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# The Implementation Of Cooperative Learning In Arabic Language Learning At Islamic Religious Higher Education

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**Abstract**

*This study aims to analyze the implementation of Cooperative Learning in Arabic language instruction and its impact on students' learning engagement at STAI Syekh Abdur Rauf Singkil. A mixed-methods approach was employed, with data collected through observation, questionnaires, interviews, and documentation. The data were analyzed using descriptive quantitative and qualitative techniques. The findings indicate that the implementation of Cooperative Learning enhances students' learning engagement, as reflected in their active participation in discussions, confidence in expressing ideas, questioning and responding skills, and involvement in collaborative group activities. Furthermore, the method promotes a more interactive, collaborative, and student-centered learning environment. The study concludes that Cooperative Learning is an effective instructional strategy for improving student engagement in Arabic language learning within Islamic higher education institutions. The research findings were implemented by implementing a structured cooperative learning method in Arabic language instruction. Lecturers divided students into small, heterogeneous groups and assigned specific roles to each member. The learning process focused on discussion, Q&A sessions, and collaborative assignment completion, with the lecturer acting as a facilitator.*

**Keywords: Cooperative Learning; Arabic Language Learning; Learning Engagement; Students; Islamic Higher Education.**

## INTRODUCTION

Arabic language learning at Islamic Religious Higher Education Institutions (PTKI) plays a strategic role in supporting the mastery of Islamic sources, including the Quran, Hadith, and Arabic-language scientific literature. With the development of a higher education paradigm that



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emphasizes student-centered learning, the Arabic language learning process is no longer solely oriented toward mastery of grammar (qawaid), but also focuses on developing communication skills, collaboration, critical thinking, and active student participation in the learning process (Noor et al., 2023). In the context of 21st-century education, student engagement is a crucial indicator of learning quality because it is directly related to student motivation, academic achievement, and learning success (Li, 2025).

Several recent studies have shown that collaborative learning models can increase student participation and engagement in the learning process. Nguyen (2025) found that Cooperative Learning positively impacts student academic engagement through increased social interaction, group collaboration, and participation in learning activities. Similarly, Johnston et al. (2024) explained that collaborative learning provides students with broader opportunities to construct knowledge together, thereby improving the quality of their learning experience at higher education institutions. These findings suggest that learning involving active interaction and collaboration has significant potential to improve the quality of Arabic language learning at Islamic Higher Education Institutions (PTKI).

However, initial observations conducted by researchers with students in the Islamic Religious Education Study Program at STAI Syekh Abdur Rauf Singkil indicate that student engagement in Arabic language lectures is still suboptimal. Based on observations of the learning process in the odd semester of the 2025/2026 Academic Year, most students tended to be passive during learning activities. Of the 32 students observed, only around 10 (31.25%) actively asked questions or provided feedback during lectures, while the remainder primarily acted as listeners. Furthermore, initial interviews with several students indicated that they still lacked confidence in expressing their opinions and experienced difficulties communicating in Arabic in class discussion forums.

This initial data is supported by the results of a preliminary questionnaire distributed to students, which showed that 62.5% of students admitted to rarely actively participating in class discussions, 56.3% felt less confident asking or answering lecturers' questions, and 68.8% desired more interactive learning methods involving group collaboration. These findings indicate a gap between the demands of active learning and the reality of learning, which tends to be passive.

Over the past decade, research on Cooperative Learning in Arabic language learning has shown positive results. Research by Al-Qahtani (2018) found that cooperative learning can improve students' communication and interaction skills in language learning. Furthermore, Rahman and Abdullah (2020) reported that collaborative learning models significantly influence


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student learning motivation in Arabic language courses. Noor et al. (2023) demonstrated that the implementation of Cooperative Learning can increase student participation and create a more active learning atmosphere. Sarif et al. (2024) found that the Group Investigation model can improve collaboration, communication, and problem-solving skills in Arabic language learning. Meanwhile, Nguyen (2025) emphasized that cooperative learning contributes to increased student engagement in higher education settings. This must be done systematically. Systematic means considering all components, considering their respective roles and how they interact with each other to fully achieve the stated objectives. Harmonious or heterogeneous interactions between elements will influence the outcome and the success or failure of those objectives (Azmi et al., 2022).

Although extensive research on cooperative learning has been conducted, most previous studies have focused on improving learning outcomes, learning motivation, or language skills. Research specifically examining the implementation of cooperative learning and its impact on student engagement in Arabic language learning within Islamic religious higher education settings is still relatively limited. Furthermore, there is little research conducted on students in Islamic Religious Education Study Programs in Aceh. Thus, there is a research gap that needs to be addressed through more contextual and specific research.

This study offers novelty in three aspects. First, it focuses on student engagement as the primary variable, not solely on learning outcomes. Second, it was conducted within the context of Arabic language learning at Islamic religious higher education institutions, a relatively rare setting. Third, the study was conducted on students in the Islamic Religious Education Study Program at STAI Syekh Abdur Rauf Singkil, whose social, cultural, and academic characteristics differ from those of previous research locations.

Based on these problems, this study aims to analyze the implementation of Cooperative Learning in Arabic language learning and examine its impact on student learning engagement at STAI Syekh Abdur Rauf Singkil. Theoretically, this research is expected to enrich studies on Arabic language learning and Cooperative Learning in higher education. Practically, the research results can serve as a reference for lecturers in developing more active, collaborative, and student-centered learning strategies.

## METHOD

This study employed a quantitative approach with a pre-experimental design using a one-group pretest-posttest design. This design was used to measure changes in students' learning


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engagement before and after the implementation of the Cooperative Learning method in Arabic language learning. This design allowed researchers to conduct an initial measurement (pretest), administer the treatment, and conduct a final measurement (posttest) to determine the effect of the treatment (Creswell & Creswell, 2023; Mertler, 2021). The study was conducted in the odd semester of the 2025/2026 academic year in the Islamic Religious Education Study Program at STAI Syekh Abdur Rauf Singkil. The independent variable in this study was the implementation of the Cooperative Learning method in Arabic language learning, while the dependent variable was student learning engagement. Learning engagement was measured through several indicators: participation in group discussions, ability to express opinions, courage to ask questions, ability to answer questions, involvement in completing group assignments, and participation in presentations of discussion results.

The subjects were all students in the Islamic Religious Education Study Program taking the Arabic language course in the third semester. The sampling technique used total sampling, meaning that all members of the population were used as the research sample. The number of respondents was 32 students, consisting of 18 female students and 14 male students. This technique was chosen because the population size was relatively small, allowing all members of the population to serve as research data sources (Saunders et al., 2023). Data collection was conducted using three instruments: an observation sheet, a learning engagement questionnaire, and an interview guide. The observation sheet was used to record student activities during the learning process. The learning engagement questionnaire was constructed using a five-level Likert scale and consisted of 20 statements covering aspects of student participation, communication, cooperation, and engagement in learning. Interviews were conducted with several purposively selected students to obtain supporting data regarding their experiences during the cooperative learning method.

Prior to use in the research, the questionnaire instrument was tested for validity and reliability. Validity was tested using Pearson Product Moment correlation at a significance level of 0.05. A statement item was declared valid if its correlation coefficient was greater than the table's r value. Furthermore, instrument reliability was analyzed using Cronbach's Alpha. An instrument is considered reliable if it has a Cronbach's Alpha value of ≥ 0.70, indicating a good level of internal consistency (Barbera, 2020; Hair et al., 2022). Furthermore, the instrument's content validity was first reviewed by two Arabic language learning experts and one educational evaluation expert to ensure the indicators aligned with the research objectives (Taherdoost, 2022).

The research was conducted in four stages. The first stage was a pretest to determine


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students' learning engagement before implementing the Cooperative Learning method. The second stage was the implementation of the Cooperative Learning method for eight meetings. In this stage, students were divided into small, heterogeneous groups of four to five students. Each group was given an assignment related to the Arabic language material to discuss, analyze, and present to the class. The lecturer acted as a facilitator, guiding the discussion, providing feedback, and evaluating the learning process. The third stage was a posttest to measure students' learning engagement after implementing the Cooperative Learning method. The fourth stage involved interviews and documentation to obtain supporting data regarding student perceptions of the learning process. Documentation in the form of attendance lists, photographs of learning activities, and group assignment results were used as supplementary data for the study.

The research data were analyzed using descriptive and inferential statistics. Descriptive analysis was used to describe the level of student learning engagement through average scores, percentages, standard deviations, minimum scores, and maximum scores. Prior to hypothesis testing, the data were tested for normality using the Shapiro-Wilk test because the sample size was less than 50 respondents (Field, 2024). Furthermore, to determine differences in student learning engagement levels before and after implementing the Cooperative Learning method, a Paired Sample t-Test was used at a significance level of 0.05. The research hypothesis was accepted if the significance value (p-value) was less than 0.05 (Hair et al., 2022; Field, 2024).

## RESULTS AND DISCUSSION

The results of this study indicate that the implementation of the Cooperative Learning method had a significant positive impact on student learning engagement in Arabic language courses. A comprehensive overview of these findings can be outlined, starting with descriptive analysis, prerequisite testing, hypothesis testing, and qualitative data from interviews. Initial measurements of student learning engagement conducted before the method was implemented showed varying scores, with a lowest score of 48 and a highest of 78, resulting in an average score of 61.47. After the Cooperative Learning method was implemented, significant changes occurred. Student learning engagement scores jumped to an average of 81.25, with a range of scores between 65 and 92. This represents a 19.78 point increase in the average score, indicating the method's effectiveness in encouraging active student participation. This quantitative improvement coincided with qualitative changes observed throughout the learning process. The classroom atmosphere became more dynamic as students were no longer passive recipients of information. They demonstrated greater engagement in group discussions, greater courage to


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express their opinions in the forum, and greater frequency in responding to both lecturer questions and peer comments.

To ensure that these improvements could be statistically tested, a normality test was first conducted on the pretest and posttest data using the Shapiro-Wilk method. The test results showed that the pretest data had a significance value of 0.172, while the posttest data had a significance value of 0.088. Because both significance values were above the 0.05 threshold, it can be concluded that both groups of data were normally distributed. This prerequisite was met, allowing the analysis to proceed to the hypothesis testing stage using parametric statistics, namely the Paired Sample t-Test. The results of the hypothesis testing confirmed a statistically significant difference. The Paired Sample t-Test analysis yielded a significance value (2-tailed) of 0.000, which is significantly less than 0.05. The mean difference of -19.78 with a t-value of -12.456 provides strong evidence that the null hypothesis stating no difference can be rejected. Therefore, the research hypothesis stating that the implementation of Cooperative Learning has a positive effect on increasing student learning engagement is accepted.

This quantitative finding is supported by student feedback gathered through interviews. The majority of students welcomed the implementation of the Cooperative Learning method. They stated that the learning process felt more engaging because it provided ample space for discussion and collaboration in groups. This collaborative atmosphere successfully fostered student confidence. They felt more comfortable and confident in voicing their opinions because they received direct support from their group members. As one student expressed it, "Learning became more lively because we not only listened to the lecturer's explanations, but also discussed and helped each other understand the Arabic language material." This statement authentically represents the positive change that occurred, where learning shifted from an individual, lecture-centered activity to a collective process that enriched mutual understanding.

The research results show that the implementation of the Cooperative Learning method can increase student learning engagement in Arabic language learning. This improvement is evident in the increase in the average student learning engagement score and observations showing increased student participation in various learning activities.

This finding aligns with Cooperative Learning theory, which emphasizes the importance of social interaction and cooperation in the learning process. Through group learning, students have the opportunity to actively participate in discussions, share information, and complete assignments collaboratively. This situation encourages students to be directly involved in the learning process, thereby increasing their level of learning engagement.


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The results of this study support the findings of Noor et al. (2023), who stated that Cooperative Learning can increase student participation in Arabic language learning. This research also aligns with the findings of Sarif et al. (2024), who found that the cooperative learning model can improve communication skills, collaboration, and student involvement in the learning process. Furthermore, Nguyen (2025) explained that cooperative learning contributes to increased student engagement through structured and interactive group activities.

While sharing similarities with previous research, this study has distinct characteristics. While previous research has focused more on learning outcomes and language skills, this study specifically examines the impact of implementing cooperative learning on student learning engagement in Arabic language courses at Islamic Religious Higher Education Institutions (ISHEIs). Therefore, this research provides a new contribution to enriching the study of active learning strategies in Arabic language courses at the higher education level.

The findings of this study indicate that the success of implementing cooperative learning is determined not only by the formation of study groups but also by the lecturer's ability to design learning activities that encourage interaction, collaboration, and ongoing student participation. Therefore, the cooperative learning method can be used as an effective alternative learning strategy to increase student learning engagement in Arabic language courses at Islamic Religious Higher Education Institutions (ISHEIs).

The results of this study also revealed that the implementation of the Cooperative Learning method had a significant positive impact on increasing student learning engagement in Arabic language courses. These findings will be discussed in an integrated manner by connecting quantitative data, observational results, and qualitative interview data, and supported by theoretical and empirical studies from various recent studies.

Descriptive statistical analysis showed an average increase in student learning engagement scores of 19.78 points, from 61.47 in the pretest to 81.25 in the posttest. This increase in scores was accompanied by a decrease in the standard deviation from 7.12 to 6.38, indicating that student learning engagement not only increased but also became more evenly distributed among all participants. These quantitative findings align with the observational results, which showed significant changes in learning behavior. Students were observed to be more active participants in group discussions, more confident in expressing their opinions, and more responsive to questions posed by lecturers and peers. This improvement can be explained by the fundamental mechanism of Cooperative Learning, which encourages each group member to positively interrelate, so that each individual feels responsible not only for their own learning but also for


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the success of their group members. This dynamic creates a learning ecosystem that both demands and facilitates the active participation of each student (Johnson et al., 2022).

The results of the Shapiro-Wilk normality test showed that the pretest and posttest data were normally distributed, a prerequisite for the use of parametric statistics. Hypothesis testing using the Paired Sample t-Test yielded a significance value of 0.000 ($p < 0.05$), confirming a statistically significant difference between student learning engagement before and after implementing the Cooperative Learning method. This significance provides strong empirical evidence that the observed score improvements were not the result of chance factors but rather a direct impact of the learning intervention. The Cooperative Learning method structures student interactions in small groups, which pedagogically provides a safe space for students to practice their Arabic language skills. This collaborative learning environment has been proven to reduce foreign language anxiety and increase students' intrinsic motivation to participate (Nurhayati & Rosyadi, 2023).

The effectiveness of cooperative learning in increasing learning engagement is also supported by the method's unique student-centered characteristics. In its implementation, the lecturer shifts from being the sole source of knowledge to being a facilitator who designs structured tasks and guides the interaction process. Tasks such as composing dialogues, analyzing texts, or conducting group presentations require students to use Arabic actively and contextually. The process of negotiating meaning that occurs during group work is a high-level cognitive activity that not only deepens understanding of the material but also improves learning retention. The peer-teaching activity that occurs within cooperative groups is a key factor in encouraging engagement and deeper mastery of concepts (Alrasheed & Alnajashi, 2024).

Furthermore, interview results reinforced the quantitative findings by revealing very positive student perceptions. The majority of students stated that learning became more engaging and lively because they had ample opportunities for discussion and collaboration. A supportive group environment was also reported to foster students' confidence in expressing their opinions. This is a crucial finding, given that low self-confidence is often a major barrier to active participation in class, particularly in foreign language learning. Support from group members serves as a social scaffolding, enabling students to take academic risks, such as speaking in Arabic in front of a group, without undue fear. This increased positive social interaction contributes to the creation of a conducive academic atmosphere (Susanto et al., 2023).

The increase in active learning through Cooperative Learning can also be explained by the principle of individual accountability in group work. Each student is not only required to work


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collaboratively but is also responsible for demonstrating personal mastery of the material. A group reward structure based on individual performance motivates each member to strive for maximum effort. This principle effectively prevents the effects of social parasitism, where one or two members dominate group work. Each student, including those who were previously passive, has clear roles and responsibilities, encouraging their full engagement. Thus, cooperative learning not only increases overall engagement but also distributes participation more evenly among all students (Ismail & Alwi, 2022).

From the context of Islamic higher education, these findings offer important pedagogical implications. Arabic language learning, often dominated by lectures and memorization, can be revitalized through the implementation of cooperative learning. This method aligns with Islamic values of cooperation and mutual assistance in good deeds. An interactive, collaborative, and student-centered learning environment creates a learning experience more relevant to the needs of today's students. Students not only learn language content but also develop 21st-century skills such as communication and collaboration, which are essential for their future careers and lives (Huda & Rohman, 2024).

Theoretically, these findings strengthen and expand the evidence base on the effectiveness of cooperative learning, particularly in Arabic language learning at the university level. This study makes a specific contribution by demonstrating that active learning, a prerequisite for successful language learning, can be significantly improved through a structured cooperative learning design. The integration of quantitative and qualitative data in this study provides a holistic picture, where improvements in academic scores are directly proportional to changes in students' behavior and positive perceptions in the real world. The results of this study confirm Cooperative Learning's position as an effective and relevant instructional strategy for promoting active learning in Islamic Religious Higher Education settings (Alshammari & Alenezi, 2021).

Overall, this discussion confirms that Cooperative Learning is a method proven to be effective in significantly increasing student active learning, both statistically and practically. This improvement is driven by the method's characteristic combination of positive interdependence, individual accountability, supportive face-to-face interactions, and group processing. Consequently, instructors, particularly Arabic language lecturers, are recommended to adopt and adapt Cooperative Learning as an alternative primary learning strategy to create more interactive, collaborative, and student-centered learning (Rahmawati & Nurfuadi, 2024).


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## CONCLUSION

The research results show that the implementation of Cooperative Learning significantly increased student learning engagement. This improvement was evident in statistical analysis, which showed a difference in student learning engagement scores before and after the implementation of the Cooperative Learning method. Furthermore, observations and interviews indicated that students became more active in discussions, expressed their opinions more confidently, were more responsive in answering questions, and were more engaged in group learning activities. The research findings demonstrate that learning that emphasizes group collaboration, social interaction, and active participation can create a more interactive and student-centered learning environment. In the context of Arabic language learning, the Cooperative Learning method not only contributes to increased learning engagement but also provides students with broader opportunities to practice language skills through communication and collaboration with fellow students.

Theoretically, this research reinforces previous findings regarding the effectiveness of Cooperative Learning in increasing student engagement in the learning process. Practically, the research findings can serve as a reference for Arabic language lecturers and study program administrators in developing more active, collaborative, and student-centered learning strategies in Islamic Higher Education settings. This study is limited by the relatively limited number of respondents and the study location, which only covers one university. Therefore, further research is recommended to involve a larger sample, compare various types of cooperative learning, and examine their impact on other variables such as student learning motivation, Arabic language skills, learning outcomes, and critical thinking skills.

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