COLLABORATIVE LEARNING IN ARABIC LANGUAGE LEARNING IN INDONESIA: A SYSTEMATIC LITERATURE REVIEW

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Abstract

The Education 5.0 era requires learners to acquire both language and communication skills. In light of the contemporary demands, collaborative learning is highly recognized as a strong methodology to improve both linguistic and social competencies, its practice in Arabic language teaching faces huge obstacles. This study is exploring efficient strategies for collaborative learning with Arabic as a target language and the factors influencing successful applications will be scrutinized. This study applies the Systematic Literature Review (SLR) methodology referring to PRISMA guidelines. The findings of this study have indicated that instructional strategies such as Group Discussion, Think Pair Share, and Project-Based Learning do significantly improve listening, speaking, reading, and, most importantly, writing skills. The effectiveness of these strategies is determined by four main factors: pedagogical (teacher competence and instructional design), social (student interaction and environmental support), group dynamics (heterogeneous composition and structured interaction), and technological (technology availability and integration). The presented research emphasizes the need for improved teacher preparation programs, thoughtful instructional design, and equitable student access to the latest technologies in order for the collaborative learning approach in Arabic language instruction to deliver optimal experiences.

Keywords: Collaborative Learning; Arabic Language Learning; Social Interaction

Abstrak

Era Pendidikan 5.0 mengharuskan siswa untuk memperoleh keterampilan bahasa dan komunikasi. Adanya tuntutan tersebut, menjadikan pembelajaran kolaboratif diakui sebagai salah satu metodologi yang kuat untuk meningkatkan kompetensi linguistik dan social. Namun, implementasi pembelajaran kolaboratif dalam pengajaran Bahasa Arab masih terdapat kendala. Tujuan penelitian ini mengeksplorasi jenis strategi yang efisien dan faktor pengaruh keberhasilan implementasi pembelajaran kolaboratif pada pembelajaran bahasa Arab di Indonesia. Penelitian ini menggunakan metodologi Systematic Literature Review (SLR) yang mengacu pada pedoman PRISMA. Hasil dari penelitian ini menunjukkan bahwa strategi pembelajaran seperti Diskusi Kelompok, *Think Pair Share*, dan Pembelajaran Berbasis Proyek secara signifikan meningkatkan kemampuan menulis, selanjutnya disusul oleh menyimak, berbicara, dan membaca. Efektivitas strategi ini ditentukan oleh empat faktor utama: pedagogis (kompetensi guru dan desain instruksional), sosial (interaksi siswa dan dukungan lingkungan), dinamika kelompok (komposisi heterogen dan interaksi yang terstruktur), dan teknologi (ketersediaan dan integrasi teknologi). Kesimpulan penelitian ini adalah perlunya peningkatan program persiapan guru, desain instruksional, dan kemudahan akses teknologi terbaru agar pendekatan pembelajaran kolaboratif dalam pengajaran bahasa Arab dapat memberikan pengalaman yang optimal.

Kata Kunci: Pembelajaran Kolaboratif; Pembelajaran Bahasa Arab; Interaksi Sosial

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INTRODUCTION

Learning Arabic has a profound and multifaceted significance, both from a cultural, economic and educational perspective. Arabic is one of the most widely spoken languages in the world, with over 400 million native speakers. This language represents not only a means for communication but also one through which to learn the vivid culture and traditions typical of the Arab world. Acquiring proficiency in Arabic opens doors to literature, art, and historical narratives significant not only for the Arab world but for the whole of world civilization.[1]

Arabic language learning in Indonesia has an important position.[2] Arabic in Indonesia serves not only as the language of the Qur'an but also as a means for mastering various disciplines: religion, business, and international relations.[3] In the global context, human resource management requires Arabic language competence to increasingly meet the demand, especially in the fields of economics and diplomacy, hence being of great importance for Arabic learning among the Indonesian population.[4]

The acquisition of the Arabic language in Indonesia has challenges that are multifaceted and multi-factorial, influencing the teaching and learning processes.[5] One major challenge is the complexity of the Arabic language itself, with its complicated grammatical rules, different dialects, and vast vocabulary, which may be too difficult for learners to master, especially non-native speakers.[6] The cultural perception of Arabic language education within Indonesian society can be a great challenge, which may affect the motivation of students. People consider Arabic as a religious language but not as a communication medium, which diminishes interest in acquiring proficiency in the language.[7] The integration of technology in language teaching, despite its potential, frequently encounters challenges attributable to the low technological skills possessed by

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[1] Abdul Manan and Ulyan Nasri, 'Tantangan dan Peluang Pendidikan Bahasa Arab: Perspektif Global', *Jurnal Ilmiah Profesi Pendidikan* 9, no. 1 (2 February 2024): 256–65, https://doi.org/10.29303/jipp.v9i1.2042.

[2] Sudi Yahya Husein et al., 'Teaching Methods, Challenges, And Strategies for Improving Students' Arabic Linguistic Competence', *Ijaz Arabi Journal of Arabic Learning* 6, no. 3 (17 October 2023), https://doi.org/10.18860/ijazarabi.v6i3.23558.

[3] Norfaezah Mohd Hamidin, 'The Usage of Direct Method in Learning Arabic at Home', *E-Jurnal Bahasa dan Linguistik (eJBL)* 2, no. 2 (30 November 2020): 11724, https://doi.org/10.53840/ejbl.v2i2.55.

[4] Muhammad Rehan Anwar and Herdi Aziz Ahyarudin, 'AI-Powered Arabic Language Education in the Era of Society 5.0', *IAIC Transactions on Sustainable Digital Innovation (ITSDI)* 5, no. 1 (11 October 2023): 50–57, https://doi.org/10.34306/itsdi.v5i1.607.

[5] Husein et al., 'Teaching Methods, Challenges, And Strategies for Improving Students' Arabic Linguistic Competence'.

[6] Mohammad Samsul Ulum, Wahyu Indah Mala Rohmana, and Melly Elvira, 'Dynamics of Content Knowledge: Learned from Indonesian Arabic Teachers', ed. Yuqing Geng, *Education Research International* 2023 (15 May 2023): 1–17, https://doi.org/10.1155/2023/8883362.

[7] Sarmiwida, 'Collaboration Between Parents and Teachers in Overcoming Arabic Language Learning Difficulties Among Children at Min Paya Seunara Sabang', *International Journal Education and Computer Studies (IJECS)* 3, no. 1 (30 March 2023): 17, https://doi.org/10.35870/ijecs.v3i1.1796.

both teachers and students.[8] The presence of various obstacles to Arabic language learning necessitates that teachers employ effective Arabic language education strategies.

Besides the complex problems that may affect the efficacy of learning the Arabic language, the demands of the Education 5.0 era mean that while learners acquire the language, they also have to develop other relevant skills and competencies important in the current century in areas such as problem-solving, teamwork, and communication.[9] To address these challenges and meet these demands, a pedagogical approach that is typified by collaborative learning—placing emphasis on group work and peer interaction— cultivates a culture of mutual support and shared responsibility, thus improving the learning outcomes of students.[10]

Furthermore, collaborative learning has become a pedagogical approach that has proved to significantly improve learning outcomes in the foreign language classroom. By encouraging students to actively participate in a communal environment, collaborative learning offers the ability to share knowledge and experiences, which can be of particular benefit within language acquisition. Research into collaborative activities has shown that students interact more frequently in using the target language while, at the same time, developing such skills as critical thinking and solving problems as they accomplish tasks together.[11] This social interaction is important in language acquisition because it enables students to express their thoughts, clarify misunderstandings, and get immediate feedback from peers, which reinforces their language.[12]

Engagement with peers in collaborative learning serves multiple functions that enhance language development, including the provision of opportunities for communication, compromise, and diplomacy. Such social interactions are essential for developing pragmatic competence alongside other life skills that are important for

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[8] Rosita Ilhami et al., 'Quizizz As an Arabic Vocabulary Media Learning in Digitalization Era: Process, Weakness and Strengths', *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 10, no. 1 (3 June 2022): 13-24, https://doi.org/10.23971/altarib.v10i1.3787.

[9] Mellyatul Aini, Erlia Narulita, and Indrawati, 'Enhancing Creative Thinking and Collaboration Skills through ILC3 Learning Model: A Case Study', *Journal of Southwest Jiaotong University* 55, no. 4 (2020): 59, https://doi.org/10.35741/issn.0258-2724.55.4.59.

[10] Marisela Rodriguez-Salvador and Pedro F. Castillo-Valdez, 'Promoting Collaborative Learning in Students Soon to Graduate through a Teaching–Learning Model', *Education Sciences* 13, no. 10 (28 September 2023): 995, https://doi.org/10.3390/educsci13100995.

[11] Jean Hoo Fang Jing et al., 'Engagement in Collaborative Learning for Online Assessment on an English Language Course as a Sustainable Learning Approach', *International Journal of Academic Research in Business and Social Sciences* 13, no. 4 (17 April 2023): Pages 1693-1704, https://doi.org/10.6007/IJARBSS/v13-i4/16771; David Gortaire-Díaz et al., 'Analyzing the role of collaboration in enhancing learning outcomes: strategies, benefits, and challenges.', 2023, https://doi.org/10.37423/231108388.

[12] Phil Hiver et al., 'Engagement in Language Learning: A Systematic Review of 20 Years of Research Methods and Definitions', *Language Teaching Research* 28, no. 1 (January 2024): 201–30, https://doi.org/10.1177/13621688211001289.

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language acquisition.[13] The component of interaction is found in various types of approaches, including:[14] Project-Based Learning, Cooperative Learning, Structured Discussion, Problem-Based Learning, Collaborative Scaffolding, Technology-Enhanced Learning.

The exploration of aspects that influence its effectiveness is vital in facilitating a clearer measurement of learning outcomes as well as in fostering continual improvement in the learning methods being utilized.[15] Based on this urgency, some problems are stated in this article: What kind of collaborative learning strategy is effective to enhance Arabic language learning in Indonesia, and what factors influence the effectiveness of the implementation of collaborative learning in the context of Arabic language learning in Indonesia.

This study aims to investigate which collaborative strategies are best employed in Arabic language learning in Indonesia and how they are used. Though a related study was done regarding the systematic literature review in the area of Arabic language learning strategies by Nuriyadin, his findings focus most on material development strategy; it also does not dwell on learning strategies that can help enhance both language and collaboration competencies simultaneously. In addition, he has not studied any factors affecting the effectiveness of these methods in learning Arabic being adapted from the articles the researcher has chosen.[16] Therefore, the novelty of this article is seeks to explore which collaborative strategies are put to work to help improve Arabic language learning and also to determine those aspects that influence its effectiveness or outcome of Arabic language learning in Indonesia by identifying those collaborative learning strategies that have been documented in the literature as effective means to improve Arabic language acquisition in Indonesia.

METHOD

The methodological approach of the present research is qualitative, using an SLR approach. SLR consists of the explicit and systematic review of the literature with the objective of collecting and synthesizing or combining the results of studies that address

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[13] Mohammad Amiruddin, Evha Nazalatus Sa'adiyah Sy, and Muhammad Darin Zuhri, 'Peer Interaction in Language Learning at SMAN 1 Galis Pamekasan', *Journey: Journal of English Language and Pedagogy* 5, no. 2 (18 October 2022), https://doi.org/10.33503/journey.v5i2.2131.

[14] Edda Luzzatto and Giordano DiMarco, 'Collaborative Learning', in *Collaborative Learning: Methodology, Types of Interaction and Techniques* (Nova, 2010).

[15] Ayşenur Alp Christ et al., 'Learning Processes and Their Mediating Role between Teaching Quality and Student Achievement: A Systematic Review', *Studies in Educational Evaluation* 75 (December 2022): 101209, https://doi.org/10.1016/j.stueduc.2022.101209.

[16] Riyan Nuryadin, Nurul Irfan, and Leni Layinah, 'Systematic Literature Review: Strategi Pembelajaran Bahasa Arab Ilmu Sharaf Berdasarkan Teori Pembelajaran Terpadu', *Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI)* 4, no. 4 (17 October 2024): 137185, https://doi.org/10.53299/jppi.v4i4.738.

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the problem formulation.[17] The method implemented to analyse the identification of the reviewed articles was PRISMA (Preferred Reporting Items for Systematic Review and Meta-analysis). The collected articles were analysed systematically by adhering to the appropriate stages or protocols of research. A systematic review is a study designed to locate, include, and analyse all previous research results relating and contributing to a specific topic, particular research, or current phenomenon of concern.

The information provided is comprehensive and balanced, as would be expected from the use of systematic reviews to synthesize the available research on the subject. A literature review typically involves the systematic steps of formulating a research question, conducting a systematic search, screening and selecting relevant articles, analysing and synthesizing qualitative findings, applying quality control measures, and preparing a final report.[18]

The first step in this research is to determine the research question. The following are the research questions in this systematic literature review (table 1):

Table 1. **Research Questions**

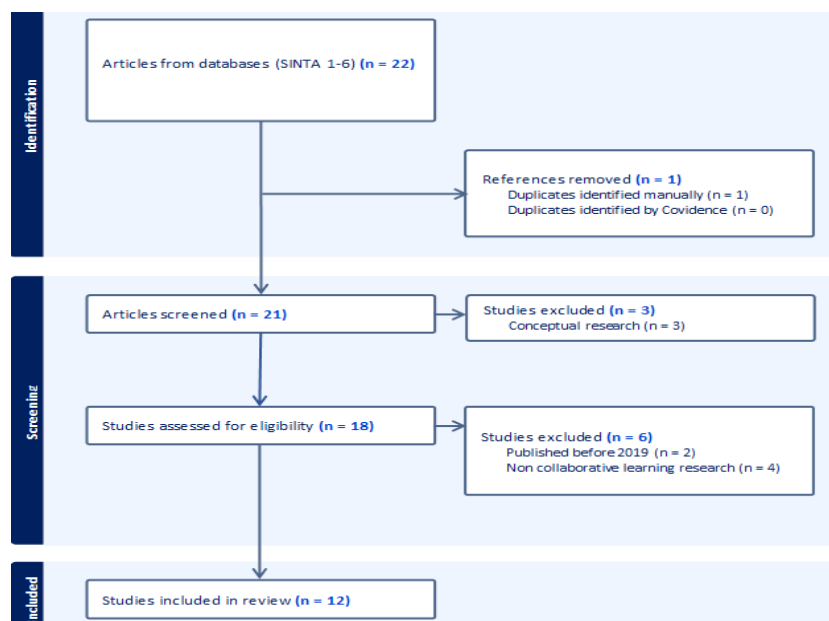| ID	Research Question	Motivation
RQ1	What kinds of collaborative learning strategies are effective for improving Arabic language learning in Indonesia?	Identify and classify the different collaborative learning methods that have been used in teaching the Arabic language.
RQ2	What are the factors that determine the implementation of collaborative learning in the acquisition of the Arabic language in Indonesia?	Identify a range of factors that may influence the effectiveness of collaborative learning strategies on improving Arabic language proficiency among Indonesian learners.

Source: Author's own work

The next stage was the systematic search, screening, and selection of relevant articles. The search for articles was conducted in October in Semarang City. The identification of relevant articles was conducted by entering the keywords "kolabora*" and "collaborat*" in SINTA Journals 1-6. An asterisk was added to the end of the word to

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[17] Matthew J Page et al., 'PRISMA 2020 Explanation and Elaboration: Updated Guidance and Exemplars for Reporting Systematic Reviews', *BMJ*, 29 March 2021, n160, https://doi.org/10.1136/bmj.n160.

[18] Amanda Perry and Nick Hammond, 'Systematic Reviews: The Experiences of a PhD Student', *Psychology Learning & Teaching* 2, no. 1 (March 2002): 32_35, https://doi.org/10.2304/plat.2002.2.1.32.

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increase the lexical coverage. After the articles were downloaded, the researchers imported them into the Covidence application, which allowed filtering according to the PRISMA protocol (figure 1). PRISMA is a guideline for reporting literature reviews; it includes the processes involved in identifying, selecting, assessing, and summarizing research. The researchers designed the inclusion criteria as a framework that should help in identifying which journals should be analysed. These criteria include: research articles are not theoretical research; articles published within 5 years, namely in 2019-2024; the articles discuss collaborative learning strategies in Arabic language learning. Sampling analysis: After taking the sample, the next is to analyse the samples retrieved in order to get related information.

Figure 1. Screening protocol using PRISMA, processed with Covidence

After choosing the data, an individual study is located which helps to draw information useful in answering the research questions. Critical assessment of the quality of the studies will enable one to make meaning of the results compiled together and establish the conclusions drawn. Synthesis follows where responses to the research questions are expounded.

RESULT AND DISCUSSION

Characteristics of Selected Articles

The total number of articles found in the process of searching was 22. Ten articles were excluded for not fulfilling the inclusion criteria; therefore, 12 articles were selected, comprising research on collaborative strategies in Arabic language learning. The highest number of published articles related to collaborative learning strategies took place in the

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year 2021. Afterward, it has been decreasing in terms of the number of articles published in the following years. The twelve selected articles represent non-conceptual research including qualitative (n=8), quantitative (n=1), and research and development (n=3).

Most of the studies were conducted in formal settings (n=10), while the rest were done in non-formal activities (n=2), which include activities held outside official study time. Half of the included articles had as their research population university students (n=6). The remaining articles had research populations including high school students (n=3), junior high school students (n=2), and elementary school students (n=1).

RQ 1: Types of Collaborative Learning in Arabic Language Learning in Indonesia

Based on the exploration of the 12 selected articles, the author managed to identify several collaborative learning strategies in the teaching and learning of the Arabic language in Indonesia, along with the factors affecting the effectiveness of those strategies. The author presents summaries and syntheses from these findings to answer the research questions (**table 2**):

Table 2. Summaries from the findings to answer the research questions

No	Author / Year	Skills	Teaching Materials	Types of collaborative strategies	Influence Factor
1	Bendridi [19]	*Listening *Speaking	Moodle E-learning	Group Discussion	*Platform Features, *Application of Collaboration Principles, *Lecturer Competence, *Technology Availability
2	Baharudin [20]	*Listening *Speaking	School Textbook	*Think Pair Share *Team Games Tournament	*Use of Technology, *Student Motivation, *Teacher Competence *Social Interaction between Students
3	Buhun [21]	Writing	School	Group Discussion	*Time Availability * Process and Result

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[19] Bendridi, 'Uses Of Communicative And Collaborative Activities In E-Learning'.

[20] Baharudin et al., 'Tanfidh Istiratijiaat Mubtakarat Litadris Al-Istima'i Waltahaduts Fi Ta'lim Allughatul 'Arabiyah Fi Al-Madaris Al-Ibtidaiyah'.

[21] Buhun, Anisah Nasution, and Muassomah, 'Strategi Pembelajaran Kolaboratif dalam Maharah Kitabah di MA Asy-Syifa Totikum'.

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No	Author / Year	Skills	Teaching Materials	Types of collaborative strategies	Influence Factor
			Textbook		Evaluation * Heterogeneous Group Formation * Teacher Support
4	Fauzi [22]	Nahwu	Arabic Text	Problem Based Learning	*Teacher Skills * Problem Relevance * Time Availability * Environmental Support
5	Hadawiyah[23]	Reading	School Textbook	Small Group Discussion	*Group Composition *Teacher Support *Student Active Role *Supporting Media
6	Nidak [24]	Reading	Word Conjugation with Reverso Web	Group Discussion	*Lecturer Feedback *Group Social Interaction
7	Noor[25]	*Reading *Writing *Listening *Speaking	Program Teaching Materials	*Inquiry Strategy *Group Discussion *Problem Based Learning	*Teaching Quality *Social Interaction *Tutor Competence *Teaching Evaluation *Technology Support
8	Pratama[26]	Nahwu, writing	Nahwu Textbook based on Collaborative Learning	Integration of collaborative strategies (Two stay two stray, STAD, Jigsaw, Group	*Active Support from Lecturers *Quality of Teaching Materials *Evaluation *Integration with Technology

²² Fauzi, 'Eksperimentasi Model Pembelajaran Problem Based Learning dalam Pembelajaran Nahwu di Kelas X SMA'.

²³ Hadawiyah and Maulidy, 'Metode Small Group Discussion (SGD) Pada Mahârah Qirâ`ah Di Madrasah Tsanawiyah'.

²⁴ Nidak, Zubaidi, and Bahruddin, 'Collaborative-Based Tashrif Lughowy in Qiroatul Kutub Learning Using the Reverso'.

²⁵ Noor, 'The Implementation Of Inquiry Strategy In Arabic Online Class'.

²⁶ Afrian Pratama, 'Developing the Textbook for Applied Arabic Syntax and Its Employment Based on the Collaborative Learning Strategy for the University Level/ تطوير الكتاب الدراسي لمادة تطبيق النحو وتوظيفه بناء على استراتيجية التعلم التعاوني للمستوى الجامعي'.

No	Author / Year	Skills	Teaching Materials	Types of collaborative strategies	Influence Factor
				Investigation)	
9	Rasyidi [27]	Speaking	Program Teaching Materials	Scafolding Technique	*Interaction Patterns *Teaching Material Design *Tutor Role *Technology Support
10	Setiadi [28]	Translation	Textbook for Translating with Collaborative Methods	*Group Discussion *Project Based Learning	*Learning Design *High Interactivity *Language Usage
11	Umamah [29]	Writing	Online Classroom Platform	*Group Discussion *Project Based Learning	*Contextualization of teaching materials * Teacher's role * Use of technology * Comprehensive evaluation
12	Zakiyah [30]	*Reading *Listening *Speaking	University Teaching Materials	*Group Discussion *Think Pair Share	*Learning Experience *Social Support *Technology Availability

Source: Author's own work

From the above table, it can be seen that the use of collaborative strategies in Arabic language teaching in Indonesia is quite varied. This can be noticed with respect to both the kind of strategies used and their application in various levels of education. The most widely used strategy is group discussion, which is found in almost all levels of education, starting from elementary school to university.[31] This approach is used to teach

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[27] Muttaqin and Rasyidi, 'Tafʻīl al-Anmāṭ at-TafāʻUliyyah Fī TaʻLīm al-Lugah al-ʻArabiyyah Dākhila al-Bīʻah al-IṣṭināʼIyyah ʻAlā Ḍauʼi an-NaẒariyyah al-Ijtimāʻiyyah Aṡ- Ṡaqafiyyah Li Vygotsky'.

[28] Setiadi, 'Development of Instructional Design Arabic-Indonesian Translation Based on Collaborative Learning'.

[29] Umamah and Muassomah, 'Pembelajaran Daring Melalui Teknik Kolaboratif pada Keterampilan Menulis Peserta didik di SMA Darul Qur'an Kota Mojokerto'.

[30] Zakiyah, Sugiono, and Mustofa, 'Arabic Learning Experience for Students With Visual Impairments In State Islamic Universities/تجربة تعلم اللغة العربية للمعوِّقين البصرية في الجامعات الإسلامية الحكومية'.

[31] Buhun, Anisah Nasution, and Muassomah, 'Strategi Pembelajaran Kolaboratif dalam Maharah Kitabah di MA Asy-Syifa Totikum'; Nidak, Zubaidi, and Bahruddin, 'Collaborative-Based Tashrif

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students various key language skills, such as listening, speaking, reading, and writing, as well as additional skills, like the translation of texts. It is also seen as effective in enhancing communication between students while at the same time enabling them to exercise their communication skills.

The application of collaborative learning strategies for Arabic language acquisition at this level of schooling is somewhat simple and interactive, some of which include think-pair-share methodologies and team games tournaments to improve speaking and listening skills, create a motivating learning environment, and create active participation in group activities.[32] At the secondary level, there is a shift in collaborative strategies to more advanced methodologies, such as problem-based learning and project-based learning, which are often used to develop reading and writing skills[33]

The use of collaborative strategies for Arabic language learning at the higher education level is much more varied and incorporative. The approach used is the inquiry strategy,[34] which in turn, encompasses a number of specific models such as "two stay two stray", Student Team Achievement Division (STAD), jigsaw, and group investigation.[35] This methodology is used not only for the development of particular language skills but also for the development of more complex skills, including grammar and translation. In addition, technology-based learning methods such as Moodle E-learning, web-based word conjugation-sharaf tools, and online class platforms are more commonly being integrated into higher education. This indicates an adaptation to technological advancement and increased demand for greater flexibility in learning.

Collaborative learning strategies are mostly used to develop listening and speaking first, followed by reading and writing. In the area of listening and speaking skills, some of the most prominent strategies include Group Discussion, Think Pair Share, and Team Games Tournament, as they allow students to practice directly in a collaborative setting.[36] On the other hand, reading skills are often taught through Small

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Lughowy in Qiroatul Kutub Learning Using the Reverso'; Noor, 'The Implementation Of Inquiry Strategy In Arabic Online Class'; Umamah and Muassomah, 'Pembelajaran Daring Melalui Teknik Kolaboratif pada Keterampilan Menulis Peserta didik di SMA Darul Qur'an Kota Mojokerto'; Zakiyah, Sugiono, and Mustofa, 'Arabic Learning Experience For Students With Visual Impairments In State Islamic Universities/ 'تجربة تعلم اللغة العربية للمعوَّقين البصرية في الجامعات الإسلامية الحكومية.

[32] Baharudin et al., 'Tanfidh Istiratijiaat Mubtakarat Litadris Al-Istima'i Waltahaduts Fi Ta'lim Allughatul 'Arabiyah Fi Al-Madaris Al-Ibtidaiyah'.

[33] Noor, 'The Implementation Of Inquiry Strategy In Arabic Online Class'; Setiadi, 'Development of Instructional Design Arabic-Indonesian Translation Based On Collaborative Learning'; Umamah and Muassomah, 'Pembelajaran Daring Melalui Teknik Kolaboratif pada Keterampilan Menulis Peserta didik di SMA Darul Qur'an Kota Mojokerto'.

[34] Noor, 'The Implementation Of Inquiry Strategy In Arabic Online Class'.

[35] Afrian Pratama, 'Developing the Textbook for Applied Arabic Syntax and Its Employment Based on the Collaborative Learning Strategy for the University Level/ تطوير الكتاب الدراسي لمادة تطبيق النحو وتوظيفه بناء على استراتيجية التعلم التعاوني للمستوى الجامعي.

[36] Baharudin et al., 'Tanfidh Istiratijiaat Mubtakarat Litadris Al-Istima'i Waltahaduts Fi Ta'lim Allughatul 'Arabiyah Fi Al-Madaris Al-Ibtidaiyah'; Buhun, Anisah Nasution, and Muassomah, 'Strategi Pembelajaran Kolaboratif dalam Maharah Kitabah di MA Asy-Syifa Totikum'; Nidak, Zubaidi, and

Group Discussion and Inquiry Strategy.[37] These approaches enable students to explore the text together. The writing skills introduced in the articles reviewed are through project-based or collaborative approaches, including Project-Based Learning and Group Discussion, which allow students to work in groups to produce written work.[38]

RQ 2: Effectiveness Factors of Collaborative Learning on Arabic Language Learning in Indonesia

Collaborative learning strategies are shown to impact the acquisition of Arabic as a second language in Indonesia under the influence of various factors determining their success. Under the author's examination on chosen articles and theories associated with collaborative learning strategies (see **table 2**), the factors are categorized into a number of classes that include pedagogical, social, technological, and group dynamics factors.

The most dominant factor that influences the successful carrying out of collaborative strategies in teaching Arabic language in Indonesia is pedagogical factors. This can be realized from the dominant elements of this factor in the selected articles. Some articles indicate that teacher competence—not only in creating teaching resources that fit students' needs but also in creating meaningful learning opportunities and gathering contextualized teaching resources, with practical time management plans—can dramatically affect students' participation in the process of learning the Arabic language through collaborative approaches.[39]

Added to this is teacher competence; other pedagogical factors include the use of integrated assessment methods in order to judge the extent of achievement of learning

Bahruddin, 'Collaborative-Based Tashrif Lughowy in Qiroatul Kutub Learning Using the Reverso'; Noor, 'The Implementation Of Inquiry Strategy In Arabic Online Class'; Setiadi, 'Development of Instructional Design Arabic-Indonesian Translation Based on Collaborative Learning'; Zakiyah, Sugiono, and Mustofa, 'Arabic Learning Experience For Students With Visual Impairments In State Islamic Universities/ تجربة تعلم اللغة العربية للمعوّقين البصرية في الجامعات الإسلامية الحكومية'.

[37] Hadawiyah and Maulidy, 'Metode Small Group Discussion (SGD) Pada Mahârah Qirâ`ah Di Madrasah Tsanawiyah'.

[38] Setiadi, 'Development of Instructional Design Arabic-Indonesian Translation Based on Collaborative Learning'.

[39] Bendridi, 'Uses Of Communicative And Collaborative Activities In E-Learning'; Baharudin et al., 'Tanfidh Istiratijiaat Mubtakarat Litadris Al-Istima'i Waltahaduts Fi Ta'lim Allughatul 'Arabiyah Fi Al-Madaris Al-Ibtidaiyah'; Fauzi, 'Eksperimentasi Model Pembelajaran Problem Based Learning dalam Pembelajaran Nahwu di Kelas X SMA'; Noor, 'The Implementation Of Inquiry Strategy In Arabic Online Class'; Afrian Pratama, 'Developing the Textbook for Applied Arabic Syntax and Its Employment Based on the Collaborative Learning Strategy for the University Level/ تطوير الكتاب الدراسي لمادة تطبيق النحو وتوظيفه بناء على استراتيجية التعلم التعاوني للمستوى الجامعي'; Muttaqin and Rasyidi, 'Taf`īl al-Anmāṭ at-Tafā'Uliyyah Fī Ta'Līm al-Lugah al-'Arabiyyah Dākhila al-Bī`ah al-Iṣṭinā'Iyyah 'Alā Ḍau'i an-NaẒariyyah al-Ijtimā'iyyah Aṡ-Ṡaqafiyyah Li Vygotsky'; Umamah and Muassomah, 'Pembelajaran Daring Melalui Teknik Kolaboratif pada Keterampilan Menulis Peserta didik di SMA Darul Qur'an Kota Mojokerto'; Zakiyah, Sugiono, and Mustofa, 'Arabic Learning Experience For Students With Visual Impairments In State Islamic Universities/ تجربة تعلم اللغة العربية للمعوّقين البصرية في الجامعات الإسلامية الحكومية'.

objectives in both process and outcome-based terms.[40] Moreover, support from the teacher—through constructive feedback and an active role in facilitating discussions, motivating students, and guiding them in the completion of collaborative tasks—greatly contributes to the success of the learning process. The effective integration of these pedagogical factors within the context of Arabic language instruction can foster a collaborative learning environment that enhances communication skills, cultural understanding, and foreign language proficiency among students.

Social factors play a large role in the successful implementation of collaborative learning strategies in the classroom for Arabic language instruction. The literature review identified the social factors as: social interaction between learners in the group, environmental support, students' active participation, and language acquisition. Social interaction between students forms the foundation of active communication, sharing of ideas, and solving problems as a team. When learners can work well together, they strengthen not only their Arabic language skills but also interpersonal relationships.[41] A supportive environment, in term facilities and school policies, may help considerably to i mplement innovative learning strategies.[42] This was the evident in studies investigating the use of collaborative strategies for teaching Arabic language to adolescents with disabilities at a university level. An enabling environment can increase the confidence of disabled students to pursue learning Arabic.[43] The next major social factor is the active involvement of learners; their active participation in group discussions will result in a better construction of knowledge about the topic.[44] Also, the proficiency of the learners in the Arabic language is a facilitating social factor that determines the quality of social interaction since better communication skills will allow them to articulate their ideas clearly and cooperate with other members of the group.[45]

The third set of factors relates to those involved with group dynamics. This includes heterogeneous group composition, patterned interaction structures, and a high

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[40] Buhun, Anisah Nasution, and Muassomah, 'Strategi Pembelajaran Kolaboratif dalam Maharah Kitabah di MA Asy-Syifa Totikum'; Noor, 'The Implementation Of Inquiry Strategy In Arabic Online Class'; Afrian Pratama, 'Developing the Textbook for Applied Arabic Syntax and Its Employment Based on the Collaborative Learning Strategy for the University Level/ تطوير الكتاب الدراسي لمادة تطبيق النحو وتوظيفه بناء على استراتيجية التعلم التعاوني للمستوى الجامعي'; Umamah and Muassomah, 'Pembelajaran Daring Melalui Teknik Kolaboratif pada Keterampilan Menulis Peserta didik di SMA Darul Qur'an Kota Mojokerto'.

[41] Setiadi, 'Development of Instructional Design Arabic-Indonesian Translation Based on Collaborative Learning'; Nidak, Zubaidi, and Bahruddin, 'Collaborative-Based Tashrif Lughowy in Qiroatul Kutub Learning Using the Reverso'; Baharudin et al., 'Tanfidh Istiratijiaat Mubtakarat Litadris Al-Istima'i Waltahaduts Fi Ta'lim Allughatul 'Arabiyah Fi Al-Madaris Al-Ibtidaiyah'.

[42] Fauzi, 'Eksperimentasi Model Pembelajaran Problem Based Learning dalam Pembelajaran Nahwu di Kelas X SMA'.

[43] Zakiyah, Sugiono, and Mustofa, 'Arabic Learning Experience for Students with Visual Impairments In State Islamic Universities/ تجربة تعلم اللغة العربية للمعوّقين البصرية في الجامعات الإسلامية الحكومية'.

[44] Hadawiyah and Maulidy, 'Metode Small Group Discussion (SGD) Pada Mahârah Qirâ`ah Di Madrasah Tsanawiyah'.

[45] Afrian Pratama, 'Developing the Textbook for Applied Arabic Syntax and Its Employment Based on the Collaborative Learning Strategy for the University Level/ تطوير الكتاب الدراسي لمادة تطبيق النحو وتوظيفه بناء على استراتيجية التعلم التعاوني للمستوى الجامعي'.

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level of interactivity. It appears that the composition of heterogeneous groups creates synergies that help collaboration. The group balance can be measured by the gender composition of members, their language ability, different backgrounds, and different viewpoints so that each member can complement and learn from each other.[46] When interaction patterns are established, the interactivity in the group will be high. High interactivity is characterized by active discussion, mutual input, and joint problem solving.[47] Well-managed group dynamics give collaborative learning the potential to bring about an environment conducive to the development of students' Arabic language proficiency, as well as their cooperation skills.

The last factor that plays a significant role in facilitating the effective implementation of collaborative learning strategies in Arabic language instruction relates to technological factors. Technological factors include platform characteristics that can facilitate collaborative learning, availability of technology, accessibility of supporting media, and integration of technology.[48] The use of technology in learning resources, coupled with its application in the learning process through collaborative learning, can make the learning process more effective and enjoyable.[49] Teachers can also utilize collaborative learning websites, including Google Classroom or LMS websites like Moodle and related sites. These platforms include interactive features such as virtual discussion rooms, feedback systems, and online evaluation tools that can be used in Arabic collaborative learning. [50]

CONCLUSION

A study on the selected articles disclosed that collaborative learning strategies occupy an eminent space in the context of Arabic language teaching in Indonesia, with flexibility of implementation at different educational stages. At the primary level, techniques such as Think Pair Share and Team Games Tournament have proven to help improve listening and speaking skills. In secondary schools, somewhat more complex Problem-Based Learning and Project-Based Learning enhance reading, writing and

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[46] Hadawiyah and Maulidy, 'Metode Small Group Discussion (SGD) pada Mahârah Qirâ`ah Di Madrasah Tsanawiyah'; Miftahul Fadliah Buhun, Anisah Nasution, and Muassomah Muassomah, 'Strategi Pembelajaran Kolaboratif dalam Maharah Kitabah di Ma Asy-Syifa Totikum', *Shaut al Arabiyyah* 9, no. 2 (29 November 2021): 245, https://doi.org/10.24252/saa.v9i2.24455.

[47] Setiadi, 'Development of Instructional Design Arabic-Indonesian Translation Based on Collaborative Learning'.

[48] Baharudin et al., 'Tanfidh Istiratijiaat Mubtakarat Litadris Al-Istima'i Waltahaduts Fi Ta'lim Allughatul 'Arabiyah Fi Al-Madaris Al-Ibtidaiyah'; Umamah and Muassomah, 'Pembelajaran Daring Melalui Teknik Kolaboratif pada Keterampilan Menulis Peserta didik di SMA Darul Qur'an Kota Mojokerto'; Zakiyah, Sugiono, and Mustofa, 'Arabic Learning Experience for Students with Visual Impairments in State Islamic Universities/ تجربة تعلم اللغة العربية للمعوَّقين البصرية في الجامعات الإسلامية الحكومية'.

[49] Afrian Pratama, 'Developing the Textbook for Applied Arabic Syntax and Its Employment Based on the Collaborative Learning Strategy for the University Level/ تطوير الكتاب الدراسي لمادة تطبيق النحو وتوظيفه بناء على استراتيجية التعلم التعاوني للمستوى الجامعي'.

[50] Bendridi, 'Uses of Communicative and Collaborative Activities In E-Learning'.

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critical thinking skills. In higher education, another level of configuration of cooperative strategies is established, integrating inquiry-based strategies and working with collaborative methods, such as Guided Walk, Two Stay-two Stray, student team achievement division (STAD), peer teaching, co-operative games, jigsaw, group investigation, and the integration of technology, such as usage of Moodle with other digital platforms. Thus, on one hand, there arise four cardinal features linking the effectiveness of this kind of strategy: pedagogy, social dynamics, group dynamics, and technology. Teacher's competence, total student involvement, regulated group dynamics, and subscribe to learning technologies are central to form an environment that enables learning.

In addition, the author's suggestion for future research is expected to focus on evaluating the effectiveness of certain digital platforms, such as Learning Management Systems (LMS), language-based applications, or AI-based collaborative learning tools in supporting Arabic language learning.

RESEARCH IMPLICATIONS

This systematic literature review has theoretical and practical implications of great importance. In term of theoretical implications, the current research findings have confirmed previous suggestions that at different levels of education, collaborative learning strategies are greatly important to the acquisition of the Arabic language, including various linguistic competencies. That is a theoretical foundation on which educators may come up with new methods for teaching the Arabic language. Regarding practical implications, educators of the Arabic language have to take pedagogical, social, group dynamics, and technological elements into consideration to use collaborative learning strategies while teaching Arabic. That would allow for holistic development of students in the area of interpersonal abilities, being technologically ready, and the challenges faced globally in preparation for an ever-more competitive and interdependent world. Also, educational institutions should provide educator professional development in designing collaborative learning experiences that are both technologically driven and contextually relevant.

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