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In-Text Citation: (Zain & Muhammad, 2021)
To Cite this Article: Zain, N. S. M., & Muhammad, A. (2021). Implementation of Cooperative Learning SMKA Arabic Language Teachers. *International Journal of Academic Research in Progressive Education and Development*, *10*(3), 100–111.

Implementation of Cooperative Learning SMKA Arabic Language Teachers

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Abstract
Cooperative learning is a teaching strategy that can help students to be successful in academic achievement and skills, as well as can assist the students to enhance the social interaction and human relation; however, this research explored the implementation cooperative learning strategy in teaching Arabic and will show the experiences for Arabic teachers during their applying this method for teaching Arabic at six religious secondary school in Kelantan. The researchers will depend on the descriptive survey research design. The study will use a population of 50 teachers who are teaching Arabic language in the school. The method will use data collection which included a 24-items questionnaire. Results show that majority of teachers like to use the top five cooperative methods; Round Table, Think Pair Share, Think Pair Square, Pair Check and Team Present to Other Team. Besides, the findings also show that the level of knowledge of SMKA teachers in cooperative learning is very good and strongly support to apply the cooperative learning during the classes. Therefore, this study is expected to help all Arabic language teachers in SMKA and the Ministry of Education Malaysia in an effort to strengthen the element of cooperative learning which is one of the approaches in 21st century learning.
Keywords: Cooperative Learning, Strategy, Teaching, Arabic, Implementation

Introduction
Teachers are the main pillars to ensure that the educational process is implemented well. The role of teachers is to produce quality and balanced human capital in terms of emotional, physical, intellectual and spiritual (Ministry of Education Malaysia (MOE), 2013). Teachers need to play a role in schools as they are a fundamental pillar to ensure that the educational process is implemented following the requirements of the 21st century.

In conjunction with the government's call to upgrade the current education system, 21st-century learning has been introduced, and it is a student-centred learning process. So a teacher should be responsible for improving student performance and producing students as first-class human capital in the future. Therefore, teaching strategies and methods should be diversified by teachers creatively and innovatively during teaching and learning sessions conducted in the classroom.

101

Teachers are seen as the most appropriate and responsible individuals to implement this transformation in their teaching. Quality teachers are able to relate their knowledge to teaching methods (Chong & Cheah, 2009). Furthermore, 21 century era education requires teachers to produce creative, critical and innovative students. Teachers must master and equip themselves with a variety of the latest pedagogical knowledge so that the teaching implemented can meet the demands of 21 century era learning as well as able to attract students' interest and motivation in learning. This also because teachers are a key factor contributing to the successful implementation of the education system (Rafiza et.al., 2016).

Cooperative learning is one of the student-centered teaching models and can be practiced by teachers to improve the quality of teaching and learning. According to (Zamri,2014), cooperative learning is one of the best ways to use. This is stated based on research and own experience after education experts have identified that cooperative learning is an effective work procedure in any field of learning. Therefore, effective teaching and learning can produce quality students. This learning method will make students more focused and ready to follow the teaching and learning process.

Also, 21st Century Learning Era Model of the Ministry of Education Malaysia (MOE, 2015), states that cooperative learning is a team-based learning process and each student is responsible for their personal and group achievement. This means that the positive dependence of each group member will determine the success of the group while teacher intervention is very minimal. Zaini (2014); Tabrani (2013) stated, cooperative learning is a process where students are given full confidence to handle a group of friends in an effort to develop the potential of students.

Problem Statement

The approach to teaching Arabic in religious schools today is still influenced by the traditional, teacher-centred teaching approach from the beginning of the end of class. As a result of this kind teaching process, students become sluggish and inactive, especially to give opinions and views (Rosni,2012). Because the lack of knowledge teachers about the latest teaching methods is will cause the teaching becoming unattractive. This may be due to a lack of exposure to the best teaching methods or teachers being too busy with other workloads in the school. According to Norashid and Hamzah (2014) that teachers burden too much. This is because they have to hold various positions or other particular tasks either in the academic or co-curricular fields in school.

In addition, the problems that occur usually because the weakness of Arabic teachers to choosing the appropriate teaching approach in their teaching. The findings study of Zakaria et al. (2015), show that the problems in learning Arabic are due to the attitude teachers who are not interested in bringing change in teaching Arabic. Therefore, they prefer to use lecture-type teaching methods because it is easier and saves time.

While (Rosni,2012) found that Arabic language teachers do fewer activities in the teaching and learning process that encourages students be passive. According to (Zamri,2012) teaching effectiveness requires teachers to master various teaching methods and how teachers

interpret and organize these methods to be a more effective strategy. nowadays, many of them still use traditional teaching method.

Research General Objective

The general objective of this study is to review the implementation of Arabic language teachers in cooperative learning at 6 SMKA schools states in Kelantan.

Research Specific Objectives

The specific objectives of this research will investigate:

1. The frequency of implementation cooperative learning types in teaching by Arabic language
   teachers.
2. The level of knowledge teachers for cooperative learning in teaching and learning Arabic language.

Importance / benefits of Research

Some findings of this study can provide awareness to teachers about the appropriate learning in schools to teach Arabic language subjects. In addition, this study can also help teachers be more creative and innovative for attract students' interest in learning with fun in the classroom. Furthermore, it can help Arabic language teachers in SMKA near Kelantan in the implementation of cooperative learning. It is also hoped that this study can assist administrators in SMKA in identifying teachers' readiness, understanding, and needs in implementing this use.

Methodology Research

This study is quantitative by using a survey instrument to obtain data. The data were analyzed using Statistical Package for Social Sciences (SPSS) version 26.0. The research population is teachers who teach Arabic in religious secondary school (SMKA) near Kelantan. A total of 50 Arabic teachers from 6 schools were chosen. There are two schools in the Kota Bharu district, specifically SMKA Nai'm Lilbanat and SMKA Melor. Meanwhile, SMKA Lati in Pasir Mas district, SMKA Tok Bachok in Bachok district, SMKA Wataniah in Machang district and SMKA Falahiah in Tumpat district.

This study uses a descriptive survey method. Descriptive statistics consisting of information related to mean, standard deviation, and percentage are used by researchers so that the data obtained can clarify and answer the objectives of the study (Majid Konting,2005). A total of 50 Arabic language teachers from six religious secondary schools in the state of Kelantan were involved as respondents. This amount is based on records obtained from the Islamic Education Sector, Kelantan State Education.

Schedule 1; The population of Arabic language teachers in SMKA state Kelantan

No	School names	Arabic's Teacher
1	SMKA Falahiah	8
2	SMKA Tok Bachok	8
3	SMKA Naim Lil Banat	12
4	SMKA Wataniah	9
5	SMKA Lati	7
6	SMKA Melor	6

Source: SPI (2019)

The distributed questionnaire had two parts; section A covers demographic profiles to gather teacher background information; part B involves aspects of teaching practice used by teachers. The questionnaires given using a five point-Likert scale of 1, 2 and 3 were categorized as 'Strongly Disagree', 'Disagree', and 'Not Sure'. While values 4 and 5 were classified as 'Agree' and 'Strongly Agree' respectively to analyze the percentage and frequency of each item. The mean number will be obtained by analyzing the likert scale value chosen by the respondents for each item. The average overall score value for each aspect will also be examined. Before the actual study was conducted, a pilot study was conducted to look at the reliability of the question items. To measure the validity and reliability of the questionnaire form, the researcher conducted a pilot study before the actual research was conducted. According to Wiersma (1995) stated that the pilot study that has been undertaken aims to test the items in terms of language and obtain a reasonable degree of reliability is a Cronbach's Alpha value of 0.6 and above. The results of the pilot study of this questionnaire have obtained a Cronbach's alpha value of .897.

Data Collection
Respondent Profile
Schedule 2 below shows the background profile of the study participants. A total of teacher is 23 male and 27 female were involved in this study. In terms of age, the majority of teachers are between the ages of 31-40 years (9 people) representing 18%. While teachers aged between 41-50 years is 44% (22 people). The rest are teachers aged between 50 and above (19 people) representing 38%.

Schedule 2; Respondent Profile (N = 50)

	Item	Frekuensi (f)	Peratus (%)
Gender	Male	23	46
	Female	27	54
Age	31-40 years old	9	18
	41-50 years old	22	44
	50 years and above	19	38
Teaching Experience In Arabic	6-10 years	10	20
	11-15 years	11	22
	16-20 years	15	30
	21 years and above	14	28
Academic	Degree	48	96
	Master	2	4
Professional qualifications	Certificate of Teaching	3	6
	KPLI	22	44
	KDPM	6	12
	Bachelor of Education	11	22
	Others (State)	8	16

From the aspect experience of teaching Arabic, most teachers have different experiences. A total of 14 teachers (28%) have experience teaching Arabic for more than 21 years. While for teachers with experience from 16 to 20 years as much 15 people (30%) and (11 people) are teachers with 11-15 years of experience as much as (22%) while the rest (10 people) are between 6-10 years of experience with a percentage (20%). In terms of academic qualifications, the majority of teachers have a degree background (48 people) which represents 96%. While 2 teachers (4%) have a Master's Degree.

The last aspect is professional qualifications. A total of 22 teachers representing 44% have KPLI specialization, 11 teachers with (22%) who have a Degree in Education, while 8 teachers have a Diploma in Education with a percentage of (16%), 6 teachers have KPDI specialization representing (12 %) and the last teachers who have a Teaching Certificate total 3 people with a percentage (6%).

Frequency of Implementation Cooperative Learning
This section will review the frequency of implementation of 13 cooperative learning activities in the teaching of Arabic among Arabic language teachers in SMKA Kelantan. Indicators for the level of frequency of implementation of cooperative learning are based on schedule 3.

Schedule 3; Interpretation stage of Mean Score

No	Mean Score	Interpretation stage
1	1.0 to 2.50	Low
2	2.51 to 3.50	Moderate
3	3.51 to 5.00	High

Schedule 4; Percentage Distribution, Mean and Standard Deviation for Frequency of Cooperative Learning Implementation in Arabic Language Teaching

No	Items	Percent					Mean	S.D
		Never	Rarely	Some times	Frequent	Very Often		
1	Using the jigsaw method	8 (4)	26 (13)	36 (16)	22 (11)	8 (4)	2.96	1.06
2	Using the Three Minute Review method	10 (5)	10 (5)	34 (17)	32 (16)	14 (17)	3.30	1.14
3	Using the Round Table method	4 (2)	4 (2)	9 (18)	52 (26)	22 (11)	3.84	0.95
4	Using group investigation method	10 (5)	8 (4)	32 (16)	34 (17)	16 (8)	3.38	0.61
5	Using the Think Pair Share method	-	4 (2)	32 (16)	38 (19)	20 (10)	3.62	0.64
6	Using the Think Pair Square method	2 (1)	10 (5)	26 (13)	38 (19)	24 (12)	3.72	0.62
7	Using the Pair Check method	8 (4)	-	24 (12)	50 (25)	18 (9)	3.70	1.03
8	Using the Write Around method	8 (4)	2 (1)	54 (27)	20 (10)	16 (8)	3.34	1.04
9	Using the Team Present to Other Team method	4 (2)	6 (3)	18 (9)	54 (27)	18 (9)	3.76	0.96
10	Using the Three Stray one stay method	12 (6)	16 (8)	4 (22)	22 (11)	6 (3)	2.94	1.05
11	Using the Round Robin Brainstorming method	8 (4)	12 (6)	32 (16)	42 (21)	6 (3)	3.26	1.02
12	Using the Three Step Interview method	8 (4)	24 (12)	48 (24)	12 (6)	8 (4)	2.88	1.00
13	Using the Team Accelerated Instruction (TAI) method	6 (3)	12 (6)	40 (20)	32 (16)	10 (5)	3.28	1.01

Findings in schedule 4 below show that there are five items that recorded the highest mean score, which is preceded by the Round Table method (mean=3.85, SD=0.95). Followed by the method of Think Pair Share which recorded (mean=3.62, SD=0.64). Think Pair Square method (mean=3.72, SD=0.62). Also in the highest mean category is the Pair Check method (mean= 3.70, SD = 1.03) and Team Present to Other Team with (mean=3.76, SD=0.96).

While the eight methods are at a moderate mean score is the jigsaw method (mean=2.96, SD=1.06), then Three Minute Review method (mean=3.30, SD=1.14), Group Investigation method recorded (mean=3.38, SD=0.61), Write Around method (mean=3.34, SD=1.04), Three Stray one stay method (Mean=2.94, SD=1.05), then Round Robin Brainstorming method obtained (mean=3.26, SD=1.02), followed by 2 other methods that are also at a moderate level, namely Three Step Interview method (mean=2.88, SP=1.00) and the Team method Accelerated Instruction (TAI) (Individual Assistance) obtained (mean=3.2, SD=1.01). This data proves that respondents use this method more often in their teaching and learning.

Knowledge of Arabic Language Teachers in Cooperative Learning
Scheduled 5: Percentage Distribution, Mean and Standard Deviation for Teachers' Knowledge About the Implementation of Cooperative Learning in Arabic Language

No	Item	Percent					Mean	S.D
		SD	D	NS	A	SA		
1	I know the definition of cooperative learning	-	-	4 (2)	56 (28)	40 (20)	4.36	0.56
2	Cooperative learning requires students to work in groups	-	-	2 (1)	38 (19)	60 (30)	4.58	0.53
3	Cooperative learning is an effective learning approach in teaching and learning	-	-	2 (1)	50 (25)	48 (24)	4.46	0.54
4	Cooperative learning increases the level of learning for weaker students	-	-	2 (1)	48 (24)	50 (25)	4.48	0.54
5	Cooperative learning, good for encouraging students to be more active in the classroom	-	-	2 (1)	38 (19)	60 (30)	4.58	0.53
6	Cooperative learning is an efficient learning strategy	-	-	2 (1)	48 (24)	50 (25)	4.48	0.54
7	I know the difference between cooperative learning methods and traditional learning methods	-	-	6 (3)	48 (24)	46 (23)	4.40	0.60
8	I know the advantages of implementing cooperative learning methods	-	-	6 (3)	44 (22)	50 (25)	4.44	0.61
9	The use of appropriate cooperative teaching methods can stimulate and retain students 'attention.	-	-	-	46 (23)	54 (27)	4.54	0.50
10	I know and understand the types of cooperative methods used in teaching	-	-	8 (4)	58 (29)	34 (17)	4.26	0.60
11	I am able to play a good role in encouraging students to learn cooperatively	-	2 (1)	4 (2)	50 (25)	44 (22)	4.36	0.66
	TOTAL						**4.44**	**0.45**

Table 5 above shows the distribution of respondents by percentage, mean and standard deviation to show the knowledge of Arabic teachers on teaching methods using cooperative learning techniques. Based on 11 items measured, the total item recorded mean score at a high level is 4.26-4.58. There are 2 items that show the highest score, item 2 "cooperative learning requires students to work together in groups" (mean=4.58, SD=0.53) and item 5 "the use of appropriate co-operative teaching methods can stimulate and maintain students' attention in the classroom" with (mean=4.58, SD=0.53).

Then followed 2 other items namely item 4 "Cooperative learning improves learning levels for weak students" and item 6 "Cooperative learning is an efficient learning strategy" obtained the same score (mean=4.48, SD=0.54).

Based on the analysis, no moderate level and low mean scores were shown. There is only 1 item that recorded a relatively low mean compared to other items namely item 10 "I know and understand the types of cooperative methods used in learning and teaching" with (mean =4.26, SD=0.60). Overall, Arabic teachers knowledge about cooperative learning methods at high mean score level as well as being a sign of Arabic teachers in six SMKA Kelantan successfully planning and implementing cooperative learning well (min=4.44, SD=0.45)

Discussion and Conclusion
Frequency of Implementation Cooperative Learning
Data analysis shows that cooperative learning is a learning process that is often carried out in Arabic teaching. There are 13 cooperative learning items that are a measure of this study in reviewing the frequency of teachers conducting cooperative learning in their teaching. On average, respondents consisting of Arabic teachers in 6 schools SMKA state Kelantan very often performed five cooperative learning namely round table method, Think Pair Share method, Think Pair Square method, Pair Check method and Team Present to Other Team method.

However, out of the five types of cooperative learning the Round Table method becomes an option in their teaching. In the Round Table method, group members can share information in rotation presenting the ideas discussed. (Kagan, 1994; Abd. Shukor, 2001). Each member needs an additional idea to complete the task. This information sharing activity can be carried out by members of the group so that the matter discussed produces a very meaningful idea. Through the decline of the idea, each member is encouraged to read and review the results of each other's assignments so that the tasks are robust and meaningful. Finally, through the technique, students are able to master the topic and learning well.

Further, the findings also showed that Arabic language teachers in 6 schools SMKA state of Kelantan also still focus in choosing cooperative learning method that prioritizes the presentation element and peer assistance in making group discussions through The Think Pair Share Method, Think Pair Square Method and Team Present to Other Team Methods. This method make student work together and interact with peers in learning. The impact of this will allow students to receive feedback that can facilitate their understanding during learning. This findings are reinforced by the opinion of Johnson & Johson (1985), which states that

other students who assist in the learning process of other students by sharing information, discussing, teaching what is known and encouraging them for better achievement.

Knowledge of Arabic language teachers in cooperative learning
The level of knowledge of teachers in carrying out cooperative learning is at a high level. Arabic language teachers in 6 Kelantan state SMKA have a good knowledge base in implementing cooperative learning. Teachers acknowledge that the use of appropriate co-operative teaching methods can stimulate and maintain pupils' attention. Therefore, co-operative learning practices demand that teachers use interesting, creative and innovative methods and thus increase the level of learning for disadvantaged pupils. This is reinforced by Abdul Rahim's opinion (1999), which stated that an efficient and competent teacher can develop his teaching, increase the confidence of students and make learning interesting and enjoyable for the students. Furthermore, (Normazidah, 2012) that the diversity of teaching methods is important in the effort to attract students interested in Arabic lessons.

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