the teacher, record things that are considered important, and then memorize them. This causes passive students to become bored, and the freedom of students to express their understanding of the material is limited, resulting in poor Arabic learning outcomes for students. The lack of success in learning Arabic has been caused by several factors. One of them is that the strategy and method used so far are not right.

To overcome these various difficulties, one of the efforts that can be made is by applying cooperative learning methods. In cooperative learning, students are given the opportunity to communicate and interact socially with friends to achieve learning goals, while teachers act as motivators and facilitators of student activities. That is, students develop their knowledge actively and are responsible for the learning outcomes.

The effort to maximize students' learning by applying cooperative learning methods is an embodiment of the latest learning paradigm, which shifts from teacher-centered to learner-centered. The main objective in the application of the cooperative learning model is so that students can learn in groups with their friends by respecting opinions and giving other people the opportunity to express their ideas and opinions in groups. As a result of the application of this method, learning Arabic, which was previously passive, boring, and regarded as a scourge, will become active, participatory, enjoyable, and regarded as a necessity.

DISCUSSION

Definition of Cooperative Learning

According to Robert E. Slavin, cooperative learning is a teaching method in which students work in small groups to help each other learn subject matter [11]. In cooperative classrooms, students are expected to be able to help each other, discuss each other, and argue to hone the knowledge they have mastered at that time and close the gap in each other's understanding. Johnson and Johnson define cooperative learning in Khan as the use of small groups to maximize their own and other members' learning [5]. According to him, cooperative learning

is different from competitive learning (in which individuals work to fight other individuals to achieve goals that can only be achieved by one individual) and individualistic learning (in which individuals work alone to achieve learning goals that are not related to other individual goals). where Schlomo Sharan defines cooperative learning as a group-centered and student-centered approach to teaching and learning in the classroom [10]. That is, all groups of students participate in organizing their own activities in the classroom, including the implementation of learning.

Student participation in planning learning is recommended as the main way to strengthen students' collective and personal responsibilities and motivation to learn. Cooperative learning is defined as activities that take place in a learning environment where students are formed in small groups and provide opportunities for students to work together, discuss, share knowledge, understanding, and abilities, and correct each other in learning in order to create a positive sense of dependence among fellow group members and a sense of togetherness and unity of determination to achieve success in learning.

Theory Underlying Cooperative Learning

Some theories that underlie cooperative learning include: (1) Constructivism Theory. According to this theory, teachers not only provide knowledge to students, but students must build their own knowledge in their minds. Teachers can provide convenience to this process by providing opportunities to discover and apply their own ideas and by teaching students to be aware of and consciously use their own learning strategies [12]. The constructivism approach to learning applies intensive cooperative learning on the basis of the theory that students will more easily find and understand difficult concepts if they can discuss each other's problems with their friends. (2) Piaget's theory of cognitive development This theory views cognitive development as a process in which children actively build systems of meaning and understand reality through their experiences and interactions. According to Piaget's theory, every individual growing up from a newborn baby to an adult has four levels of cognitive development: sensomotor (0–2 years), preoperational (2–7 years), concrete surgery (7–11 years), and formal operations (11 years and above). [13]. Important implications in the learning model of Piaget's theory include: (a) the language and way of thinking of children are different from adults', so the teacher must adjust to the child's thinking; (b) children will get better learning if they can face their environment well; teachers must be able to help children interact with their environment; (c) material that must be

learned by children should feel new but not foreign; (d) given the opportunity for learning, children should be ranked according to their developmental rank. (e) In the classroom, children should be given the opportunity to talk to each other [4].

Elements of Cooperative Learning

In cooperative learning there are five important elements, among others:
(1) Positive interdependence (الاعتماد المتبادل الإيجابي)

The success of the group is highly dependent on the efforts of each member. Team members are bound to cooperate with each other in achieving learning goals. If one team member fails to do their part, the entire team suffers the consequences (swim or sink together). Or in an Indonesian proverb, "light is the same as the hand, and weight is the same as being carried."

(2) Face to face interaction (التفاعل التقابلي)

Although each team member does his or her own part of the work, a number of tasks must be completed collaboratively, with each team member providing input, reasoning, and conclusion, as well as teaching and encouraging one another. The essence of this synergy is to appreciate differences, take advantage of strengths, and fill in the weaknesses of each to achieve common learning goals.

(3) Individual responsibility (المسئولية الفردية)

In cooperative learning, students are not allowed to dominate or depend on other students. All students in the team are responsible for doing their own part of the work and are required to master all learning material. Because each member of the group is required to contribute to the success of the group, This is done because the value of group learning outcomes is determined by the average value of individual learning outcomes.

(4) Social skills (المهارات الإجتماعية)

The term "social skills" refers to the ability to communicate in groups. Students are encouraged and assisted to develop mutual trust, leadership, decision-making, communication, and conflict management skills.

(5) Group process evaluation (group debrieving / تقويم عمل المجموعة)

Team members set group goals, periodically assess things that are going well within the team, and identify changes that must be made so that in the future the team can function more

effectively. This will bring up personal skills, which include skills about oneself (self awareness) and rational thinking skills (thinking skills) [9].

Learning Arabic

Kharma and Hajjaj define learning as efforts made by an educator so that students can learn [6]. Al 'Azīz and Al Majīd also define learning as follows:

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التعلم هو كل سلوك يؤدي إلى نمو الفرد وبنائه وجعل خبرته مغايرة لما كانت عليه أولا

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Learning is any behavior that leads to the development of the individual and mengkonstruknya and makes the experience different from the previous one [1]. Whereas Hamalik defines learning as a combination of human, material, facility, and equipment factors that influence each other to achieve learning goals [3]. Based on these definitions, it is possible to conclude that learning Arabic is an effort made by an educator to achieve the goals of learning Arabic. Learning activities are designed to provide learning experiences that involve mental and physical processes through interaction between students, students with teachers, the environment, and other learning resources in order to achieve learning goals. This learning experience can be realized through the use of varied learning strategies that are student-centered.

Implementation of Cooperative Learning in Learning Arabic

Cooperative learning methods are very different from conventional learning methods. In addition to cooperative methods developed to improve student academic achievement, this method is also effective for developing student competencies. Some experts argue that this method is superior for helping students understand difficult concepts. The developers of this method have shown that cooperative learning methods can improve student achievement in academic learning and lead to changes in norms related to learning outcomes. Van Dat Tran found in his study that students who learned using cooperative learning models showed higher academic achievement and knowledge retention than students who studied using traditional learning methods [14]. Hui-Chuan Liao discovered in his dissertation research that cooperative learning had a significant positive impact on student motivation, the use of learning strategies, and student English grammar achievement [8]. In his study, Tsailing Liang found that the results of student scores on school monthly reports showed that the academic achievements of the experimental group were comparable to those of the control

group. The main findings of this study suggest that cooperative learning helps significantly improve the oral communicative competence of junior high school students and their motivation for learning English [7].

Awāthif bint 'Abd al' Azīz Aẓ ẓafr in his study found that there were statistically significant differences between the mean values of the control group and the experimental group in linguistic performance and those covering it (linguistic elements and communication skills). Similarly, the scale of the tendency of English-language material for experimental groups who study using cooperative learning strategies [2].

From the description above, the authors conclude that the application of cooperative learning in learning, especially Arabic material, is very important to use to improve student learning achievement.

Strengths and Weaknesses of Cooperative Learning Methods

Cooperative learning methods' strengths include, among other things, (1) positive interdependence; (2) recognition of individual differences; (3) student involvement in class planning and management; (4) a relaxed and pleasant classroom atmosphere; (5) warm and friendly relationships between students and teachers; and (6) numerous opportunities to express pleasant emotional experiences. The weaknesses of cooperative learning methods are based on two factors, namely, internal factors and external factors. Internal factors, namely: (1) the teacher must prepare the learning carefully, which requires more energy, mind, and time; (2) so that the learning process runs smoothly, it requires the support of adequate facilities, tools, and costs; (3) during group discussion activities, there is a tendency for the topic of the problem being discussed to extend so that many are not in accordance with the specified time; and (4) when the discussion in the class is sometimes dominated by someone, this results in other students becoming passive.

CONCLUSION

The learning method is one of the important factors in achieving learning goals. However, the learning method that has been used so far is less able to improve learning outcomes in Arabic comprehensively. Cooperative learning is one solution that can be used to overcome this problem. Cooperative learning refers to active involvement and working together in small

groups to help each other solve problems so as to improve students' abilities and learning achievements in learning Arabic.

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