

**COOPERATIVE APPROACH AND IMPRESSION OF INTERESTS,  
SOCIALIZATION, AND ACHIEVEMENT OF STUDENTS IN LEARNING  
ARABIC**

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**Abstract**

21st Century Learning emphasizes the use of fun-centered student-centered approaches and strategies. Cooperative approaches are an effective method of shaping students who are knowledgeable, accountable, interacting, socializing and skilled in the future. This paper aims to discuss the literature as well as the impact of cooperative approaches on the interests, socialization, and achievement of students in Arabic language teaching and learning. This study was carried out using a method of action research involving 55 students in the second year and 24 in the fifth year. Observation, document analysis, and pre and post-test results are used to collect data. The effect of the study shows that cooperative approaches can improve the achievement, interest and socialization skills of students in Arabic subjects. In conclusion, cooperative approaches have a positive impact on the learning environment and understanding of the students on teaching objectives.

*Keywords:* Cooperative approach, interest, 21st-century learning, Arabic language, socialization

**Introduction**

In the era of the Industrial Revolution 4.0, various external factors such as gadgets, social media, and games have been in line with the lifestyle of the students. This also has an impact on the education system that needs to be more interactive, flexible and innovative in parallel with the revolution such as Smart Classroom, Frog VLE (Virtual Learning Environment), Quiziz, Kahoot, Padlet and so on to enhance student creativity and teacher delivery innovation. Along with the mission and vision of the Ministry of Education Malaysia's 21st-century learning was introduced by emphasizing collaborative elements, critical thinking, creativity, and communication. Hence, educators need to move forward with a new breath of innovation in teaching and learning. Innovation in learning and facilitating (pdpc) can be classified as an effort to find ways or innovations through creative creativity in the process of enhancing students' understanding of the objectives of a lesson.

Conventional learning will certainly make the student less focused, bored and eventually give rise to a lesser degree in the classroom. The process of learning by many educators tends to the achievement of spending syllabus or lesson chapters instead emphasizing concept memorization rather than understanding. This can be seen in a classroom-centered classroom, lecture or illustration method, students are just sitting in reading and recording, listening to the teacher's speech and few opportunities to ask. Thus the learning environment becomes inactive and passive.

Research on the previous study on the above mentioned in Arabic learning is written among them teacher-centered teaching and less motivation (Rosni Samah 2012), environmental problems (Azman Che Mat 2010) and quality teaching issues resulting from teachers who are able to apply pedagogy knowledge ie knowledge teach scientifically informal education (Mohammad Abdillah 2014). In fact, studies on the problems of teaching the Arabic language in Malaysia are also discussed. Abdul Razif (2017) states that the problems faced by Arabic teachers can be categorized into five major issues namely environment, motivation, teaching aids, ability, and pedagogy.

Early 2018, researchers have made little observation on the achievement of the Final Year 2017 from 5 Citra (3rd class of 4 classes). Their achievement in Arabic subject is only one student obtaining a marks (A), 4 (B), 13 (C), 4 (D) and 2 (E). This achievement is a lot of concern because it should have more B and A marks as this class is not the final class.

### **Problem Statement**

During the Arabic language session of the first week of 2018, researchers found that the attitude of the classmates was not very encouraging. Do not want to raise voices while mentioning words nor reading Arabic texts. Only two were able to answer and respond to the teacher's question and the rest remained silent. Voice reading Arab words is not enthusiastic, classes are lonely and they are not interested in going forward. Do they not like Arabic subjects? Are other subjects also behaving like that? Questions that are always in the mind of researchers. The results of observation and interviews of other subject teachers say they are as normal as other subjects and indeed the classes are problematic.

Likewise, with stage 1 students in 3rd and 4th Year 2 Citra and 2 Dinamik. Researchers found that students' level of grammar on basic Arabic matters such as dates and times were extremely difficult to understand and well-spoken. There is a student who does not want to sound, sleepy, cry when asked to read. Academic achievement Final Exam Year 2017 for students 2 Citra and 2 Dinamik when they are in Year 1 is at a good level. Perhaps because in the first year, the content of Arabic language learning is more to the introduction of hijaiyah letters and no word needs memorization and concept that needs to be understood. The researcher feels there is a learning method that can attract them to learn, guide him socializing during school and ultimately able to improve his or her achievement in the assessment of the exam.

Based on the experience faced during the first 3 weeks of the 2018 schooling session, the researcher focused this study on finding interventions on three main issues namely the lack of interest and learning collaboration in Arabic subjects, students' weakness in remembering the Arabic language vocabulary for not socializing and improving student achievement from D or C to B and A. Planning of various methods and approaches should be prepared to address the problem of the student and co-operative learning is one of the ways. Teachers need to be aware that student's motivation could also be affected when learning is done with less meaningful activities (Mohammad Abdillah, 2014). This is intended for socializing students, boldly forward to mention and memorize the word, communicate with easy sentences and make a class of lively.

### **Objective**

This study aims to improve teacher teaching skills by using cooperative learning approaches to increase the interest, socialization, and achievement of students towards Arabic subjects.

Objectives of this study:

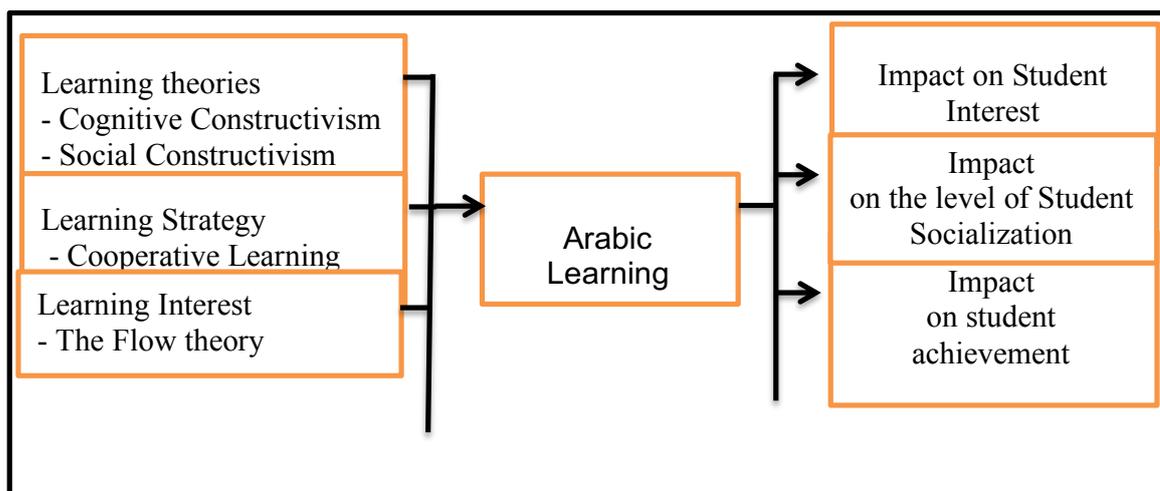
1. To improve teacher practice using a co-operative learning approach to help increase students' interest in learning the Arabic language.
2. To enhance the level of achievement of Arab subjects through a cooperative learning approach.
3. To encourage student socialization phase towards Arabic language PdP using a cooperative learning approach.

### Research Questions

- a. How far the cooperative learning approach improves the practice of teachers to help increase students' interest in learning the Arabic language?
- b. What is the cooperative learning approach to increase the level of Arabic student achievement?
- c. What is the cooperative learning approach to increase the level of student socialization towards Arabic Language PdP?

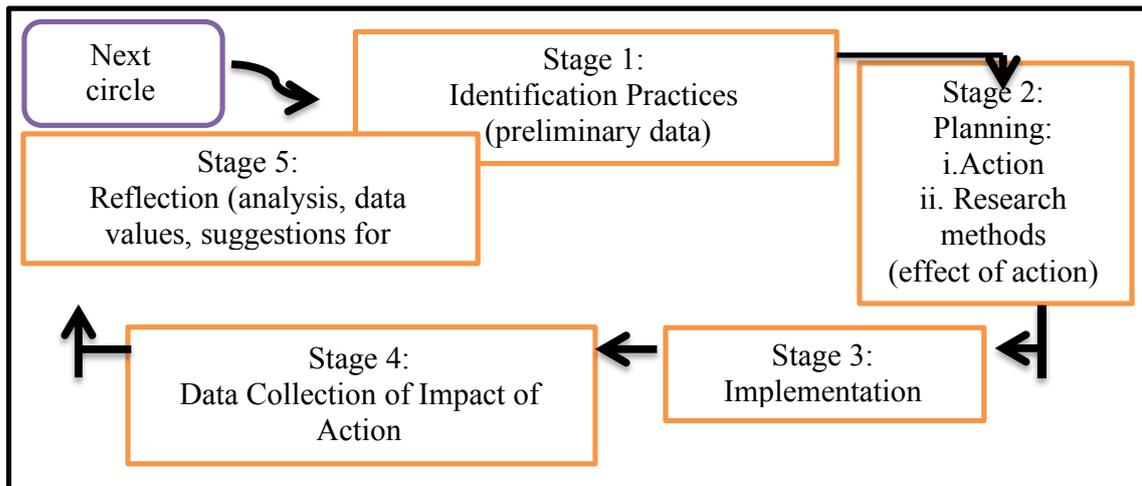
### Conceptual Framework

The conceptual framework of the study is shown in Figure 1. Learning theories such as cognitive and social constructivism, cooperative learning strategies and theoretical theory of Flow Theory has been used as the basis of this conceptual framework.



### Research Design

The target group consists of 3 different classes; 5 Citra (24 students), 2 Citra (28 persons) and 2 Dinamik (27 persons) who were sampled for Arabic language learning using cooperative learning approaches. Respondents are from level 1 and level 2 at SK Abang Lemang Kabong Sarawak Malaysia. This action study is a qualitative study involving two times the cycles of the cooperative learning approach. Chuah (2016) said methods of collecting action-impact data in action research are more likely to be the methods used in qualitative approaches that emphasize the process. Thus, researchers have collected data in three ways: observation (reflective journals and audio-visual recording), pre and post-test and document analysis (student reflection journals). The study was conducted based on 5 stages of the action research cycle as shown in fig. 1 below.



### Instrument of Study

**Observations** There are two ways observations are performed based on reflective journals and audio-visual recording. Reflective journal observations are implemented to give insights and ideas and what has been given attention. This note focuses on feelings, problems, responses, ethics, and conflicts that researchers think. While audio-visual recording observation is used to see student responses, behaviors, facial expressions and body language on the action and teaching activities using cooperative learning approaches. These observations are written and recorded and shared in virtual walls and reported through action studies.

**Pre and Post Test** Testing is a method used to collect data to evaluate and track student's understanding of the learning content that has been learned after the cooperative learning approach is used. Pre-Exam is used to see students achievement in Arabic after a cooperative learning approach, Cycle 1 is used. Post Test also saw a significant improvement after the implementation of cycling cooperative learning approach 2. Both test sets contain multiple-choice but equally constructive questions. This instrument contains all Arabic language learning content. The pre-test is a mid-year exam while the post-exam examination is year-end. Questions are being developed by the Islamic Education Division of the Ministry of Education Malaysia.

**Document Analysis (Student Reflection Journal)** Journal of student reflection is one of the instruments that support the researcher's research. Document analysis can provide relevant information to the issues and issues studied. After the study was completed, the researcher asked them to write a reflection on a piece of paper to evaluate the effectiveness of learning cooperative learning approach in the implementation of PAK21. The rationale for using these methods is that they complement each other, enhancing high reliability and strengthening research findings (Cresswell & Plano, 2007).

### Literature Review

Co-operative learning is one form of learning based on constructivism theory. It is a learning strategy with several students as members of a group that has different levels of abilities. Complete the task by collaborating to understand the contents of the lesson. If one of the group members has not mastered the contents of the lesson it is considered unfinished cooperative learning session. Zainun, Zanaton, and Norziah (2013) define cooperative learning as a learning method that requires students to be in the group and work together to achieve the same goals.

Johnson and Johnson (1994) explain that there are five elements of cooperative learning are positive interdependencies, individual responsibilities, personal interactions, cooperative skills, and group processes. Sharan and Shaulov in Cerqueiro and Castro (2015) state that cooperative learning has a positive correlation relationship between motivation and achievement, provided that they complete all group assignments and show active involvement throughout the activity. Researchers feel that this cooperative learning approach and strategy could raise interest, alter the level of socialization as well as student achievement in Arabic.

Many cooperative learning studies have been applied by many educators to other subjects as well as the level of study at universities, high schools, and primary schools. Yet still fewer studies like this are being implemented for Arabic subjects in primary schools in Malaysia. Among them, Zamri (2014) said that based on its findings, students love co-operative learning because their level of understanding and achievement improved in tandem with their social and intellectual skills.

Slavin's study (2011) shows that cooperative learning can improve student social skills. Members in groups need to work together to achieve learning objectives by improving their social skills. Slowly speaking students need to raise their voices to be heard and understood by other members of the group. A member's reprimand should be done accordingly so that the dynamics of the group are not destroyed and the work progresses smoothly. Hence based on the previous study readings, this study was conducted to find solutions to overcome the problem of learning the Arabic language in the research school and evaluating its impact.

Syahida (2015) and Lay & Kamisah (2017) states Theory of Cognitive Constructivism is learning that explains how knowledge is organized in the human mind. Six fundamental theoretical principles support learning practices through student convergence in parallel with the cooperative learning approach. Among other things, students are self-knowledge, students need to explore new knowledge, each student has the basic idea and knowledge available, the process of knowledge building involves social aspects, teachers are facilitators in building student knowledge and collaboration between partners can lead to cognitive conflicts as well as construction all knowledge. In the context of Social Constructivism Theory, Vygotsky calls on an experienced teacher so that students can build knowledge in the classroom under the teacher's help. Bakker through Khan and Pearce (2015) said Flow Theory is based on 3 dimensions namely absorption, enjoyment and motivation.

## **Findings**

### **Observation Analysis**

Research Question 3: Is the cooperative learning approach increases the level of student socialization towards Arabic language PdP?

Observation-based on reflective journals and audio-visual recording found that there was a positive impact on the level of socialization of students in the classroom. The students in the group show their understanding and play different roles. Social skills and processing occur when each group strives to answer during a game session and solves a group assignment given by a teacher. Video recording can record the entire research process in detail and clarity.

The reflective journal notes created on the facebook page helped when researchers made improvements during the implementation of cooperative learning during Cycle 2. Researchers also took pictures during the learning activities carried out for more in-depth observations of the reaction, face-to-face, attitude, and behavior of students

during the study. These pictures are a strong support material to show the effect of cooperative learning.

During the pdpc session, researchers also found that students were always united and helped to win in the competition session mentioning, given the meaning and easy project. This is because the researchers have applied the rewarding element and the reduction of marks which is the eye system throughout the learning session. This reward element is parallel to cooperative learning. At the end of the class, a group that collects scores is considered a winner and has successfully educated student discipline, cooperation, and socialization with each other.

Observation of student's attitudes and behaviors during the learning session shows students mutual respect, a responsibility to listen to their views or ideas without making a disturbance. Respect is seen when students are waiting for their turn to present suggestions and views even though some students are trying to dominate their group. Through cooperative learning, students hold the principle of "we sink or swim together". They work together and assist such as helping friends pronounce the Arabic word with the right words and understanding their friends understand the contents of the lesson and guide the group's partners to respond to their presentations. The completion of cooperative learning increases the stage of socialization of students in the Arabic language.

### Pre and Post Test Analyzes

**Research Question 2: What is the cooperative learning approach to improving the level of Arab student achievement?**

Table 2

*Class 5 Citra's Arabic Test Result*

No	Student's Name	Final Test 2017		Pra Test PKSR 1 2018 (After the Cooperative Approach Cycle 1)		Post Test PKSR 2 2018 (After the Cooperative Approach Cycle 2)	
1	Aidib Kidam	40	D	41	D	56	C
2	Aqilah	54	C	89	A	87	A
3	Azli	44	D	53	C	63	C
4	Farzy	72	B	62	C	92	A
5	Izharul	60	C	79	B	67	B
6	Farezwan	56	C	55	C	78	B
7	Hakimi	34	E	70	B	75	B
8	Shahrul	46	D	24	E	55	C
9	Nazren	52	C	57	C	60	C
10	Azrien	60	C	63	C	67	B
11	Firdaus	46	D	62	C	61	C
12	Alzeyan	56	C	81	A	82	A
13	Hafiz	64	C	73	B	71	B
14	Haziq	64	C	73	B	74	B
15	Nazatul	74	B	88	A	82	A
16	Nor Husnina	62	C	83	A	68	B
17	Norazman	52	C	44	D	78	B
18	Nur Aleya	60	C	58	C	80	A
19	Nur Anisa	34	E	37	E	68	B
20	Nur Farah	80	A	78	B	80	A

COOPERATIVE APPROACH AND IMPRESSION OF INTERESTS,

No	Student's Name	Final Test 2017		Pra Test PKSR 1 2018 (After the Cooperative Approach Cycle 1)		Post Test PKSR 2 2018 (After the Cooperative Approach Cycle 2)	
21	Siti Amylia	52	C	 92	A	76	B
22	Nurul Aziatul	58	C	 72	B	72	B
23	Nurul Nazieyatul	74	B	 80	A	 81	A
24	Zarith	76	B	90	A	81	A

Table 3  
Class 2 Citra's Arabic Test Result

No	Student's Name	Pra Test PKSR 1 2018 (After the Cooperative Approach Cycle 1)		Post Test PKSR 2 2018 (After the Cooperative Approach Cycle 2)	
1	Adam	72	B	 78	B
2	Adeeq	64	C	 67	B
3	Afaie	78	B	 75	B
4	Azri	65	B	 75	B
5	Dayang	90	A	 88	A
6	Dayang Nur	82	A	 94	A
7	Eilham	70	B	 72	B
8	Farah	96	A	 93	A
9	Fatin	74	B	 90	A
10	Izzul	84	A	 82	A
11	Adli	64	C	 93	A
12	Zaquan	71	B	 80	A
13	Amir	66	B	 88	A
14	Faqhrul	60	C	 74	B
15	Zaquan Sharif	46	D	 79	B
16	Haikal	69	B	 63	C
17	Amzar	86	A	 90	A
18	Muszaphar	62	C	 75	B
19	Nasreen	71	B	 86	A
20	Nur Alya	86	A	 96	A
21	Nur Izaatul	81	A	 88	A
22	Nur Izzah	84	A	 92	A
23	Nur Qaseih	76	B	 72	B
24	Nur Syafeina	68	B	 91	A
25	Nurul Syamin	67	B	 76	B
26	Nurul Hazriq	80	A	 67	B
27	Ismaizul	68	B	 55	C
28	Nurqasdina	65	B	 75	B

Table 4:  
*Class 2 Dinamik's Arabic Test Result*

No	Student's Name	Pra Test PKSR 1 2018 (After the Cooperative Approach Cycle 1)			Post Test PKSR 2 2018 (After the Cooperative Approach Cycle 2)	
1	Alif	41	D		62	C
2	Amirul	63	C		69	B
3	Awang	63	C		62	C
4	Ayu	84	A		89	A
5	Faiq	70	B		79	B
6	Farhan	49	D		79	B
7	Ayden	73	B		77	B
8	Firas	82	A		64	C
9	Rusyaidi	74	B		53	C
10	Iqram	58	C		75	B
11	Azhar	81	A		83	A
12	Haikal	78	B		60	C
13	Nazri	64	C		68	B
14	Airyl	64	C		58	C
15	Annas	58	C		71	B
16	Hazin	57	C		69	B
17	Aiman	86	A		91	A
18	Qayyim	68	B		77	B
19	Noor Aliya	76	B		81	A
20	Syazira	75	B		91	A
21	Easafizana	82	A		71	B
22	Sofea	75	B		75	B
23	Syafiqah	66	B		78	B
24	Putri	42	D		48	D
25	Shahrul	82	A		84	A
26	Emir	78	B		68	B
27	Fadhilah	57	C		86	A

The findings of the study are as follows: Table 2: Arabic Students' Testing 5 Citra's Test Results, only one student got the results (A), 4 students (B), 13 students (C), 4 students (D) and 2 students (E) 2017. After the implementation of the cycling cooperative learning approach 1 in the middle of 2018, the pre-test achievement recorded a good improvement of 7 students (A), 6 (B) 7 students (C), 2 students (D) E). While at the end of the cycles of the cooperative learning approach, there were 8 students (A), 11 (B) 5 students (C) and no students with D and E results in the Final Examination Post Examination Year 2018.

For Year 2, the findings of the study were based on Table 3: The results of the Arabic Language Learning Test 2 Citra, study found that 9 students acquired (A), 14 students (B) and 4 (C) after the curricular learning approach 1 Preliminary Exam Year 2018. At the end of cycle 2, there were 13 students (A), 12 (B) students and 2 (C) students in the Final Examination Post Examination Year 2018.

Similarly, for the 2 Dinamik, the findings of the study were shown in Table 4: Arabic Language Test Result of Dynamic Students, researchers found that 6 students (A), 10 (B) and 8 (C) and 3 (D) ) after the implementation of the co-operative learning cycle of

the 1st Intermediate Pre-Examination Test 2018. At the end of cycle 2, there was an increase of 7 students (A), 13 Dynamic (B), 5 students (C) and only one ) in the Final Examination Post Examination Year 2018 Arabic language subject.

The conclusions based on students' achievement in pre and post-test were significant increases after the co-operative learning approaches 1 and 2 were applied during pdpc sessions. For student 5 Citra of 62.5% of the total 24 students showed an improvement in their respective Arabic scores. Class 2 Citra was recorded as much as 71.43% of the 28 students had performed with excellent improvement. Whereas for Class 2 Dinamik has recorded 59.26% has shown encouraging improvement in the results of their respective examinations. Hence, it is evident that the cooperative learning approach has increased the level of Arabic student achievement.

### Reflection Analysis of Student Journal

**Research Question 1: How far is the cooperative learning approach improves the practice of teachers to help increase students' interest in Arabic language learning?**

Table 5

*Summary Notes Student Reflection Journal 2 Citra, 2 Dinamik and 5 Citra*

No	Reflection Journal Notes
<b>JR1</b>	The title I like is an animal. How to learn the best of Task-Based Learning because it can compose sentences with friends. Learn Arabic for being able to answer Arabic questions from Ustaz Nazmi. Arabic game I like gamification.
<b>JR2</b>	The Learning Based Project is fun because it can make the best building. I love Arabic because it is fun and Ustaz Nazmi gives us a present. Ustaz invited us to play together in the mosque and in Arabic time classes.
<b>JR3</b>	The most preferred subject is Project-Based Learning when it comes to creating buildings because we help each other. I love Arabic because of the many interesting and fun activities.
<b>JR4</b>	The most preferred title is "Working". How to learn the best Task-Based Learning for being able to work with friends. The most difficult title is "clean the toilets" for not remembering what the teacher teaches. I like Arabic because I'm very fierce when I do something wrong hahaha, funny and good-hearted ... very very very very good.
<b>JR5</b>	The most preferred subject is Project-Based Learning because I will be more creative. The most difficult is Task-Based Learning is because I need to do a hypothesis. I like Arabic because there is gamification, Project Based Learning, learning the timeline and animals.
<b>JR6</b>	I am happy to be able to play while studying Arabic, cheerful and the teacher allows you to play while studying. Team games helped me to remember the Arabic word.
<b>JR7</b>	I like group activity because of remembering words but during writing, I feel jealous and angry when other friends can answer questions first.
<b>JR8</b>	I am so happy to learn Arabic. I love the game of soldiers and because of that,

No	Reflection Journal Notes
	I am interested in learning Arabic as taught by the teacher.
JR9	I enjoyed learning Arabic. The most fun thing about throwing a ball to a friend (The Hunger Game) and a dice (Aircraft Dam) is very excited.
JR10	I feel overwhelmed, happy and amazed to learn Arabic. Most activities like the Transformer and Aircraft Dam games because I won. I am very interested in the Arabic language.

Based on the analysis of the Journal of Student Reflections, researchers found that all students enjoyed learning through a cooperative learning approach in language game activities as well as increasing the interest and motivation of learning within themselves. Of the total reflection journals written by 79 students, the researchers classify into 10 slightly different reflection journals while others are similar to one of the 10 Reflection Journals (JR) above. Note JR 1 "learning the best way of Task-Based Learning because it could compose sentences with friends. Like Arabic ..." shows students like cooperative learning during Task-Based Learning involving group activities to solve the question of compiling the sentence into a sentence, dhomir, verb Arabic and so on. The assignment was made on a gallery walk. They need to work together to write answers and present them to other groups in the classroom. The paragraph "can be arranged with friends ..." shows the cooperative learning features of positive interdependence, group interaction, and social skills have been in the activities until the students are happy to perform their tasks.

JR 2 notes "Learning-Based Learning is fun ... I love Arabic because it's fun ... teachers invite us to play together ..." demonstrating the cooperative learning features of individual accountability and the positive dependence that existed during the implementation of pdpc. Based Learning Project is an activity that requires students to build a building project in the title "Beautiful Town". students need to divide the responsibility for building their buildings and then being merged as a city. The word "fun" demonstrates their feelings during carrying out the cooperative learning assignment.

Note JR 3 "We are always helping each other. I like Arabic because there are lots of interesting and fun activities. "Demonstrating Arab-language learners because of their interesting activities and helping each other to cope with cooperative learning features ie social skills. Same as JR4 "can work with friends", JR 6 "Group games" and JR 7 "Like group activity". While for JR5, JR 8. JR9 and JR10 prove that the cooperative learning approach has attracted students to learn.

### Discussion

Refers to the implementation of cooperative learning approaches through 12 activities in Cycle 1, we found that almost all students are actively involved in the learning process. They also strive to answer the questions given to ensure their team is successful at the end of the game as we can find from Table 6.

Table 6  
*Type of Activities by Cycle*

Cycle	Cooperative Learning Activities	Year	Cycle	Cooperative Learning Activities	Year
Cycle 1 January -May	Spoon and Ball Game	2	Cycle 2 June- October	Madinatul Jamilah's Based Learning Project	5
	From Tortoise to Bullet Train	5		The New Hunger Game	2/5
	Walk Gallery	5		Ball Hunter	2
	Knowledge of Mini Dice	2		Pie Face Challenges	2/5
	The Hunger Game	5		Life Card Game	5
	Cumi-cumi Games	2		Knowledge Station	5
	Mystery Gift Shooter	5		Lightning Pen	2/5
	Arabic Puzzle	2		Based Learning Project 2	5
	Soldier Fortress Game	2/5		Lughbah Qunbulah and Ping Pong	5
	The Blind Game	2		Mystery Envelope	2
	Bee Pollen	2/5		Royal Palace	2/5
	James Bond Game	2		Lagi Syantik Song	2

There are also students who play safely by simply allowing teammates to answer questions. The purpose of the lesson is not achieved and only a few have gained and remembered the content of learning. During the game "The Hunger Game", only a few of the same students answered the question, the rest focused on avoiding the ball thrown by the opponent. While in the game "Squid", there are some cycle who just put squid on the circle that make up the numbers learned without remembering the Arabic word for the number and just follow the mention of a friend.

Next, in the game approach " Knowledge of Mini Dice" students could work together through the practice of PAK 21 which is co-operative learning. Various competencies are combined to achieve the same goals in the form of groups. The game requires high cognitive Cycle considering the Arabic language vocabulary learned to help teammates get high marks. In the next level, the turn of the students with good psychomotor plays a role in adding group scores with coloring, cutting and writing activities and forming dice of knowledge until they are ready.

Following the next stage of the dice is thrown and they need to immediately pronounce the Arabic word based on the picture seen on the dice. So students with good affective competence will be able to respond quickly, receive and observe, evaluate and arrange strategies to take over the role to increase their team's scores. The experience and knowledge gained from this group work motivated the students to share information and achieve learning objectives. This has confirmed to the characteristics of cooperative learning which is the accountability of the individual to be responsible for their

achievement. This is because researchers are doing individual assessments by looking at the level of collaboration and responsibility given.

The gamepad approach through activities in Cycle 2 has become increasingly fascinating and appealing with the application of cooperative learning features. Through the game "Pie Face Challenge" has successfully motivated the student's motivation. This game requires every student to respond to questions related to the subject of either the vocabulary or the Arabic language qawaid. Students need to be sensitive and answer teacher questions quickly. Since the teaching aids are very interesting, the students are automatically excited about learning sessions. Still retaining group activity and every mark is worth it.

More interestingly, this activity not only assesses the cognitive level of the students on the subject matter but also involves physical strength (hand speed) when they need to press the available buttons to make sure the "beaters" move towards the opponent. Elementary and fun elements are clearly visible with friends' faces laughing at the powder found on the surface of the hit batter. Students who have experienced this game experience are trying to answer the next question to redeem their "dignity" while other friends are trying to answer questions to make sure they are chosen teachers. This time scores are awarded to team members who have successfully pressed the fastest button to hit the opponent's side. The cooperative learning element applied in this game is positive reliance. Mutual dependence exists when students consider that it takes the effort of teammates to get together playing and responding to questions.

Furthermore, through the cooperative learning approach in PAK 21 activities, Project-Based Learning could apply the elements of inquiry, creativity, creativity, carve and study during the process of building a building model in the headline of Madinatul Jamiyah. The cooperative learning features applied are social skills. The socialization skills built during this activity such as leadership skills are dividing the work of each member, making decisions after discussions, communication and conflict management. There may be disagreements between members to produce the best project for success.

Through this activity point system (point) is used to evaluate the number of buildings produced with the Arabic word in a model of the dream city. Levels of progression (level/progression) are applied during group presentation sessions. Some groups have successfully presented the project by starting a presentation session through singing while creating a style. All group successfully introduced members by speaking in Arabic and even described buildings such as mosques, universities, post offices, bus stops in Arabic. This element is observed by the researchers and the scores are given.

Gamification approach in the game "Royal Palace" injects high team spirit. Students will respond positively to achieving goals, collaborating, managing and making decisions to ensure their group is successful. The teacher acts as a driver by giving students encouragement, praise, appreciation, and confidence during the pdpc activity. At the same time ensuring the content of learning they can easily understand and improve the achievement of Arabic subjects. Through learning activities, each group needs to appoint a team king. The king is placed in the middle of the group and becomes the life of another member. When successfully answer the question, the student should welcome the ball thrown by the teacher and immediately thrown into the opposing team. If exposed then the student who was struck the ball was eliminated but if the king was hit then all the members were eliminated. The cooperative features of this activity are social skills and group interactions.

### Conclusion

The cooperative learning approach has had an impact on researchers and students. Among them increases the interest and the higher motivation to succeed because one not only achieves success for himself but also for his group's friends. Students with a weak learning strategy get the opportunity to see other student models with more effective learning strategies. Finally, interpersonal relationships have improved due to cooperative skills and the need to help each other.

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