THE COLLABORATION OF HERBART METHOD WITH COOPERATIVE LEARNING: OPTIMIZING WRITING SKILLS AT IAIN MADURA

Nurlaila
UIN Maulana Malik Ibrahim Malang
nurlaila0064@gmail.com

Muassomah
UIN Maulana Malik Ibrahim Malang
somahwibisono@gmail.com

Abstract

This study aims to reveal the optimization of students' Arabic writing skills through the collaboration of Herbart method with cooperative learning. Using a qualitative method, the study informs that the implementation of Herbart method in the basic concepts of writing and the writing of hamzah is carried out in five stages, i.e. planning, material presentation, material association, conclusion, and application. In this case, the cooperative learning is placed in the fifth stage, i.e. application, by providing in-group exercises to students. With this collaboration, the students are able to make Arabic sentences based on the elements of writing that have been studied, such as making sentences from words starting with hamzah, analyzing a word form and converting it into another form, and being able to write words and their harakat correctly. Thus, this study concluded that the collaboration of Herbart method with cooperative learning was able to improve students' Arabic writing skills by applying several exercises in groups; it makes students accustomed to writing in Arabic.

Keywords: *Arabic Learning, Writing Skill, Herbart Method, Cooperative Learning*

Abstract

Penelitian ini bertujuan untuk mengungkap optimalisasi keterampilan menulis Arab mahasiswa melalui kolaborasi metode Herbart dengan pembelajaran kooperatif. Dengan menggunakan metode kualitatif, penelitian ini menunjukkan bahwa implememtasi metode Herbart pada materi konsep dasar menulis dan penulisan *hamzah* dilakukan dengan lima tahap, yakni perencanaan, presentasi materi, asosiasi materi, kesimpulan, dan aplikasi. Adapun pembelajaran kooperatif ditempatkan pada tahap kelima, yaitu aplikasi, dengan cara memberikan latihan-latihan kepada mahasiswa secara berkelompok. Dengan kolaborasi metode ini, mahasiswa mampu membuat kalimat bahasa Arab berdasarkan unsur-unsur tulisan yang sudah dipelajari, seperti membuat kalimat yang terdiri dari kata yang diawali huruf *hamzah,* menganalisis suatu bentuk kata dan mengubahnya menjadi bentuk lain, serta mampu menulis dengan tulisan dan harakat yang benar. Penelitian ini menyimpulkan bahwa kolaborasi metode Herbart dengan pembelajaran kooperatif mampu meningkatkan keterampilan menulis Arab

mahasiswa dengan penerapan beberapa latihan secara berkelompok, sehingga membuat mahasiswa terbiasa untuk menulis Arab.

Kata Kunci: *Pembelajaran Bahasa Arab, Keterampilan Menulis, Metode Herbart, Pembelajaran Kooperatif*

INTRODUCTION

Writing is a basic skill of the four interrelated skills that language student must acquire through practice in learning. Students majority inArabic Language Education who should be able to write Arabic properly and correctly, apparently there are still many writing errors in terms of both technical writing and writing structure. In the Arabic learning process, writing becomes one of the difficult skills that students should develop. According to Setiadi, the difficulty is not only in developing the idea of the writing but also the diction used and creating sentences that should structurally written. students face problems when they want to write related to ideas, by uncovering new and relevant knowledge with writing[1]Moreover, they should overcome the barriers of foreign languages which is Arabic itself.[2]A problematic phenomenon that still happens in academic world is students writing skills. The writing skills of the students are alarmingly weak and substandard. It happens because of the lack of motivation and mastery in the writing skills.[3]As one of the tools of communications, writing should sound clear and systematically written in a good structure. It has to be clearly and perfectly understood by the readers of the text.

Arabic students have more challenges and difficulties in writing Arabic. It was shown by the third semester students in IAIN Madura who are majoring Arabic language education department. They are facing difficulties in developing the idea of the writing. It was caused by the lack of their mastery in writing skills. The problems commonly found in the use of punctuations, the unstructured sentences, etc. During this time, Arabic writing learning is done by dictation method, where theteacher reads a text and students write what they hear. Therefore students cannot get proper material in term of grammar of the writing and the average student's writing skills are still in the middle level, which is bound writing.[4] As the consequence, teachers should have creative innovation in teaching writing. It should be done in order to make writing becomes more fun and

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[1] Agung Setiyawan, "Musykilah Kitabah Al Bahs Wa Hilluha Fi Qism Talim Al Lugah Al Arabiyyah Jami'ah Sunan Kalijaga al Islamiyah al Hukumiyah," *Alsinatuna* 2, no. 2 (2017): Juni 2017: 114. https://doi.org/10.28918/alsinatuna.v2i2.976.

[2]Syamsi Setiadi, "Peningkatan Keterampilan Kitabah Arabiyah Mahasiswa Melalui Metode Tutor Sebaya," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 9, no. 1 (July 21, 2017): 31 https://doi.org/10.24042/albayan.v9i1.1094.

[3]Novita Andyani, Kundharu Saddhono, and Yant Mujyanto, "Peningkatan Kemampuan Menulis Teks Eksplanasi Dengan Menggunakan Media Audiovisual Pada Siswa Sekolah Menengah Pertama," *Jurnal Penelitian Bahasa, Sastra Indonesia, Dan Pengajarannya* 4, no. 2 (2016): 161–174.

[4]Observation results during the learning process in the classroom on September 30, 2019.

easily understood by the students.

In the learning process, That education It is the transfer of knowledge, knowledge and information from a positive teacherThe mechanism that the teacher chooses to deliver content and achieve goals[5] students have to be active so there will be an interactive way between the students and the teachers. Interactive learning is considered as the appropriate model in the classroom learning.[6]It is believed that they will be more confident and able to express their Arabic language skills systematically spoken and written. In addition, this interactive learning also can increase students' motivation and interest to express their ideas.[7]

Kitābah as also known as writing Arabic is one of language skills that function to express ideas in order to be able to have communication between writer and the reader.[8]There are some basic elements that should students master. They are lexicon, discourse form, language context and so on.[9]Yet, in real practice, writing is an activity that is not easy to carry out. It is accordance with Sri Utari Subyakto Nababan who said that writing the most difficult skill compared to other skills. Besides, writing also can reflect the way of thinking, language standard, or style of the writing of the writers.[10]The writers can show their brilliant ideas through the writing so the readers can get the insight from the writers.[11]Simply put, the learning objectives of writing Arabic course are: the students are able to write properly correctly structured, the students are able to develop their ideas, the students are able to write coherently and logically[12]and able to use language for various purposes and circumstances.[13]

Recently, there are going criticisms addressed to Islamic academics including Arabic language education (PBA). The critics said that the alumni of PBA have low competitiveness compared to graduates of other institutions, and are even unable to compete with graduates of other study programs, due to lack of independence and language skills sufficient. This shortcoming must be corrected by providing various "additional skills", such as: Arabic and English language skills in speaking and writing, computer application skills, research skills, organizing or leading skills, and

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[5] Ahmad Taufiq, "Dafi'iyyah Istikhdami At Ta'allum At Ta'awwuni Litanmiyati Ta'liim Maharatil Kalam," *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 1, no. 1 (2018): 88.

[6]Wa Muna, *Metodologi Pembelajaran Bahasa Arab: Teori Dan Aplikasi*, 1st ed (Yogyakarta: Teras, 2011), 19.

[7] Wa Muna, *Metodologi Pembelajaran,*19-20.

[8]Ahmad Muradi, *Pembelajaran Menulis Bahasa Arab: Dalam Perspektif Komunikatif* (Jakarta: Prenada Media Group, 2015), 63.

[9]Syaiful Mustofa, *Strategi Pembelajaran Bahasa Arab Inovatif* (Malang: UIN-Malang Press, 2011), 181.

[10]Zulhannan, *Teknik Pembelajaran Bahasa ARab Interaktif* (Jakarta: PT RajaGrafindo Persada, 2015), 105.

[11]Sitti Kuraedah, "Aplikasi Maharah Kitabah Dalam Pembelajaran Bahasa Arab," *Al-Ta'dib: Jurnal Kajian Ilmu Kependidikan* 8, no. 2 (2015): 82–98.

[12]Muradi, *Pembelajaran Menulis,*83-84.

[13]Mustofa, *Strategi Pembelajaran,*183.

social skills.[14]

The previous and existing studies tend to see writing as an activity of developing and pouring ideas into an organized writing format in accordance with the proper writing conventions, not just diverting words and sentences.[15] In writing, students need exercises so they can develop these skills properly and correctly. So that the application of the right method in learning to write Arabic is very supportive of achieving the desired goals.[16] The use of appropriate methods is also needed in learning other foreign languages such as German.[17] The complexity of writing skills can also be overcome by using media in learning.[18] On the one hand, learning writing skills can be integrated with character education through the use of character-based teaching materials in the form of books as guidelines for writing learning, so students can get hard skills and soft skills as well.[19] Writing skills can also be mastered properly and correctly by Arabic learners with the support of adequate *bi'ah lugawiyah*.[20] Based on this, the researches conclude that there has been no study that discusses the merging of two methods as a form of new innovations implemented in tertiary institutions in the learning of *mahārah kitābah* or writing Arabic.

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[14]Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab*, Edisi Revisi (Bandung: PT RemajaRosdakarya, 2018), 100.

[15]Hastang, "Upaya Optimalisasi Maharah Kitabah Melalui Model Pembelajaran Berbasis Proyek Pada Materi Al-Jumlah," *Didaktika* 12, no. 1 (June 20, 2019): 62-75, https://doi.org/10.30863/didaktika.v12i1.176.

[16]Zhul Fahmy Hasani, "Penerapan Metode Imla' Untuk Meningkatkan Keterampilan Menulis Siswa Kelas VIIC MTs Muhammadiyah 02 Pemalang," *Lisanul Arab: Journal of Arabic Learning and Teaching* 2, no. 1 (2013): 57–64; Fajriah, "Strategi Pembelajaran Maharah Al-Kitabah Pada Tingkat Ibtidaiyah," *Pionir: Jurnal Pendidikan* Vol 6, no. 2 (2017): 33–56; Setiadi, "Peningkatan Keterampilan Kitabah Arabiyah Mahasiswa Melalui Metode Tutor Sebaya"; Latifah Rahmawati, "Penerapan Metode Musabaqoh Bithoqoh Mukhtalithul Kalimah (MBMK) Untuk Meningkatkan Hasil Belajar Maharah Al-Kitabah Siswa MAN 1 Yogyakarta," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (December 30, 2018): 275–99, https://doi.org/10.14421/almahara.2018.042-07; Putra Bagus Mochammad and Wiaam Mohammad Syairozi, "Istiratijiyat Talamidz Al-Marhalah al-Tsanawiyah Bi Ma'had Darussalam Gontor Fi Ta'allum Maharah al-Kitabah," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 4, no. 1 (June 28, 2017): 103 https://doi.org/10.15408/a.v4i1.5329; Mu'allim Wijaya and Lailil Muharromah, "Peningkatan Maharatul Kitabah Melalui Struktur Analisis Sintesis (SAS) Pada Pembelajaran Bahasa Arab Di Pondok Pesantren," *An-Nuha* 5, no. 1 (2018): 1–19.

[17]Umi Maulidiyah, "Penerapan Model Pembelajaran Kooperatif Tipe TGT (Teams Games Tournament) Pada Keterampilan Menulis Kalimat Tunggal Bahasa Jerman Siswa Kelas X SMAN 3 Kediri," *Laterne* 5, no. 02 (2016): 1–9; Silvinus Sap, "Hasil Belajar Keterampilan Menulis Bahasa Jerman Siswa Dengan Menggunakan Metode Question Student Have," *Laterne* 4, no. 2 (June 2015): 1 http://jurnalmahasiswa.unesa.ac.id/index.php/laterne/article/view/12262.

[18]Khoirotun Ni'mah, "Implementasi Media Papan Mahir Bahasa Arab Dalam Pembelajaran Maharoh Kitabah," *Dar El-Ilmi: Jurnal Studi Keagamaan, Pendidikan, Dan Humaniora* 5, no. 2 (October 26, 2018): 93–114; Yogia Prihartini and Wahyudi, Nuraini, "Peningkatan Maharah Al-Kitabah Melalui Penerapan Media Lauhah al-Juyub Pada Siswa MTsN Aceh Utara," *Jurnal Literasiologi* 1, no. 1 (January 5, 2019): 59–78; Ernawati, "Pembelajaran Keterampilan Menulis Bahasa Arab Dengan Menggunakan Media Gambar Berseri Kelas X IIS 4 MAN 2 Bengkulu," *Manhaj: Jurnal Penelitian Dan Pengabdian Masyarakat* 2, no. 1 (2017): 1–9, http://dx.doi.org/10.1161/.v5i1.747.g664.

[19]Dwi Khoirotun Nisa' and Jauharotun Ni'mah, "Pengembangan Bahan Ajar Maharah Al-Kitabah Berbasis Pendidikan Karakter Bagi Mahasiswa Program Studi Pendidikan Bahasa Arab STAI Attanwir Bojonegoro," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 9, no. 1 (July 21, 2017): 50 https://doi.org/10.24042/albayan.v9i1.1241.

[20]Muhsin Riyadi, "Sinergi Antara Khat Imla' Dan Bi'ah Lughawiyah Dalam Meningkatkan Maharah Kitabah Dan Istima' Pada Pembelajaran Bahasa Arab," *El-Ibtikar: Jurnal Pendidikan Bahasa Arab* 02, no. 01 (July 2013): 114–135.

Based on the problems that the researchers found, this research is intended to complement and strengthen the research that has been done before. By observing, the writers wants to find out, analyze, and apply new methods in learning Arabic, especially in *mahārah kitābah* to optimize student skills in writing. In this case the researchers use the Herbart method with cooperative learning in the learning of *mahārah kitābah* to improve students' abilities in writing skills by synergizing theory with applications. Therefore, the objectives of the research are knowing the learning process of *mahārah kitābah* which has been taking place so far in the third semester of Arabic language education (PBA) department in IAIN Madura; knowing the application of the Herbart method with cooperative learning in *mahārah kitābah*; and knowing the ability of students in *mahārah kitābah* after applying the Herbart method with cooperative learning in the process of learning *mahārah kitābah*.

The Arabic learning environment was created as a form of systematic and continuous effort to shape the conditions of learning Arabic. Learning Arabic is an attempt to understand two aspects, namely aspects about language and using it. Understanding aspects of language implies mastering the sciences related to that language, whereas using language is the application of that language both in spoken or written in the real life. These two aspects of Arabic learning are illustrated by Herbart's thoughts in terms of learning. Herbart proposed five steps which signal certainty of understanding and application that can be applied in learning Arabic. The five steps are packaged by the term Herbart method. Any aspect is very possible taught using the Herbart method, including learning Arabic language skills (*mahārāt al-lugah*).[21]

The Herbart Method (*ṭarīqah Hirbartwihdah Hirbart*) implies a name, namely *Johan Friedrich Herbart*, an associate philosopher and psychologist from Germany. He sparked the five standard steps as an interconnected whole that was considered a learning solution. Initially, he created this method to be applied in the field of general education, over time Indonesian education experts took the initiative to apply it in language teaching. They assume that there are similarities in the basics of learning between the general field and the language field. In this method, the main principle is interest.[22] Herbart learning method aims to guide students to obtain general rules by discussing and investigating, then concluding.[23] Herbart believes that teaching is to provide subject matter to students so that they have the widest possible response or knowledge. According to him, the purpose of teaching is to think that is connecting old knowledge with new knowledge, so

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[21]Hermawan, *Metodologi Pembelajaran Bahasa Arab*, 263-264.
[22]Hermawan, 258-260.
[23]Ahmad bin Purnawan Sehri, "Metode Pengajaran Nahwu Dalam Pengajaran Bahasa Arab," *Jurnal Hunafa* 71, no. 1 (2010): 47–60.

students easily accept and understand the material.[24] There are several principles in the use of the Herbart method, which are goal-oriented, readiness principles, and association principles.[25]

Cooperative Learning is a type of learning based on constructivism. Cooperative learning describes the design of learning that shapes students into small teams with heterogeneous ability levels. Cooperation and help are required for each group member to digest the lessons to complete the group's work. Learning is considered incomplete if one group member has not yet understood the subject matter. Scholars state that the virtues of this model can help students understand difficult theories, develop responsive reasoning skills, work together, and help friends. Enthusiastic student involvement will have a practical effect on the level of reciprocity, and stimulate students to optimize their learning outcomes.[26] Thus, cooperative learning is a learning activity that is formed by groups that are organized, systematic, efficient, towards the search or study of problems by cooperating and working hand in hand to carry out useful learning processes and outcomes.[27] Cooperative learning aims to benefit all students, both high and low ability in doing group work simultaneously; in completing group assignments, all students have the opportunity for cooperation and dependencies between group members; stimulates students to form good behavior and friendly characters and can practice mutual respect between people.[28]

This research is based on the argument that the practice of writing Arabic can begin with *ta'bīr muwajjah*, starting with the most basic level of writing. With these exercises, students can find out their mistakes in previous writing activities. While cooperative learning is learning that is carried out in groups. With the collaboration of Herbart's method with cooperative learning in learning to write, students' interest in writing can develop gradually, because students can understand the right way of writing in accordance with the rules so that this research can be beneficial in improving science and advance the treasury of scientific studies in the development of learning models.

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[24]Muhaimin, *Strategi Belajar Mengajar: Penerapannya Dalam Pembelajaran Pendidikan Agama* (Surabaya: Citra Media, 1996), 58.

[25]Mahmud Yunus, *Pendidikan Dan Pengajaran* (Jakarta: PT Hidakarya Agung, 1961), 86-89.

[26]Isjoni, *Pembelajaran Kooperatif: Meningkatkan Kecerdasan Komunikasi Antar Peserta Didik* (Yogyakarta: Pustaka Pelajar, 2019), 20 ; Nur Ridho, "Model Pembelajaran Kooperatif," *Http://Skp.Unair.Ac.Id/Repository/Guru-Indonesia/Modelpembelajarank_nurridho_10592.Pdf*, July 27, 2011, http://skp.unair.ac.id/repository/Guru-Indonesia/Modelpembelajarank_nurridho_10592.pdf.

[27]Nurul Hidayati Rofiah, "Strategi Pembelajaran Kooperatif Dalam Pembelajaran Pendidikan Agama Islam Di MI/SD," *Seminar Nasional Pendidikan Menuju Generasi Emas Prodi PGSD FKIP Unissula*, May 3, 2017, http://eprints.uad.ac.id/6564/.

[28]Isjoni, *Pembelajaran Kooperatif*, 33-34.

METHOD

The subjects of this research are 34 students in the third semester of IAIN Madura who are in Class B of Arabic Education Study Program 2019/2020 academic year. The selection of these subjects was based on the consideration that the IAIN Madura campus is the only Islamic Higher Education in Madura that requires students to understand the teachings Islam well and truly. So that a good and correct understanding of Arabic is needed by PBA study program students. This is in accordance with what was stated by Thu'aimah that among the reasons non-Arabs learn Arabic is to explore and digest religious laws and teachings in the Holy Qur'an and books traditional and contemporary books which are absolute Arabic.[29] In this study, the writer aimed at one of the language skills that must be mastered by PBA students, namely writing skills by examining the process of learning that is currently taking place and the learning of mahat al-quran when applied collaboration of two methods with the aim of optimizing their ability to write Arabic.

This type of research is qualitative research. Qualitative research is a study to master events related to research subjects in the form of attitudes, responses, stimuli, activities, etc. holistically which are described in the form of a series of words, by interacting naturally and utilizing various natural methods.[30] This study consists of four variables, namely Arabic learning, Herbart method, Cooperative Learning, and *mahārah kitābah*. The data source in this study is the process of KBM, students and lecturers.

This study uses data collection techniques such as tests, observations, and interviews. The research instruments include appearance, observation guidelines, and interview guidelines. Appearance is used to determine students 'mastery of the material done by forming groups to make several sentences using the *mufradāt* that has been provided on the screen where each word is preceded by *hamzah waṣal* and *hamzah qaṭa'*. While observation is used to get data about the process of teaching and learning activities carried out on student activities during the *mahārah kitābah* learning process three times, starting from the learning done with lecturers supporting the *mahārah kitābah* subject to the time the authors carry out teaching practices in the class, which includes student activities when receiving and understanding the material presented and doing the tasks instructed by the lecturer and practitioner. The interviews are used to collect data related to the perceptions of lecturers and students on the *mahārah kitābah* learning that is done freely during the learning process.

The data in this study were analyzed by studying the data, managing the data and getting something meaningful related to the focus of the research regarding the *mahārah kitābah* learning

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[29]Hermawan, *Metodologi Pembelajaran Bahasa Arab*, 110-111.
[30]Lexy J Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT RemajaRosdakarya, 2017), 6.

process, then conveying it coherently. Based on a qualitative research design, this study uses the Miles and Huberman data analysis method called the interactive analysis model, because data analysis is carried out when data collection takes place until it ends in a limited time until the data is saturated. There are three stages in this model, namely data selection, data presentation, and conclusions.[31] The use of this model aims to examine the process and meaning.

RESULT AND DISCUSSION
Mahārah Kitābah Learning in PBA Class B Students

The results of observations at the first meeting, the researchers know that the learning of *Maharah Kitabah* so far has been done by the dictation method. Lecturers read a text to students and students listened carefully to what was read by the lecturer, and at that time students also wrote what they heard. This shows that students when learning takes place must be active in listening and writing. After the lecturer has finished reading the text, the lecturer corrects the student's writing together. This activity is carried out by asking several students to write on the whiteboard about the results of their simulations, then telling the location of the errors contained in the writing. This information is strengthened by the results of interviews obtained by the researchers to the several students that the *mahārah kitābah* was done by writing what they heard during the *Mahārah Istima'* learning. So it can be said that sometimes the lecturer combines *mahārah kitābah* and *Mahārah Istima'*. Besides, at the time of observations, the researchers found that the lecturer had also applied the *Insya 'muwajjah* method by asking students to compose a paragraph that was limited by a theme that contained as many as 20 vocabulary words. After the *mahārah kitābah* learning was finished, the writer conducted an interview with the supporting lecturer. This activity produces information that the lecturer trains students continuously to be skilled in writing because students sometimes still forget the training material provided by the lecturer.

From this activity, the researchers observe the weaknesses that still exist in students. First, students do not know the punctuation in Arabic so when they hear the word "*al-faṣilah*", they do not write with comma punctuation, but they write the vocabulary as a word. Second, students cannot understand well how to write properly and correctly in accordance with the rules of writing, especially in writing hamzah.

Thus, the use methods of dictation and insya'in *mahārah kitābah* learning is still ineffective because students still face difficulties in writing and forming a sentence so that it is not uncommon to find writing errors, especially in technical writing. This is due to the students' weak

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[31]Sugiyono, *Metodologi Penelitian: Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2016), 246.

mastery of writing rules, Arabic vocabulary, and their interest in writing. The methods used so far have not provided students with an adequate understanding of the basics or concepts in writing so that their abilities are still low. Therefore, it is necessary to use new methods that can make students active and creative so as to improve their ability to write Arabic. This can also be done by combining several learning methods, for example the Herbart method with the Cooperative method.

Application of Herbart Method in *Mahārah Kitābah* Learning

At the second and third meetings, the results of observations made on student activities when the learning process took place using the Herbart method in the *insya' muwajjah* activity, had shown the development of student mastery of the material that was given. Student activities show a more active and consistent attitude that can be seen from the beginning of learning. As in Herbart's theory *mahārah kitābah* learning process in this class is divided into five stages, namely the preparatory stage (*al-Tamhid*), the presentation stage (*al-'Arḍ*), associations (*al-Rabth*), conclusions (*Istinbath al-Qa'idah*), and application (*al-Taṭbiq*).

First, at this stage, the lecturer forms a student seat in a circle because it adjusts to the atmosphere and conditions at the time. Then, the lecturer motivates students by giving a series of questions and commands that refer to their readiness in learning. Lecturers conduct question and answer about *mahārah kitābah* and about *hamzah* as a preliminary test, to see students' mastery of writing skills and position of *hamzah* at the beginning of a sentence. Then the lecturer conveys the material and learning objectives to be implemented.

Second, the presentation of material, in this case needs to be done in such a way that students can catch it easily. At this stage, the lecturer starts the explanation by presenting several mufradat related to the material to be studied, then explains the material in the form of *ta'rīf al-kitābah*, *lafẓi* elements in the *mahārah kitābah*, the main problems in the *mahārah kitābah*, the level of students in mastering writing skills, *hamzah waṣal* and *hamzah qaṭa'* serta punctuation in Arabic. In addition, the explanation in this case is extended with other examples, for example taken from a text book or popular expressions. The teacher uses examples of *mufradāt* which are commonly used in daily communication, which of course in the *mufradāt* begins with the letters *hamzah*, both *hamzah waṣal* and *hamzah qaṭa'*. In explaining the material, the lecturer starts from the material of the *hamzah washal* first. After the students are considered to be able to master the material, the lecturer starts to explain the *hamzah qaṭa'*. In explaining the material, the lecturer uses LCD and projector media.

Third. After the lecturer has finished explaining the material and for example, the lecturer then associates the material with the previous lesson as an example to reinforce the material being

studied. In this case the lecturer shows the student's mistakes in writing the hamzah as well as the punctuation.

Fourth, the various explanations that have been put forward in the presentation of subject matter are then concluded in the form of rule definitions, which refer to references that are referred to. The lecturer concludes the material that has been studied with students in the form of questions to students to find out their mastery of the material, and as a theoretical basis while helping students memorize it by rote. This understanding is done by multiplying examples. In the conclusion (*Istinbath al-Qaidah*), educators simplify the subject matter in a complex, not fragmented way.[32]

Fifth, at this stage the lecturer gives exercises to students, both individually and in groups, to make sentences based on the *mufradāt* provided by the lecturer. Individual training is done by reading a text whose vocabulary contains *hamzah waṣal* and *hamzah qaṭa'* at the beginning of the word and students are asked to write the text that is played. In addition, individual exercises are carried out by asking students to make questions related to the text presented. In the application (*al-Taṭbiq*), it is intended that students really can understand the subject matter that has been learned by giving meaning about the real condition of the subject matter in life.[33]

Collaboration on Herbart Method with Cooperative Learning as an Effort to Optimize Student Writing Skills

This collaboration was carried out at the last stage of the Herbart method namely the application stage. In this case the lecturer forms a small group, where each group consists of five people. Grouping is done heterogeneously. The lecturer gave some vocabulary that was started with *hamzah* letters to students to be used as a sentence. In this assignment, the lecturer gives 15 minutes for students to complete the task. In this case, the lecturer emphasizes to each group to share the vocabulary that is presented equally to each group member with the aim that they work together and work together in completing the task. After the collaboration of the Herbart method with Cooperative Learning in the *mahārah kitābah* learning, students in general became active to work together to complete the task. So this will be their provision from being in the middle level in writing skills to a higher level. In the sense of *ta'bīr muwajjah* to *ta'bīr hurr*.

The students 'appearance on the *mahārah kitābah* learning through the cooperative learning model shows the students' expertise in writing a few sentences by paying attention to one of the correct writing conventions, namely writing *hamzah* letters at the beginning of words, with

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[32]Hermawan, *Metodologi Pembelajaran Bahasa Arab*, 103.
[33]Hermawan, 103.

patterns that have been explained. In this study, students are trained to make and write independent sentences, meaning single and meaningful sentences, not yet included in a series of sentences in a paragraph, because this exercise is designed to train students in *ta'bīr muwajjah*.

Table 1. The vocabulary presented in cooperative learning

الاسم	الفعل الماضي	الفعل المضارع
اِبْنٌ	اِنْتَهَى	يَأْمُرُ
اِسْمٌ	اِسْتَلَمَ	يَأْخُذُ
اِمْرُؤٌ	أَكْرَمَ	يُعِزُّ
أَسَاسٌ	اِسْتَخْرَجَ	يُكْرِمُ
أَنَا	اِشْتَاقَ	يَشْهَدُ
إعلان	اِسْتَمَعَ	يبتغي

In the second observation, based on the table 1, it shows that students cannot directly make sentences from vocabulary in the form of *fi'il muḍari'* and *fi'il māḍi*. In this exercise, students first change the vocabulary in the form of *fi'il muḍari'* into the form of *fi'il māḍi'*, from *fi'il māḍi* into *maṣdār* form, then the student makes a sentence from the results of the word changes. Thus, students not only practice to make sentences, but also change a form of words into other forms. As for the vocabulary of the *isim*, students can immediately make it a sentence. After all the sentences have been completed, students present their results. The lecturer told them to present the work of each individual in each group both in writing and orally. So students can correct their work together.

In the third observation, group exercises are carried out using the same method, namely cooperative learning. However, in this case, the teacher forms a new group, not using the group that was formed in the previous meeting. This is intended to create cooperation that remains sporty among students, in the sense that students can work well together regardless of their group members.

Picture 1. The vocabulary presented
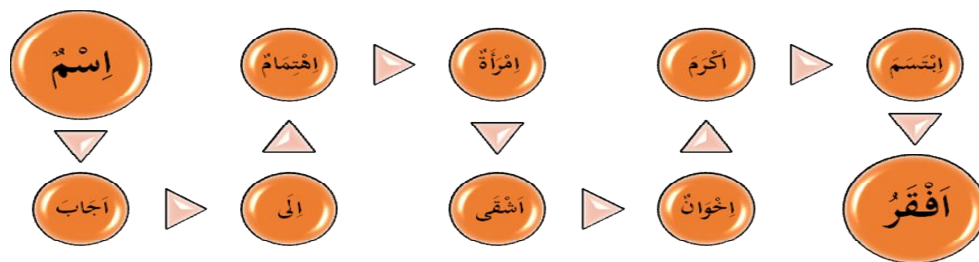
In this exercise, students are instructed to make sentences from words that are preceded by *hamzah qaṭa'*. Thus, students must analyze and classify the vocabulary into two types, namely

words that are preceded by *hamzah waṣal* and words that are preceded by *hamzah qaṭa'*. Because, the vocabulary that is presented to students is written in the context of all *hamzah waṣal*. It aims to practice the ability of students to analyze a form of kta based on the theory they have learned. After completing the assignment, the lecturer asks students to collect their work, which is then corrected. Initially, students were told to present their results in writing and orally. However, due to time constraints, the lecturer took this step. Students who successfully complete the assignment will get a reward. Giving rewards in this case aims to increase the enthusiasm of students in learning activities, especially in solving problems presented by lecturers.

In addition, the appearance shows the ability of students to give the *syakl* words to a word. This is shown when they present their work in writing. Morphologically, some students have been able to form sentence elements properly and correctly and in writing punctuation in Arabic and writing *hamzah*. However, some students are still confused in writing a word that starts with *hamzah* letters, and to form a sentence. With the formation of sentences as evidence of the results of knowledge or activities of students, this exercise can increase vocabulary vocabulary and new sentence forms to be practiced in their lives to interact with others.

Sitti Kuraedah (2015) explains that the implementation of writing learning which is still difficult to become a reality prevailing in the Higher Education of Religion. This happens because the basic skills mastered by students in learning to write are very diverse, so learning material must be phased in starting from basic concepts such as *insya' muwajjah* learning, namely the activity of stringing words into a sentence.[34] This is in accordance with the concept in the Herbart method which is applied in the process of learning the *mahārah kitābah* students in the PBA study program IAIN Madura, precisely at the presentation stage of the learning material by the lecturer. Thus, the knowledge received by students runs from the simplest, which will later move towards complex knowledge related to writing skills. The students' interest in *mahārah kitābah* is increasing, so they are able to develop these skills.

Based on the results of the research described above, it can be concluded that learning done in collaboration with the Herbart method with cooperative learning proves that there is an explicit impact on students' writing skills. With this learning they are able to form their own knowledge based on concepts by conducting an analysis of a word and linking it with the material they have learned. The application of these two learning methods is applied collaboratively, creatively, and innovatively, so that they can be a stimulus and motivation for students to improve their learning. In addition, in the implementation of the collaboration of these two learning methods, students are

[34]Kuraedah, "Aplikasi Maharah Kitabah." 83

encouraged to be active in responding and asking questions, both concerning the steps of doing the task or concerning the formation of words or sentences so that learning becomes more enthusiastic and responsive, students are active in doing individual tasks based on the division in in his group.

In a learning program, an evaluation process is needed to determine the achievement of learning objectives, namely the level of understanding and mastery of students towards a material.[35] Evaluations in the learning process of *mahārah kitābah* are conducted in the form of exercises carried out in the fifth stage of the Herbart method, which is carried out cooperatively. This cooperative learning model encourages students to take responsibility for their work, both for themselves and their groups. With this cooperative model, student activity can be observed directly by the lecturer, where the lecturer acts as a motivator and facilitator. Umi Machmudah show that with a study group, the learning process is helped because there are a number of components that can be used to face opinions and increase one's dignity.[36] In its application, cooperative learning and group work are considered to be the same and there is no uniqueness in them because the teachers feel it is common to apply them. However, not every group work is called cooperative learning.[37] The characteristics of cooperative learning include interaction between students in the group, shoulder to shoulder, face to face, individual obligations, and evaluation of group processes.[38]

To avoid discrimination among students, in forming groups, the lecturer divides them heterogeneously by making students who have above average abilities the group leader. Thus, students who are able to understand the material learned quickly, properly and correctly can share their knowledge with others. Isjoni emphasized that in forming groups, educators must pay attention to the academic abilities of students.[39] Jarolimek and Parker state the reasons for the formation of heterogeneous groups, including: a) giving opportunities to share knowledge and help one another; b) increase the close relationships and correlations between groups, ethnicities and genders; c) class arrangement is easier because there are high-ability children in each group who help friends in the group in solving a problem.[40]

In this writing exercise, the lecturer does not directly present the *mufradāt* beginning with the letter *hamzah*, but in another *wazan*. So in this exercise, students are invited to think about analyzing, classifying, determining, and developing the vocabulary with their groups. The Ministry

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[35]Moh. Matsna and Erta Mahyudin, *Pengembangan Evaluasi Dan Tes Bahasa Arab* (Tangerang Selatan: Alkitabah, 2012), 9.

[36]Umi Machmudah and Abdul Wahab Rosyidi, *Active Learning Dalam Pembelajaran Bahasa Arab* (Malang: UIN-Malang Press, 2008), 37.

[37]Isjoni, *Pembelajaran Kooperatif,* 28.

[38]Isjoni, *Pembelajaran Kooperatif,* 60.

[39]Suparmi, "Pembelajaran Kooperatif Dalam Pendidikan Multikultural," *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi* 1, no. 1 (January 9, 2013): 110, https://doi.org/10.21831/jppfa.v1i1.1055.

[40]Isjoni, *Pembelajaran Kooperatif,* 95.

of Education and Culture emphasizes that the focal point of learning in the 21st century includes student skills in gathering knowledge from various sources, problem statements, logical assumptions, and participating in problem solving.[41] Thus, the collaboration of Herbart's method with cooperative learning is very relevant if applied in Arabic learning in this milineal era. Students can understand and master writing skills in their entirety so that they can create well and correctly in expressing what is in their minds and developing it.

This is in line with the results of a written review of learning by students related to the learning process with a combination of these two methods, which proves that the majority of students take part in learning happily because they think collaboration of this method makes learning Arabic more systematic because it starts from the explanation of material then proceed with the application with a variety of exercises. This makes students have basic concepts first before writing. Some of them think that this collaboration method can stimulate them to get a new vocabulary because it demands to create sentences that use vocabulary beginning with the *hamzah*, by analyzing the form of the word.

The Herbart Method has several advantages, including: presenting lessons in sequence; children's knowledge becomes complex and functional; knowledge of the interrelations of each discipline to be able to determine the set of levels of the discipline; and the theory in the lesson can be applied. The weaknesses of the Herbart method include: generally the lessons are coercive; teaching is operator-like so that it views students as tools that are ready to be driven and directed; minimal flexibility of the curriculum is observed; the preparation of learning plans takes a long time.[42] There are two weaknesses of cooperative learning, namely internal and external. Internal factors include: require more strength, thought, and time because they have to prepare learning carefully; need adequate support facilities, media and budgets for the smooth learning process; the tendency for broadening the subject matter when group discussion so that it takes a lot of time; and sometimes learning is mastered by someone so that other students become passive. The external factors are related to government policy, namely the fading of history learning curriculum. The weaknesses of cooperative learning can be overcome by carrying out the function of the teacher as a facilitator, motivator, mediator and as an evaluator, so as to create classroom conditions that support the implementation of the learning design.[43]

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[41]Daryanto and Syaiful Karim, *Pembelajaran Abad 21*, 1st ed (Yogyakarta: Gaya Media, 2017), 2.
[42]Hermawan, *Metodologi Pembelajaran Bahasa Arab*, 262-263.
[43]Isjoni, *Pembelajaran Kooperatif*,18.

CONCLUSION

Learning by Herbart method is divided into five stages. They are preparation stage (*al-Tamhid*), the presentation stage (*al-'Arḍ*), association (*al-Rabth*), conclusions (*Istinbath al-Qa'idah*), and application (*al-Taṭbiq*). The cooperative learning method is carried out at the fifth stage of the Herbart method, which is to provide writing exercises that require completion in groups. The division of groups is carried out heterogeneously. Apart from that, the exercises are also carried out individually in the form of *imla'*; make questions from a text then answer them, and so on. However, in this case, the type of *Insya'* that is used is only limited to *Insya' Muwajjah*, because this learning aims to make students able to know and understand the basic concepts in writing to be used as provisions towards higher levels of writing. After learning by using these two methods collaboration, learning outcomes can be concluded that students can optimize their writing skills by knowing how to write well and correctly. In addition, the students are more active in asking and answering questions, because they motivate them to do writing activities.

This study has limitation in the place of research which is only carried out in one school or university, so it can not see what if the Herbart method is applied in other schools. This study suggests a comparative study that compares two schools or two classes using the Herbart method, so that we can find out more varied strengths and weaknesses, and it can add to the treasury of science. This research still has many shortcomings and mistakes, so that constructive criticism and suggestions from readers are open.

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