COLLABORATIVE LEARNING: BOOSTING ARABIC LEARNING WITH STAD MODEL

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Abstract

This research aims to investigate the use of the Student Teams Achievement Divisions (STAD) Cooperative Learning Model in enhancing collaboration among students in the Arabic qawaid material. The study examines the technical implementation steps of STAD and evaluates its impact on students' awareness of collaboration. A qualitative research approach with a case study design was employed. The participants consisted of students engaged in the implementation of STAD. Data were collected through classroom observations, interviews, and document analysis. The findings revealed that the technical implementation steps of STAD significantly contribute to improving collaboration among students. The students exhibited increased awareness of the importance of collaboration in achieving common academic goals. However, it was also found that enhancing collaboration requires consistent time and effort. This research holds important implications for the development of cooperative learning in the educational environment and provides recommendations for teachers and educational practitioners to effectively implement STAD and enhance collaboration among students.

Keywords: STAD Model; Arabic Language; Junior High School.

Abstrak

Penelitian ini bertujuan untuk menginvestigasi penggunaan Model Pembelajaran Kooperatif Tipe Student Teams Achievement Divisions (STAD) dalam meningkatkan kerja sama antara siswa di materi qawaid bahasa Arab. Penelitian dilakukan dengan memperhatikan langkah-langkah teknis implementasi STAD dan mengevaluasi dampaknya terhadap kesadaran siswa tentang kerja sama. Metode penelitian yang digunakan adalah penelitian kualitatif dengan pendekatan studi kasus. Partisipan penelitian terdiri dari siswa kelas yang terlibat dalam implementasi STAD. Data dikumpulkan melalui observasi kelas, wawancara, dan analisis dokumen. Hasil penelitian menunjukkan bahwa langkah-langkah teknis implementasi STAD dapat memberikan kontribusi signifikan dalam meningkatkan kerja sama di antara siswa. Para siswa mengalami peningkatan kesadaran tentang pentingnya kerja sama dalam mencapai tujuan akademik yang sama. Namun, ditemukan pula bahwa peningkatan kerja sama membutuhkan waktu dan upaya yang konsisten. Penelitian ini memiliki implikasi penting dalam pengembangan pembelajaran kooperatif di lingkungan pendidikan dan memberikan rekomendasi bagi guru dan praktisi pendidikan dalam menerapkan STAD secara efektif untuk meningkatkan kerja sama di antara siswa.

Kata Kunci: Model STAD; Bahasa Arab; Madrasah Tsanawiyah.

INTRODUCTION

Cooperative learning is a popular instructional model among educators as it emphasizes active and participatory student engagement in the learning process. This model enables students to work collaboratively in small groups and enhances their social skills such as communication, teamwork, and appreciation of diversity. In cooperative learning, students have specific roles and responsibilities within the group and assist each other in understanding the subject matter. Cooperative learning is effective in significantly improving student learning outcomes and encourages students to be more actively involved in the learning process.[1] This instructional model also helps students develop valuable social skills that are highly useful in the workplace.[2] Therefore, cooperative learning is highly recommended by educators as it creates an interactive, collaborative, and enjoyable learning environment for students.

In recent years, the effectiveness of cooperative learning has received widespread attention in the field of education. This instructional model is based on the principle that students work collaboratively in groups to achieve shared goals, and has been proven highly effective in improving academic achievement, social skills, and positive attitudes toward learning. STAD is a common method of classroom management, thus it can be applied to any subject matter by teachers.[3] In this study, we focus on the implementation of cooperative learning in the context of Arabic grammar instruction, with a specific focus on the use of the STAD (Student Teams Achievement Divisions) model.

Arabic grammar, or "qawaid," is an important subject in Arabic language learning and is often considered difficult by students.[4] This difficulty is exacerbated by the fact that lecture-based methods are often used in teaching, which can result in passive learning and lack of engagement among students. Cooperative learning, on the other hand, encourages active participation and engagement among students and provides a supportive environment for learning.

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[1] Rahmat Wibowo, "Penerapan Model Kooperatif Tipe STAD dalam Peningkatan Pembelajaran Bangun Datar pada Siswa Kelas V SD," Kalam Cendekia PGSD Kebumen 4, no. 1 (May 17, 2013), https://jurnal.fkip.uns.ac.id/index.php/pgsdkebumen/article/view/2058.

[2] Nurlaila Nurlaila, "Pengembangan Model Cooperative Learning Untuk Pendidikan Tinggi," Lentera Pendidikan : Jurnal Ilmu Tarbiyah dan Keguruan 22, no. 2 (December 23, 2019): 213–22, https://doi.org/10.24252/lp.2019v22n2i3; M. Alif Bagus Wisetya and Ketut Ima Ismara, "Penerapan Strategi Pembelajaran Cooperative Learning Terhadap Soft Skills Interpersonal Siswa," Jurnal Pendidikan Teknik Elektro 8, no. 1 (November 9, 2018), https://doi.org/10.21831/elektro.v8i1.13766.

[3] Imamuddin Imamuddin and Yuyun Rohmatul Uyuni, "Istikhdam Istiratijiyah Farq Al-Tahshil Al-Thalabiyah (ٍSTAD) Li Tarqiyah Saythirah Al-Thalamidz Ála Al-Qawaid Fi Al- Nahwu Al-Wadhih," Al-Ittijah : Jurnal Keilmuan Dan Kependidikan Bahasa Arab 11, no. 2 (December 26, 2019): 173–89, https://doi.org/10.32678/al-ittijah.v11i2.3115.

[4] Nurfin Sihotang and Yunaldi Yunaldi, " نموذج التعليم التشاركي في التعليم الصرف (دراسة الحالة في المستوى الرابع الجامعة الإسلامية الحكو مية بادنج سيدمبون)," Thariqah Ilmiah; Jurnal Ilmu-Ilmu Kependidikan Dan Bahasa Arab 10, no. 1 (2022): 71–85, https://doi.org/10.24952/thariqahilmiah.v10i1.5279.

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The STAD model is one type of cooperative learning that has been widely used in various subjects, including mathematics, science, and language.[5] In this model, students are organized into teams, and each team is given a set of tasks to complete. The tasks are designed to promote individual and group accountability, and students are rewarded for individual and team performance.

Several studies have investigated[6] the effectiveness of cooperative learning in the context of Arabic language learning. For example: 1) Ta'līm Al-Nahw Bi Madkhal Al-Ta'allum Al-Ta'āwunī Bi Uslūb (STAD) Bi Ma'had Dār Al-'Ulūm Al-'Ashrī Banda Aceh[7], 2) The Application of Cooperative Learning Model (STAD) to Improve Students' Participation in Reading and Writing Lessons[8], 3) The Strategy of Cooperative Learning Type Student Teams Achievement Division (STAD) in Arabic Language Subject[9]. All three studies discuss the implementation of the STAD cooperative learning model in Arabic language subjects. Studies 1 and 2 focus on the use of STAD to improve students' Arabic language skills, while study 3 emphasizes the STAD learning model in the context of Arabic language.

From these three studies, it can be inferred that the implementation of STAD can enhance students' abilities in understanding and mastering the Arabic language. However, this study specifically focus on the application of STAD in teaching *mashdar* material with analysing junior high school students' participation on cooperative learning. This study aims to analyze and describe the use of the STAD model in teaching Arabic grammar especially *mashdar*, which is significant in contributing to the development of research on cooperative learning implementation in the context of Arabic language learning. The study also aims to provide valuable insights into the potential benefits of using the STAD model in promoting Arabic grammar learning, which can inform teaching practices in this field.
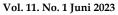
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[5] Sri Agustina, Arifin Muslim, and Sony Irianto, "Penerapan Model Pembelajaran STAD Berbantu Media Gambar untuk Meningkatkan Hasil Belajar Matematika Peserta Didik Kelas V," Jurnal Ilmiah Didaktika: Media Ilmiah Pendidikan dan Pengajaran 21, no. 1 (August 26, 2020): 79–99, https://doi.org/10.22373/jid.v21i1.4850; Nurain DJ Ibrahim, "Penggunaan Metode Stad Dalam Meningkatkan Pembelajaran Bahasa Indonesia Pada Siswa Kelas XI SMA Negeri 1 Kabila," Dikmas: Jurnal Pendidikan Masyarakat Dan Pengabdian 2, no. 2 (June 25, 2022): 649–54, https://doi.org/10.37905/dikmas.2.2.649-654.2022; Ronawati Ronawati, "Penerapan Model Pembelajaran Kooperatif Tipe STAD Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran IPA Di Kelas IV SDN 3 Tambun Tolitoli," Jurnal Kreatif Tadulako 4, no. 1 (2016): 113003.

[6] Rini Angreni Hasibuan and Yunaldi Yunaldi, "تأثير تعليم باستراتيجية الترقيم الجماعي على نتائج تعليم كتابة اللغة العربية," IJAS 4, no. 2 (2022): 211–27.

[7] Rizka Utami, "Ta'līm Al-Nahw Bi Madkhal Al-Ta'allum Al-Ta'āwunī Bi Uslūb (STAD) Bi Ma'had Dār Al-'Ulūm Al-'Ashrī Banda Aceh," Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban 4, no. 2 (December 15, 2020): 181–95, https://doi.org/10.15575/jpba.v4i2.10092.

[8] Abdul Kodir and Royhan Muhammad Syafiq, "Penerapan Model Pembelajaran Kooperatif (STAD) Untuk Meningkatkan Keaktifan Siswa Pada Pelajaran Qirāah dan Kitābah," Tadris Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 1, no. 1 (April 1, 2022), https://doi.org/10.15575/ta.v1i1.17306.

[9] Muhammad Wahyudi and Abdul Rasyid Hidayat, "Strategi Cooperative Learning Tipe Student Teams Achievement Division (STAD) Pada Mata Pelajaran Bahasa Arab," Asatiza: Jurnal Pendidikan 2, no. 3 (September 30, 2021): 197–205, https://doi.org/10.46963/asatiza.v2i3.340.

RESEARCH METHOD

This study employs a qualitative approach with a classroom action research design[10]. The qualitative approach is used to gain a deep understanding of how students learn Arabic grammar with the STAD model. In qualitative research, data is collected through observation and interviews to gain a deep understanding of students' experiences in learning.[11] The single case study research design is used because this study will focus on one group of students learning Arabic grammar with the STAD model. This research will be conducted at the Tsanawaiyah State Islamic Junior High School in Batu City.

Data were collected through classroom observations and interviews with students.[12] Classroom observations were conducted during several learning sessions to gain an understanding of how the STAD model was applied in the classroom, and how students interacted with each other during learning. Interviews with students were conducted after the learning sessions to gain an understanding of their experiences in learning Arabic grammar with the STAD model. Data obtained from observations and interviews were analyzed using an interactive approach. Data collected from interviews and observations were transcribed and analyzed to obtain thematic findings about how students interacted with the STAD model, and how the STAD model influenced their learning of Arabic grammar.

RESULT AND DISCUSSION

According to Rusman, there are four important elements in cooperative learning, which are the presence of students in a group, rules of play within the group, joint learning efforts, and achievement of group competencies. In addition, there are five basic elements in cooperative learning, namely positive interdependence, individual responsibility, socialization skills, face-to-face interaction, and group evaluation. Without these four important elements and five basic elements, a learning process cannot be considered as cooperative learning.[13] Therefore, the cooperative learning model is different from learning in groups.

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[10] Muhammad Yusuf Pulungan and Khairun Nisa' Nasution, " استخدام طريقة الغناء في ترقية إتقان المفردات لدى التلاميذ فصل الخامس في المدرسة الابتدائية الحكومية الثانية بادنج سيدمبوان," Thariqah Ilmiah: Jurnal Ilmu-Ilmu Kependidikan Dan Bahasa Arab 8, no. 2 (2020): 48–65.

[11] Sugiyono Sugiyono, Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, Dan R&D, Cet. 23 (Bandung: Alfabeta, 2016).

[12] Faizah Hani Nasution and Erawadi Erawadi, "جهود المعلم في ترقية مهارة الكتابة لطلاب," Thariqah Ilmiyah; Jurnal Ilmu-Ilmu Kependidikan Dan Bahasa Arab 7, no. 2 (2019).

[13] Esminarto Esminarto et al., "Implementasi Model STAD dalam Meningkatkan Hasil Belajar Siwa," Briliant: Jurnal Riset Dan Konseptual 1 (November 14, 2016): 16, https://doi.org/10.28926/briliant.v1i1.2; Rusman, Model-Model Pembelajaran : Mengembangkan Profesionalisme Guru (Jakarta: PT. Rajagrafindo Persada, 2012).

The STAD learning model is considered one of the most easily understood and implemented cooperative learning methods, making it suitable for use by teachers who are new to the cooperative approach. This method is considered very simple but effective in increasing student participation and their learning outcomes.[14] Therefore, the STAD cooperative learning model can be an ideal choice of learning method for novice teachers who want to introduce cooperative learning in their teaching.

The philosophical basis of STAD (Student Teams Achievement Divisions) is the concept that learning should be student-centered, and students can achieve academic success through cooperation and mutual support. STAD applies a cooperative approach in which students are placed in small groups of varying abilities and help each other to achieve the same academic goals. This model is also based on constructivism, allowing students to develop the social and communication skills needed both inside and outside the classroom.[15] The fundamental concept of STAD emphasizes the importance of collaboration, cooperation, and mutual support in achieving academic and social success for students.

The principle of the STAD type is a variation of cooperative learning in which students are divided into heterogeneous groups of four to five students with different abilities. The main idea of STAD is to motivate students to encourage and help each other in solving problems given by the teacher or achieving learning objectives.[16] Each member of the group must master the material given so that the group can receive a reward. In cooperative learning, success in completing tasks depends on the efforts made by the group, and individual responsibility is essential.[17] Cooperative learning also provides opportunities for students to interact and discuss in groups, practice active participation and communication, and schedule time to evaluate the group's work process and collaborative results for more effective teamwork.

The cooperative learning model of STAD is implemented through 6 stages,[18] which include: (1) stating objectives and motivating students, (2) presenting information, (3) organizing students into groups, (4) guiding group work and learning, (5) evaluation, and (6) providing rewards. On the other hand the STAD model is implemented through 6 stages,[19] including: (1) forming heterogeneous groups, (2) delivering materials to the groups by the teacher, (3) group discussions to share knowledge and understanding, (4)

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[14] Robert E. Slavin, Cooperative Learning: Theory, Research, and Practice, 2nd ed (Boston: Allyn and Bacon, 1995).
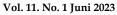
[15] Esminarto et al., "Implementasi Model STAD dalam Meningkatkan Hasil Belajar Siswa."

[16] Abdul Muid, Aulia Ilmiani, and Ahmad Fikri, "Typology of Student Learning in Qira'ah Subject with Multiple Intelligence Perspective," Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban 5 (June 1, 2021): 84–96, https://doi.org/10.15575/jpba.v5i1.12434.

[17] Rusman, Model-Model Pembelajaran : Mengembangkan Profesionalisme Guru; Slavin, Cooperative Learning.

[18] Trianto, Model-Model Pembelajaran Inovatif Berorientasi Kontruktivisme (Jakarta: Prestasi Pustaka Publisher, 2007).

[19] Wibowo, "Penerapan Model Kooperatif Tipe STAD dalam Peningkatan Pembelajaran Bangun Datar pada Siswa Kelas V SD."

quizzes or questions as evaluation, (5) summarizing learning outcomes, and (6) providing rewards as motivation. Meanwhile the STAD model is implemented through 6 stages,[20] which are: (1) stating objectives and motivating students, (2) forming groups, (3) teacher presentation, (4) teamwork, (5) quizzes/evaluation, and (6) team achievement rewards.

In this study, the steps of cooperative learning through the STAD model are implemented by combining all three types of steps mentioned above, which include:

1. Stating objectives

    The learning objectives or targets are statements that determine what students are expected to learn.[21] It is important to communicate the learning objectives to students at the beginning of the class. These objectives should be specific, measurable, attainable, relevant, and achievable within a certain period of time. The objectives are practically realized through the indicators that have been developed based on the basic competencies.[22] Furthermore, teachers must also motivate students to be interested and enthusiastic in learning. This can be done by providing clear and engaging explanations about the material to be learned, as well as giving relevant examples or applications in everyday life.[23] In addition, teachers can use interactive and fun teaching methods to make students more excited to participate in the learning process.

    The teacher delivers the learning objectives at the beginning of the lesson after conducting an introductory activity. This is done to provide initial understanding to the students about what will be learned in that session. The teacher conveys the learning objectives based on the basic competencies and indicators that have been prepared in the Lesson Implementation Plan (RPP). In addition, the teacher also presents the specific targets to be achieved in that session and explains the particular material that will be studied: namely, the Arabic language rules المصدر in the chapter on المهن (professions).

Basic Competency	Indicators

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[20] Ida Miftakhul Jannah, "Pembelajaran Bahasa Arab Dengan Menggunakan Model Cooperative Learning," Modeling: Jurnal Program Studi PGMI 5, no. 1 (March 26, 2018): 10–24.

[21] James H. McMillan, "Classroom Assessment," in International Encyclopedia of the Social & Behavioral Sciences (Second Edition), ed. James D. Wright (Oxford: Elsevier, 2015), 819–24, https://doi.org/10.1016/B978-0-08-097086-8.92074-9.

[22] Ibadurrahman Ali et al., "Implementasi KMA 183 dalam Penyajian Materi Bahasa Arab Berbasis E-Learning di MAN 1 Kabupaten Gorontalo," Piwulang: Jurnal Pendidikan Agama Islam 4, no. 2 (2022); Muhammad Jundi and Najamudin Petta Solong, "Analisis Kesesuaian Indikator Dan Kompetensi Dasar Bahasa Arab KMA 183," Tatsqifiy: Jurnal Pendidikan Bahasa Arab 2, no. 1 (January 28, 2021): 61–70, https://doi.org/10.30997/tjpba.v2i1.3642.
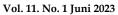
[23] Yanuari Dwi Puspitarini and Muhammad Hanif, "Using Learning Media to Increase Learning Motivation in Elementary School," Anatolian Journal of Education 4, no. 2 (September 1, 2019): 53–60, https://doi.org/10.29333/aje.2019.426a.

3.1.	Understand the social function, text structure, and language elements (sound, word, and meaning) of texts related to the theme of المهن that involve speech acts of giving and requesting information related to professions while paying attention to the grammatical structure of المصدر الصريح.	3.1.1.	Able to determine the meaning of words or sentences through related images accurately
		3.1.2.	Able to explain the differences between two discourse related to the topic provided
3.2.	Analyze ideas from simple narrative texts related to the theme of المهن by paying attention to the form, meaning, and function of the grammatical structure of المصدر الصريح.	3.2.1.	Able to use the appropriate mashdar in sentences related to the provided topic
		3.2.2.	Able to identify the type of mashdar used in a sentence
4.1	Demonstrate the speech acts of giving and requesting information related to professions by paying attention to the grammatical structure of المصدر الصريح both orally and in writing	4.1.1.	Able to demonstrate conversations related to the topic in pairs effectively
		4.1.2.	Able to construct sentences that contain the appropriate mashdar related to the topic accurately
4.2	Present the results of analyzing ideas from simple narrative texts related to the theme of المهن by paying attention to the form, meaning, and function of the grammatical structure of المصدر الصريح	4.2.1.	Able to explain the correctness of mashdar usage in a sentence
		4.2.2.	Able to write simple sentences related to the topic that contain mashdar

In order to create a conducive learning environment, it is important for teachers to take an active role in motivating students. Teachers listen to students' concerns and provide appropriate solutions to solve the problems they face in learning. By giving enough attention and support, it is hoped that students will be motivated to learn with more enthusiasm and achieve optimal learning outcomes.

2. Organizing students into groups

In class VIII I, there are 29 students who need to be divided into groups to facilitate learning activities. Before dividing the students into groups, the teacher considers each student's ability in Arabic language to avoid skill gaps in each group. The teacher then chooses to use a lottery game system to divide the students into groups. Each student is given a small piece of paper that contains a profession, and they have to find a friend who has the same profession as them by using the sentence "ما مهنتك؟" when asking others. The aim of this activity is to deepen the previous material, train students' speaking skills in Arabic language, create a conducive atmosphere for learning Arabic language, avoid the possibility of students feeling sleepy, and also serve as a warm-up before the groups are formed.

The formation of groups in cooperative learning should be as heterogeneous as possible.[24] The formation of smaller groups from the class scale is to facilitate knowledge transfer between students. In the cooperative learning model, not only does collaboration between students in small groups increase, but there are also other positive effects. Groups with heterogeneous members can build social relations among students, as well as increase acceptance of students who are considered weak. In addition, students can also increase their self-esteem and learn the importance of respecting time. With cooperation within the group, students become more likely to provide assistance and help to fellow group members.[25] This will have a positive impact on social interactions among students in the school environment.

The semi-game method in group division can create a fresher and more dynamic classroom atmosphere. By incorporating games and songs, it has been proven to foster learning motivation and help develop students' language skills.[26] Ice breaking activities can provide motivation for students to be actively engaged and avoid drowsiness that can disrupt their concentration.[27] In addition, students are given the freedom to laugh and have fun to help them relax and not be disturbed by other thoughts. With this enjoyable atmosphere, learning can be conveyed more easily and effectively.

3. Presenting information

Before assigning tasks to the formed groups, the teacher provides a systematic and detailed explanation of the basic material that must be understood by the students. Furthermore, the teacher gives the opportunity for students to ask questions and provide additional explanations if needed. Once the students have understood the basic material, the teacher hands out worksheets designed to train them in mastering the material, as well as to develop their cooperation and creativity skills in completing the task. After receiving the worksheet, the teacher explains in detail the procedure

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[24] Sufrin Efendi Lubis, "Ma Sebagai Huruf Dan Perubahan Maknanya Dalam Bahasa Arab," Thariqah Ilmiah: Jurnal Ilmu-Ilmu Kependidikan Dan Bahasa Arab 6, no. 2 (2020): 14–28, https://doi.org/10.24952/thariqahilmiah.v6i2.2788.

[25] Ita Rosita and Leonard Leonard, "Meningkatkan Kerja Sama Siswa Melalui Pembelajaran Kooperatif Tipe Think Pair Share," Formatif: Jurnal Ilmiah Pendidikan MIPA 3, no. 1 (August 10, 2015), https://doi.org/10.30998/formatif.v3i1.108.

[26] Ise Audina, Susetyo Susetyo, and M. Arifin, "Penilaian Sikap Siswa dalam Pembelajaran Bahasa Indonesia oleh Guru Kelas VII di SMP Negeri 1 Kota Bengkulu," Jurnal Ilmiah KORPUS 2, no. 2 (2018): 167–73, https://doi.org/10.33369/jik.v2i2.6520; Hasan Hasan, "Keterampilan Mengajar Bahasa Arab Materi Istima Menggunakan Media Lagu," ITTIHAD 15, no. 28 (January 22, 2018): 41–51, https://doi.org/10.18592/ittihad.v15i28.1932; Feny Rahmawaty, "Penggunaan Metode Menyanyi Dalam Rangka Meningkatkan Motivasi Belajar Pada Pembelajaran Bahasa Arab Bagi Siswa Kelas I SD Ta'mirul Islam Surakarta" (s1, Universitas Muhammadiyah Surakarta, 2013), http://eprints.ums.ac.id/25868/.

[27] May Muna Harianja and Sapri Sapri, "Implementasi dan Manfaat Ice Breaking untuk Meningkatkan Minat Belajar Siswa Sekolah Dasar," Jurnal Basicedu 6, no. 1 (January 28, 2022): 1324–30, https://doi.org/10.31004/basicedu.v6i1.2298; Riya Susanah and Dedy Hidayatullah Alarifin, "Penerapan Permainan Penyegar (Ice Breaking) dalam Pembelajaran Fisika untuk Meningkatkan Motivasi dan Hasil Belajar," Jurnal Pendidikan Fisika 2, no. 1 (March 31, 2014), https://doi.org/10.24127/jpf.v2i1.104.

that each group must follow. This is intended to ensure that each group has the same understanding and to ensure that the task can be completed properly and in accordance with expectations.

At this stage, the teacher is required to have the skill of giving good explanations. As one of the basic skills in teaching that must be understood and mastered by the teacher is the skill of explaining.[28] Explaining is the act of describing an object, situation, fact, or data orally by adhering to applicable rules and time.[29] The ability to explain is a must for a teacher, because most of the material in learning is delivered through the teacher's explanation. Therefore, the skill of explaining must be mastered and continuously improved by teachers or prospective teachers to produce maximum learning outcomes.

When explaining lesson materials, a teacher must pay attention to several important things, such as using clear and easily understood language, avoiding repetition, adapting to the abilities of the students, and avoiding the use of uncertain terms such as "approximately," "maybe," and "if not mistaken".[30] In addition, the teacher should check the students' understanding of the material presented and encourage active discussion between the teacher and students.[31] Therefore, it is essential to pay attention to how to explain lesson materials so that they are easily understood by the students. Additionally, it is advisable to avoid using irrelevant and uncertain terms, and to check the students' understanding and encourage active class discussion.

4. Mentoring groups

During task completion, the teacher provides guidance by walking around to each student's desk to ask about any difficulties they may be facing. The teacher also monitors group activities and ensures that students are actively exchanging ideas and providing support to one another within their groups. Additionally, the teacher provides explanations that help groups complete the assigned task and ensures that all students are actively engaged in the teaching and learning process. It is hoped that the tasks completed by the groups can be accomplished well and that students can gain a good understanding of the material being studied.

During the lesson, the teacher noticed that the students were very focused on working individually on their worksheets and had not yet demonstrated effective collaboration to build understanding of the material. By using STAD, it is hoped that

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[28] Muhammad Jundi and Zohra Yasin, "Penilaian Sejawat Dalam Pembelajaran Keterampilan Dasar Mengajar Bagi Mahasiswa Pendidikan Bahasa Arab Pada Mata Kuliah Pembelajaran Mikro," Maharaat: Jurnal Pendidikan Bahasa Arab 2, no. 2 (September 28, 2020): 51–70, https://doi.org/10.18196/mht.2217.

[29] Bastian Bastian, "Analisis Keterampilan Dasar Mengajar Guru dalam Melaksanakan Pembelajaran di Sekolah Dasar," Jurnal Pajar (Pendidikan Dan Pengajaran) 3 (November 14, 2019): 1357, https://doi.org/10.33578/pjr.v3i6.7899.

[30] Fitri Wijarini and Silfia Ilma, "The analysis of teacher candidates' teaching skill in department of biology education, University of Borneo Tarakan, through pre-service teaching activities," JPBI (Jurnal Pendidikan Biologi Indonesia) 3, no. 2 (June 26, 2017): 149–59, https://doi.org/10.22219/jpbi.v3i2.4311.

[31] M. Kamil Ramma Oensyar, "Pembelajaran Bahasa Arab berdasarkan Metode Pendidikan Rasulullah Saw," Jurnal Al Maqayis 1, no. 2 (September 12, 2014), https://doi.org/10.18592/jams.v1i2.124.

a collaborative atmosphere can be created for the teaching and learning process in the classroom, and that student interactions with one another can be increased.[32] Furthermore, the STAD method used can also help improve students' social skills and collaborative abilities, creating a more harmonious atmosphere in the classroom and facilitating a more effective learning process.

During the group mentoring stage, the teacher should actively provide guidance and reinforcement to students or groups of students who are having difficulty. Providing reinforcement is one of the basic teaching skills of a teacher. When providing reinforcement to students, a teacher needs to pay attention to several things. First, reinforcement must be given sincerely and wholeheartedly. Second, the reinforcement given must be appropriate to the competencies demonstrated by the students. Third, avoid giving negative responses by not using the words "wrong" or "not" in the response. Fourth, reinforcement should be given immediately after the competency is demonstrated by the students. Fifth, the reinforcement given should be varied, by combining verbal and nonverbal reinforcement.[33]

5. Evaluating

After all the groups have finished working on their worksheets, the teacher begins the evaluation session. The first step is to discuss each item on the worksheet. The teacher gives each student the opportunity to answer each question and explain their answers in detail. Each student is required to answer the questions on their own without the help of their classmates. This is intended to ensure that students are individually responsible for understanding the material.[34]

After the groups provide their answers, the teacher checks the answers of different groups. This is done to ensure that all students understand the same material and can answer the questions correctly. If there are different answers, the teacher will ask further questions to clarify the answers from the group that provided different answers. The teacher then provides detailed explanations of the correct answers through oral explanations and illustrations on the whiteboard.

The skills of opening and closing a lesson are very important aspects of the teaching process in the classroom. A teacher who is skilled in these skills can improve the quality of learning by generating curiosity and a desire to learn in students. In addition, an effective teacher is also able to provide constructive and clear feedback, as well as summarizing the material that has been taught briefly and concisely.[35] In the

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[32] Kodir and Syafiq, "Penerapan Model Pembelajaran Kooperatif (STAD) Untuk Meningkatkan Keaktifan Siswa Pada Pelajaran Qirāah dan Kitābah."

[33] Bastian, "Analisis Keterampilan Dasar Mengajar Guru dalam Melaksanakan Pembelajaran di Sekolah Dasar."

[34] Ali Shofa, "Strategi STAD Sebagai Upaya Meningkatkan Keaktifan Dan Motivasi Siswa Dalam Pembelajaran Bahasa Arab Di Kelas V Madrasah Ibtidaiyah Negeri Yogyakarta I," Jurnal Pendidikan Madrasah 2, no. 2 (December 15, 2017): 251–64, https://doi.org/10.14421/jpm.2017.22-03.

[35] Eka Supriatna and Muhammad Arif Wahyupurnomo, "Keterampilan Guru dalam Membuka dan Menutup Pelajaran Pendidikan Jasmani Olahraga dan Kesehatan di SMAN Se-Kota Pontianak," Jurnal Pendidikan Jasmani Indonesia 11, no. 1 (2015).

concluding process, the teacher can also involve students to reinforce their understanding and enhance their critical thinking skills.[36]

During the concluding stage of the lesson, the teacher should be able to consolidate all the information that has been learned throughout the learning session. The teacher can do this by asking open-ended questions to the students, so that they can actively provide their responses. Additionally, the teacher can also provide a conclusion and reflective thoughts on the topic that has been taught. This can reinforce the students' understanding and help them better remember the information that has been learned. In this regard, the teacher needs to ensure that the conclusion of the lesson is not only focused on the cognitive aspect, but also considers the emotional and social aspects of the students, so that they can have a meaningful and enjoyable learning experience.

CONCLUSION

The STAD (Student Teams Achievement Divisions) cooperative learning model is designed to enhance collaboration and interaction among students in achieving the same academic goals. The STAD stages consist of five steps, namely explaining the goal, dividing the group, presenting information, guiding the group, and conducting evaluations. This model is expected to increase student participation and improve their learning outcomes. However, based on field observations, students have not fully shown the desired level of collaboration as they still tend to focus on themselves even in a group setting. Students are more willing to help and share knowledge when encouraged by the teacher, so it takes some time to familiarize students with cooperative learning in the classroom. Therefore, the use of cooperative learning should be fully controlled by the teacher and games and icebreaking activities should be used to refresh the classroom atmosphere.

To improve the effectiveness of the STAD cooperative learning model, several strategies can be implemented to help students adapt to cooperative learning. One strategy is to provide orientation and training to students on the goals and mechanisms of cooperative learning. The teacher should also further solidify the strategies used and their practices in the classroom. Additionally, cooperative learning can be enhanced by considering factors that affect the success of cooperative learning, such as grouping students, the teacher's skill in managing the learning process, and the physical condition of the classroom. In cooperative learning, the teacher should act as a facilitator in the learning process and provide the necessary support to students. By optimizing these strategies, the STAD cooperative learning model can become an effective alternative learning method and improve student learning outcomes.

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[36] Kurnia Yoga Pratama and Nur Ngazizah, "Analisis Keterampilan Membuka dan Menutup Pelajaran Mahasiswa PGSD Semester VI pada Pembelajaran Mikro," Humantech : Jurnal Ilmiah Multidisiplin Indonesia 1, no. 10 (August 25, 2022): 1450–55, https://doi.org/10.32670/ht.v1i10.2173.

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