

Online Arabic Language Teaching Model Based on Collaborative Learning in Indonesian Senior High Schools

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ABSTRACT

This research focuses on the implementation of online/virtual Arabic language learning at Darul Quran Senior High School in Mojokerto, utilizing the collaborative-based learning model known as "The Group Process Model" in the maharah kitabah (Arabic writing skills). Employing the 5M scientific approach and active learning, the study aims to elucidate: (1) the collaborative-based online learning model for maharah kitabah, (2) the application of this learning model, and (3) its impact on improving students' writing skills. Through a descriptive qualitative approach, data were gathered using interviews, observations, and documentation. Analysis involved data reduction, presentation, and drawing conclusions. Findings revealed the preparation of E-learning Moddle, WAG, and Zoom applications, alongside various learning tools such as syllabi, lesson plans, and online learning guides to support collaborative learning and its assessment. The application of the online Arabic Writing Skill model followed a structured approach, including introductory, core, and closing activities, supplemented by assignments and initial activities using the WAG application and Zoom meetings. Students accessed course materials and assignments via the school's E-learning Moddle. The collaborative learning model in Arabic Writing Skill demonstrated enhanced student outcomes and collaborative problem-solving skills in the classroom.

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Introduction

Indonesia acknowledges the importance of preparing creative, skilled, and proactive generations to respond to the developments in the 4.0 era. This aligns with the learning

objectives in the 2013 Curriculum (K-13), aiming to prepare Indonesians to be conscientious, productive, creative, innovative, emotional, and capable individuals and citizens contributing to the community, nation, and civilization (Alawiyah, 2013; Al-Tabany, 2015; Erlina, 2020; Hamalik, 2013; Kholifah, 2016). They should also be able to work efficiently both individually and in groups.

The advancement of science, technology, and globalization has led to increasing fierce competition for high-quality human resources. The quality of human resources cannot be separated from the world of education. Education is a conscious effort to humanize or prepare individuals. It is a process of social upbringing towards intellectual, social, and moral maturity, according to individuals' abilities and dignity as human beings (Abidin, 2017; Andriani, 2015; Cintamulya, 2015). Education is believed to be the key to future competitiveness.

In practical application, the 2013 Curriculum is implemented through active learning based on an integrated scientific and objective approach. Through this approach, students are expected to have much better attitudes, skills, and cognitive competencies. They become more creative, innovative, and productive, enabling them to successfully tackle various problems and challenges in their time and enter a better future.

Cooperative learning is the foundation for building cooperation skills by teachers or students (Buchs et al., 2011; Ehsan et al., 2019; Fatmawati, 2019; Namaziandost et al., 2020; Sutrisno et al., 2018; Topping, 2020). Bernie Trilling and Carles Fadel (2009) mentioned that balancing the implementation of teacher-led and student-led learning is a wise educational step. Davis (2013) stated that cooperative learning occurs when students work together with teachers to create knowledge. Cooperative learning is a science of teaching principles that states that humans create shared meanings, enriching and expanding their horizons. Cooperative learning tends to rely on other parties. Biemiller states that learning arrangements encourage students to provide and receive assistance. This allows for mutual reliance. If mutual reliance is absent, collective work will not be achieved and will not be productive. Small group cooperative learning is more challenging than group learning because we will face many administrative problems.

The government's enforcement of social distancing due to the emergence of the COVID-19 pandemic has impacted the learning process. Learning is now conducted through online media. Teachers and students are no longer face-to-face in the classroom but interact through the internet, for example, using applications such as WhatsApp (WAG) (Gibson, 2020; Hamidah et al., 2021; Ilmiani, Marsiah, et al., 2020; Khan et al., 2021; Sa'diyah, 2019), Zoom (Mubarak et al., 2020), Google Meet (Ainin et al., 2020; Al-Marouf et al., 2020), E-Learning Moddle, and others.

In Arabic language teaching, there are four language skills that students must have: listening, speaking, reading, and writing skills. Innovative Arabic language learning requires a suitable, interactive, and enjoyable environment to develop and improve students' skills (Aburezeq, 2020; Adam & Fitriani, 2023; Ahmadi & Ilmiani, 2020; Al-Muslim et al., 2020; Calafato & Tang, 2019; Dajani et al., 2014; ElHawari, 2020; Tang & Calafato, 2021). Writing skills are one of the productive skills and are considered difficult in Arabic language teaching, so teachers need a long time to teach these skills. Writing skills are the highest among the four language skills and are a means of conveying written language among people and individuals beyond time and place.

Therefore, there is a need for an appropriate and easy method, approach, strategy, or model that can be implemented. Continuously increasing writing exercises can improve students' writing skills. In reality, many schools require students to master writing skills, but they have not succeeded as desired. Students still find it difficult to apply writing skills, which is due to the lack of encouragement, strategy, or model schools use to promote students' writing skills (Hamid et al., 2021).

Darul Quran Senior High School in Mojokerto City successfully taught virtual writing skills during the COVID-19 era. Students are enthusiastic about learning writing skills, doing school assignments actively and creatively, and even raising creativity and innovation in good Arabic composition writing. Therefore, students get used to applying writing skills, and this habit is suitable based on cooperative learning. Signs of success in this school are many students who succeed when participating in the national Arabic language Olympiad (OBA) 2019 in Jakarta. Consequently, the researcher intends to deeply investigate teaching virtual writing skills at Darul Quran Secondary School in Mojokerto City under the theme "A Model for Teaching Virtual Writing Skills Based on Cooperative Learning in Darul Quran Senior High School in Mojokerto."

After conducting a thorough review of scientific research, the researcher identified several previous studies pertinent to educational models. Az Indah Erhamil, for instance, investigated the utilization of the cooperative learning model of game match method to enhance reading skills at the Second Government Islamic High School in Malang in 2019. The primary objective was to assess the effectiveness of this method within the specific context of that school. Employing a quantitative experimental research approach, Erhamil found that the cooperative learning method significantly improved reading skills. This was evidenced by a statistical test result of 3.20, surpassing predetermined significance levels, and indicating acceptance of the research hypotheses. Moreover, a notable 83% of students responded positively to learning reading skills using the game match method (Azza, 2019). Similarly, Alaa Al-Fadhila explored the effectiveness of cooperative learning in teaching reading skills at Al-

Huda Islamic Middle School in Karangploso, Malang. With objectives focused on determining the effectiveness of cooperative learning, Al-Fadhila employed a quantitative experimental research approach. The results demonstrated that the use of cooperative learning method yielded a statistical value of 5.94, exceeding the significant level percentage, thus indicating acceptance of the research hypotheses (Fadhilah, 2016). Lastly, Dewi Muta'minah investigated the application of cooperative learning in teaching vocabulary and reading at Nahdlatul Ulama Islamic Middle School in Kadimanan, Pagelaran, Malang. Employing a quantitative experimental research approach, Muta'minah found that cooperative learning led to increased student performance in both vocabulary and reading. Notably, a 90% confidence level result showed that students' performance was superior to the post-test result, and analysis of questionnaire data revealed that 77.9% of students perceived cooperative learning as effective in teaching reading and vocabulary. These studies collectively underscore the effectiveness of cooperative learning methods in various educational settings, while also highlighting the nuanced differences in research focus and methodologies employed across the studies (Mutmainnah, 2019).

The novelty offered by the research findings mentioned above, compared to the upcoming study titled "A Model for Teaching Virtual Writing Skills Based on Cooperative Learning in Darul Quran Senior High School in Mojokerto," lies in several aspects: (1) While the prior studies investigated the effectiveness of cooperative learning methods in enhancing reading skills in specific Islamic middle schools in Malang, the upcoming study focuses on teaching virtual writing skills in a different educational context, specifically in Darul Quran Senior High School in Mojokerto. This shift in focus brings attention to a different aspect of language education and addresses the need for diverse research in educational settings. (2) The previous studies primarily focused on reading skills enhancement, whereas the forthcoming study aims to improve virtual writing skills. This specificity in skill development highlights the versatility of cooperative learning methods across various language-related competencies and underscores the potential applicability of such methods in different areas of language education. (3) Although the prior studies employed quantitative experimental research approaches to assess the effectiveness of cooperative learning, the upcoming study may offer a different methodological approach or nuances in research design tailored to the unique requirements of teaching virtual writing skills. This methodological variation contributes to the methodological diversity within the field of educational research and provides insights into alternative ways of evaluating pedagogical interventions. (4) Each study is conducted in a different school setting, which may have its own unique challenges, resources, and student demographics. Therefore, the upcoming study may provide insights into the applicability and

effectiveness of cooperative learning methods in a specific school environment, offering valuable context-specific findings that complement the broader understanding gained from previous research.

In summary, the novelty of the upcoming study lies in its focus on teaching virtual writing skills, its unique school context, and the potential methodological variations or nuances it may introduce, thereby contributing to the existing body of knowledge on cooperative learning in language education.

Method

Research Design and Data Collection Techniques

The research methodology utilizes qualitative approaches to gather comprehensive data, focusing on a descriptive method to depict current phenomena. Sudjana and Ibrahim define qualitative research as aiming to illustrate events or phenomena. Similarly, Bogdan and Taylor characterize it as generating descriptive data in various forms (Taylor et al., 2015). Moleong emphasizes the importance of qualitative data collection, highlighting its pivotal role in research (J.Moleong, 2015). Sampling involves intentional selection, and data collection prioritizes qualitative methods, affirming the importance of generalization.

The research procedure involves direct field presence for observations and subsequent data collection to benefit Arabic language learning, particularly in writing skills, at the Darul Quran Secondary School and other institutions in Mojokerto. The location was chosen based on observations indicating the need for improvement in learning objectives, with a focus on implementing virtual learning in cooperative-based writing skills. Data sources include primary ones like the school principal, education department, teachers, and students, along with secondary sources like documents and observation data related to online writing skills learning. Data collection methods include observation, interviews, and documentation to gather comprehensive information.

Data Analysis Techniques

For data analysis, Milles and Huberman's qualitative data analysis method is employed. This involves collecting data during and after the research process, with interviews serving as a means to analyze responses until confident data is obtained. The analysis process comprises data collection, reduction, presentation, and drawing conclusions (Huberman & Miles, 2002). Data reduction involves summarizing and selecting key data points, while data presentation focuses on summarization or formulation, often using paragraphs in qualitative research.

Finally, data conclusions involve deriving conclusions and validating data, with initial conclusions subject to change over time based on further data collection and validation.

Result and Discussion

The researcher's analysis sheds light on the data obtained from interviews, observations, and documentation concerning the cooperative teaching model for enhancing writing skills at Darul Quran Senior High School in Mojokerto. The data encompasses various aspects of the teaching process, including objectives, materials, methods, techniques, tools, and evaluation criteria. The study employs a virtual teaching model to facilitate writing skills, coupled with a cooperative approach involving both teachers and students. In particular, the researcher discusses the application of electronic teaching methods, both synchronous and asynchronous, utilizing platforms such as Zoom, Google Meet, WhatsApp Group, LMS, and Moodle for processing Arabic language materials.

The findings suggest that the essence of online learning extends beyond traditional subjects, emphasizing contextualized learning to adapt to current circumstances, as observed in the study's classroom setting. The researcher underscores the importance of teachers mastering their subjects to effectively deliver content, thereby enhancing student learning outcomes and interest. Additionally, the study highlights the role of teachers in creating a conducive learning environment that encourages student engagement, critical thinking, and active participation.

Moreover, the study aligns with the theory that emphasizes the significance of subject mastery for teachers, correlating with their effectiveness in the classroom. The researcher concludes that teachers must employ diverse teaching methods to maintain student interest and foster a dynamic learning experience. Ultimately, the study underscores the importance of cooperative learning approaches, as advocated by scholars like Charles C. Bonwell and J.A., in promoting active learning and developing students' critical thinking skills (Eison & Bonwell, 1993).

The study investigates the implementation of electronic teaching of writing skills using a cooperative education approach at Darul Quran Senior High School in Mojokerto. Successful educational outcomes hinge upon teachers' adeptness in crafting learning models aimed at achieving classroom learning objectives. Anwar Rahman's theory posits that the cooperative learning model, also known as the group process model, primarily fosters self-awareness, responsibility, and collaborative abilities among students.

Contrary to the notion that life experiences are isolated, the social interaction model underscores the interconnectedness of individuals, making cooperative learning a vehicle for preparing students to engage extensively with society. Cooperative learning, an active and

collective teaching strategy, encourages students to work collaboratively towards shared goals.

The research underscores that the cooperative teaching model of writing skills at Darul Quran Senior High School in Mojokerto facilitates active student participation and collaboration in tasks. Through collaborative endeavors, students' social skills are honed, fostering confidence and accountability.

The benefits of cooperative learning are manifold, including the development of higher-order thinking skills, problem-solving abilities, and a sense of mutual responsibility among students. Aligned with socio-constructivist theories like Lev Vygotsky's, cooperative learning enhances cognitive growth by leveraging the zone of proximal development (ZPD), where students can accomplish tasks beyond their individual capabilities with the support of peers or mentors (Vygotsky, 2012).

Empirical evidence suggests that cooperative learning enhances academic achievement. Participant observations, interviews, and survey data indicate improvements in students' emotional and psychological engagement, reflected in increased class averages and a higher number of students meeting minimum completion criteria.

The cooperative learning approach nurtures teamwork skills and effective communication within groups, facilitating collaborative problem-solving. This aligns with Vygotsky's concept of collaborative learning tasks that challenge students beyond their individual capacities.

In summary, cooperative learning equips students with effective communication and collaboration skills, enhancing learning outcomes. Its adoption and refinement are crucial for improving the quality of education and preparing graduates for the demands of contemporary society, which increasingly value skills and collaboration over mere accumulation of knowledge. Working collaboratively in groups emerges as an appropriate strategy for students to tackle complex life challenges effectively.

The researcher conducts an analysis of the research findings, refining the existing theory and constructing a new one, while elucidating the implications and impact of the research outcomes on the virtual cooperative Arabic language teaching model. Employing qualitative descriptive analysis (exposure) as the data analysis method, the researcher gathers data through observation, interviews, and documentation from various sources.

The collected data encompasses several key points: (a) Virtual instruction in writing skills is executed through the development of electronic learning applications, such as e-learning moddle, WAG, and Zoom, along with educational tools like curricula, lesson plans, outcome lists, and virtual teaching guides. These resources facilitate cooperative learning achievements and assessments, with oversight from school administrators during direct instruction. (b) Mastery of the subject matter stands as a fundamental prerequisite for

exemplary teaching. Through subject mastery, teachers cultivate self-confidence and alleviate feelings of anxiety and uncertainty regarding student inquiries. Teachers bear a responsibility in their teaching roles, and their command of the subject matter enables them to more effectively improve student learning outcomes. The selection of suitable tools to support virtual cooperative teaching models includes the use of e-learning management systems (LMS), WAG, Google Meet, and Moddle (Albantani, 2019). (c) The presence of a teaching model for writing skills proves highly effective when observed during the teaching process. Students exhibit enthusiasm in completing assignments and demonstrate confidence in tasks such as creating mind maps or describing images and materials. This leads to significant improvements compared to individual assignments, aligning with specified minimum completion criteria (KKM). Students develop greater expressiveness and innovation in conveying their ideas through writing, while adhering to defined guidelines.

The effectiveness of this cooperative model extends across subjects, including Indonesian and Arabic languages, encompassing the four skills students must master. This approach ensures efficient teaching, effective use of time, and fosters the development of cooperation skills among students (Ilmiani, Ahmadi, et al., 2020). Survey results indicate strong student agreement with virtual cooperative teaching in writing skills, with an 85% agreement rate, coupled with an approximate 50% enhancement in writing skills among students. Overall, students universally responded positively to virtual cooperative teaching methodologies.

Conclusion

The research on the virtual cooperative teaching model of writing skills at Darul Quran Senior High School in Mojokerto demonstrates several key findings. The implementation process involves thorough preparation of educational materials and a student-centered approach utilizing various teaching strategies and technologies. The model significantly improves students' writing skills, fostering active participation, creativity, and confidence. Recommendations for teachers include adopting this model as an alternative to traditional methods and focusing on effective concept formulation and instructional strategies. Future research should focus on further refining the cooperative learning model and its applicability to various languages. Additionally, creating an electronic guidebook would enhance the accessibility and benefits of this teaching approach for both the community and educators.

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