Implementations of STAD and JIGSAW Cooperative Learning in *Maharah Qira'ah* of Arabic Language Learning

BY

Mohammad Ahsanuddin[1], Afifah Akmalia[2], Narita Dewi Cahyani[3]

[1,2,3]Universitas Negeri Malang

Abstract

This article describes STAD and JIGSAW learning models in *maharah qira'ah* of Arabic language learning. *Maharah qira'ah* is one of the four *maharah* students must learn in their Arabic language course. This study employed a descriptive qualitative method. Data were collected through reading and note-taking. Data were analyzed in three stages: reduction, display, and conclusion drawing. Data were taken from books and scientific journals related to the study. Our findings showed 5 steps in STAD and 10 stages in JIGSAW in *maharah qira'ah*.

Keywords: Jigsaw, cooperative learning, STAD

INTRODUCTION

Reading is one of the skills in language learning, including Arabic language learning. In the Arabic language subject, reading is known as *Al Qira'ah*. Reading is constructing meanings of numbers and words within a text (Silalahi, 2019). The article "The Impact of Translanguaging on Teaching Arabic Reading in A Multilingual Classroom" defines reading as a complex activity involving perceptions and thinking (Bin-Tahir et al., 2018). Reading consists of two processes: (1) recognizing words, a process of perceiving written symbols according to one's oral language, and (2) understanding words, a process of grasping the meaning of interrelated words, sentences, and texts. Thus, reading is not simply reading what is written but a process of understanding what is written. Bin-Tahir further states that readers usually use their background, knowledge, vocabulary, grammatical knowledge, experience with a text, and other strategies to help them understand a written text.

Maharah qira'ah is one of the four *maharah* that students must learn in their Arabic language course. *Maharah qira'ah* is not simply about students reading texts in the Arabic language fluently by following *nahwu sharaf*, but also having the students understand the texts, the essence, and the meaning of the main ideas that they ultimately can apply the values expressed in the

texts in their lives (Ritonga et al., 2020). To create a fun learning atmosphere in *maharah qira'ah* classes where students can actively participate in learning, teachers must choose the right strategies, one of which is the student-centered approach. Cooperative learning is one of the learning strategies that belong to this student-centered approach (Meuthia, n.d.). Kövecses-Gősi (2018), in his article "Cooperative Learning in VR Environment", mentions that cooperative learning helps students consider not only their own success in learning but also their classmates' achievement. Students are trained to work together responsibly even in the smallest environment, such as a classroom. In the future, it is expected that they can adopt this cooperative method in all aspects of their lives. Kövecses-Gősi further mentions that cooperative learning refers to a small group working together to achieve many purposes; it trains students to actively contribute to skills that require collaboration and to express their thoughts and emotions appropriately.

Student Teams Achievement Division (STAD) and Jigsaw belong to the cooperative learning strategies. STAD is the simplest cooperative learning approach. Each group member in STAD is responsible for other members' understanding, requiring each member to be actively involved in the group activities. Karacop

(2017) mentions that Jigsaw is one of the cooperative learning strategies that emphasizes cooperation among students and encourages students to reduce or even avoid competition in class. It does not mean, however, that competition is bad or evil; out there, many people thrive because of competition, and that is acceptable. What to avoid is uncontrolled competition, a situation where people defeat, limit, weaken, and even endanger one another because of wanting to be the number one winner of all (Aronson, 2014). Thus, we are interested in analyzing the learning steps of *maharah qira'ah* using STAD and JIGSAW. This study aims to describe the stages of STAD and JIGSAW learning strategies in *maharah qira'ah* in Arabic language learning.

Literature Review

A. STAD *(Student Team Achievement Division)*

1. Definition

STAD is one of the simplest cooperative learning approaches developed by Robert Slavin and his colleagues at Johns Hopkins University. STAD emphasizes students' activities within a group (Rusman, 2012).

As one of the cooperative learning strategies, STAD stands out in various pedagogies for the following reasons. First, this strategy cohesively instilled in many basic psychological, political, sociological, economic, anthropology, and other social theories. Second, there has been much research analyzing and comparing this strategy with others; most of those studies confirm that STAD is more beneficial within a broader scope. A teacher who is also a writer considers STAD a very applicable teaching strategy (Chim, 2015).

STAD is done by first dividing students into groups. Each consists of 4-5 heterogeneous students of different genders, races, and abilities. The teacher then gives all students a task that must be done individually. Each group member is responsible for the understanding of other group members, so they must be actively involved in their group activities. After that, students will do the task from the teacher. The score of each group member will be summed up and become the average score of the group (Slavin, 1982).

2. Steps

The followings are the steps in STAD (Rusman, 2012):

a. Presentation of materials

The teacher presents materials to students according to the basic competence to achieve. The teacher can use various methods such as lecturing, demonstration, expository, or discussion. The teacher explains learning objectives and grows students' curiosity. Students are expected to be able to combine their initial knowledge with the teacher's explanation. The teacher then gives tasks to the students to be done individually to know the students' initial ability.

b. Teamwork

The teacher divides students into groups of 4-5 students of different genders, races, and abilities (heterogeneous). The teacher gives a task to the group based on the presented material. The students explain to each other within their groups and answer the questions given by the teacher.

c. Individual tests (quizzes)

Individual tests (quizzes) are given after group activities. The teacher ensures that all students do the task individually. The results of these individual tests will show the level of students' understanding of the materials. Test scores of students within one group will be summed up and become the average score of each group.

d. Calculating individual score development

This step aims at improving student motivation to get maximum scores. The calculation is based on the student's initial ability.

e. Team recognition

The teacher rewards the group with the highest score increase from the initial stage to the next. The form of the reward is conditional; the essence is that the teacher appreciates students' hard work.

3. Components

Robert Slavin mentions five primary components of STAD: class presentation, teamwork, quizzes, individual score improvement, and team recognition (Wyk, 2012). The elaboration of those components is as follows (Shoimin, 2013).

a. Class presentation

Teachers deliver materials through a presentation in STAD. Students must focus on the presentation so they can easily do the following quizzes.

b. Teamwork

Teachers will divide students into groups. Each consists of 4-5 heterogeneous students of different genders, races, and abilities. The teacher then gives all students a task that must be done individually. Each group member is responsible for the understanding of other group members so they must be actively involved in their group activities. Students help each other in one group; those who already understand the material must explain it to those who do not.

c. Quizzes

A quiz is given after the presentation. Each student must do the quiz individually.

c. Individual score improvement

The scores of the quizzes show whether students experience score improvement or not. Each student has an initial score from the first quiz. Each student can contribute to their group's score improvement by making individual score improvements.

d. Team recognition

Students will receive a reward from their teacher if the average group score has fulfilled the criteria.

4. Advantages

The advantages of STAD are as follows:

a. This strategy can be used in learning that does not require high reasoning.

b. Students work together in a group that will lead to a positive relationship. This helps them to be tolerant of the opinions of others.

c. Students actively participate in discussion as partners and tutors for their group members. Students are given responsibility for the understanding of their group members; in other words, if one member does not understand, the other members are obliged to help him/her understand it.

d. This strategy can increase student learning motivation.

5. Disadvantages

a. Students need more time, so there may be delays in achieving curriculum targets.

b. There may be a lack of contribution from underachieving students

c. Disappointment will arise in high-achieving students because they must be more active in groups.

d. This method takes longer, so the teachers tend not to choose the STAD model.

e. Special abilities are required; therefore, not all teachers can apply this method.

f. Students are required to have certain traits, such as being able to work together.

B. Jigsaw

1. Definition

Jigsaw is a cooperative learning strategy where each student learns with friends in the home group (Kousa, 2015). Jigsaw helps students develop important skills such as critical thinking, problem-solving, and interaction and communication with peers. Jigsaw-based cooperative learning has been proven effective. Some studies examine its application in social science, natural science, literature, and zoology.

2. History

The Jigsaw Classroom (www.jigsaw.org*)*, an official website for learning Jigsaw strategies, mentions that Jigsaw is a research-based cooperative learning technique discovered and developed by Elliot Eronson and his students at the University of Texas and the University of California. The jigsaw was first used in 1971 in Austin, Texas. Eronson and his students have found this learning strategy to be an absolute necessity to relieve his students who explode and fight with each other between races and social classes. Eronson and his students concluded that the hostility was driven by a competitive classroom environment.

3. Steps

The Jigsaw Classroom mentions 10 steps of Jigsaw. The steps are:

a. The teacher divides students into one group consisting of 5-6 people. Group members should be diverse in terms of gender, ethnicity, race, and abilities.

b. The teacher selects 1 student from each group to be the group leader. The group leader must be the most mature group member.

c. The teacher divides the learning material that day into 5-6 parts.

d. The teacher assigns each student to study 1 part and makes sure that students have direct access only to their own sections.

e. The teacher gives time for students to read their part at least 2 times until they understand the part fully, and they do not have to memorize it.

f. The teacher forms a temporary "expert group" by having one student from each Jigsaw group join the other students. The teacher gives time for the students in the expert group to discuss the main points of their section and also practice presenting what they will convey to their Jigsaw group.

g. The students return to their original Jigsaw groups.

h. The teacher asks each student to present their part to the group and encourages other group members to ask questions or clarify.

i. The teacher observes the process from one group to another. If a group is having problems, for example, a member of the group interferes, the teacher must make appropriate interventions. The group leader is in charge of handling group members and tasks completely. The group leader can be trained in which the teacher whispers instructions on how to lead the group.

j. At the end of the session, the teacher will give a quiz on the material that has been studied. Students will quickly realize that this session is not just for fun, but for them to really study and understand materials.

4. Components

Jigsaw has five primary components (Namaziandost et al., 2019), as follows:

a. It offers interdependence in positive terms since students need to work together to achieve learning goals by supporting each other, explaining to each other, and guiding each other. Without the help of group members, the group will not be able to achieve good and ideal learning goals.

b. Students can develop individual responsibility because each member of the group is responsible for their part, so they cannot just take credit on the work of other members.

c. It requires interactions that help students to advance. Students need to connect to other group members. They must interact verbally, explain, and assist each other to achieve learning objectives.

d. It needs interpersonal and social skills since each group member provides constructive feedback to each other, communicates with each other clearly, and involves each group member in the learning process. Thus, the teacher will not only measure the students' ability from the end result but also the process during teamwork.

e. The process in the group is important in cooperative learning. The commitment of all group members to the achievement of all tasks is needed in this learning. The teacher can provide feedback about what they have observed during learning.

5. Advantages

Compared to other strategies, Jigsaw has the following advantages (Aronson, 2014):

a. The Jigsaw strategy gives students more freedom in developing their own creativity and abilities.

b. The relationship between teachers and students is more harmonious, making learning more effective.

c. This strategy makes teachers more active and creative.

d. It offers various learning approaches such as class, group, and individual approaches.

6. Disadvantages

Some disadvantages of Jigsaw are (Shoimin, 2013):

a. Teachers may need to keep reminding students to always use collaborative skills in their groups; if students fail to do so, the discussion may be hindered.
b. Lack of group members will cause a problem.
c. If the classroom is not properly conditioned, the noise will arise when changing and conditioning the class.

Research Method

We employed a qualitative descriptive design. Qualitative research is done to produce a hypothesis through descriptive analysis. Moelong in Darsono mentions that qualitative research does not need quantitative calculation (Wisadirana, 2005). Descriptive research illustrates things naturally. The purpose of descriptive research is to illustrate a phenomenon happening in a certain population, and it usually has a more optimal confidence level (Sukandarrumidi, 2002).

Data sources are important since they affect research accuracy. Data collection answers the research problems (Creswell, 2013). We used data from books and journals related to the research topic. After we read all the data sources, we wrote down the parts relevant to our study.

Then, we proceeded with data analysis. There is no absolute way as a reference in data analysis (Nasution, 2001). Data were analyzed in three stages: reduction, display, and conclusion drawing (Setiawan, 2018).

Findings and Discussion

A. STAD

The following explains the steps of STAD application in *maharah qira'ah*:

1. Presentation of materials

The teacher presented the material on الصبيّ والفيل. The presentation could be done using several methods, such as lecturing, demonstration, expository, or discussion.

The teacher explained learning objectives, grew students' curiosity, and encouraged them to be honest during class.

2. Teamwork

The teacher divided students into groups of 4-5 students of different genders, races, and abilities for effective learning. Before the teacher began the class, the teacher asked the students some questions related to the material that would be presented that day. The students had to answer the questions individually.

3. Individual quiz

The teacher asked some questions to the students related to the material that would be presented that day in the form of a quiz. The students had to do the quiz individually.

4. Calculating individual student's score

The teacher summed up the score of all students in one group and then calculated the average of the score to find the group with the highest score

5. Team recognition

The group with the highest average score received a reward from the teacher.

B. Jigsaw

The following explains the steps of the Jigsaw application in *maharah qira'ah*:

a. The teacher divided students into several groups. Each group consisted of 5 students of different genders and abilities. The groups were called the Jigsaw groups.
b. The teacher explained what would be learned, which was a text titled "المثل الكامل للبائع".
c. The teacher divided the text into 5 parts (P1, P2, P3, P4, P5), then distributed each part to the groups. Each group received a different part of the text.
d. The students were given 5 minutes to read and understand their part.
e. The students formed an expert group consisting of all students with the same part of the text.
f. The teacher guided the students to discuss their part in the expert group, translate their part, and find the important details.
g. The students discussed their part in the expert group.
h. After the discussion, the students returned to their original Jigsaw group. They explained their part to the Jigsaw group members.
i. The teacher went from one group to another to supervise the discussion.
j. The students answered some questions related to the text.

Conclusions

STAD is one of the simplest cooperative learning approaches. Teachers divide students into groups of 4-5 students with heterogenous characteristics (different genders, races, and abilities). Teachers give a task for students to do individually. Each group member is responsible for the understanding of other group members so they must be actively involved in their group activities. Students help each other in one group; those who already understand the material must explain it to those who do not. After that, the students do the task from their teacher. In Jigsaw, students learn in a group. Jigsaw helps students develop some important skills such as critical thinking, problem-solving, and interaction and communication with peers.

Our findings showed 5 steps or stages in STAD and 10 in Jigsaw in learning *maharah qira'ah.*

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