

Enhancing Arabic Vocabulary Learning Outcomes through Cooperative Learning Model STAD with Video Media Assistance

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Abstract

This research aims to investigate the planning, implementation, and improvement of Arabic Vocabulary Learning Outcomes through the cooperative learning model of Student Teams Achievement Divisions (STAD) with the assistance of video media for eighth-grade students at Junior High School Manzilul Barakah in Pagaralam City. This type of research is classroom action research. Classroom action research is a process undertaken by individuals or groups desiring change in a particular situation, involving planning, implementing, and reflecting, which is expected to solve the encountered problems. The results of the research show that the planning and implementation of learning using the Cooperative Learning model of Student Teams Achievement Divisions (STAD) with the assistance of video media at Manzilul Barakah junior high school show a significant increase in Arabic vocabulary learning outcomes. From the pre-cycle with a completeness of 50%, cycle I increased to 70%, and cycle II reached 80%, showing an average increase of 30%. This method successfully enhances students' understanding, motivation, and cooperation, proving that the integration of technology and well-planned and continuously evaluated cooperative learning methods can improve learning effectiveness.

Keywords: Student Teams Achievement Division (STAD); Videos; Vocabulary; Arabic language learning

Abstrak

Penelitian ini bertujuan untuk menyelidiki perencanaan, pelaksanaan, dan peningkatan hasil belajar kosakata Bahasa Arab melalui model pembelajaran kooperatif Student Teams Achievement Divisions (STAD) dengan bantuan media video pada siswa kelas VIII di SMP Manzilul Barakah Kota Pagaralam. Jenis penelitian ini adalah penelitian tindakan kelas. Penelitian tindakan kelas merupakan suatu proses yang dilakukan oleh individu atau kelompok yang menginginkan perubahan dalam situasi tertentu, yang mencakup tahap perencanaan, pelaksanaan, dan refleksi, serta diharapkan dapat menyelesaikan permasalahan yang dihadapi. Hasil penelitian menunjukkan bahwa perencanaan dan pelaksanaan pembelajaran dengan menggunakan model pembelajaran kooperatif STAD dengan bantuan media video di SMP Manzilul Barakah menunjukkan peningkatan yang signifikan dalam hasil belajar kosakata Bahasa Arab. Dari pra-siklus dengan tingkat ketuntasan 50%, meningkat pada siklus I menjadi 70%, dan mencapai 80% pada siklus II, yang menunjukkan rata-rata peningkatan sebesar 30%. Metode ini berhasil meningkatkan pemahaman, motivasi, dan kerja sama siswa, membuktikan bahwa integrasi teknologi dengan metode pembelajaran kooperatif yang direncanakan dengan baik dan dievaluasi secara berkelanjutan dapat meningkatkan efektivitas pembelajaran.

Kata Kunci: Student Teams Achievement Division (STAD); Media Video; Kosakata; Pembelajaran Bahasa Arab



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A. Introduction

In social life, language is an important aspect that enables individuals to communicate, express feelings, and convey opinions to the public.¹ One of the languages that holds significant importance in the world is Arabic. This language is spoken by over 200 million people and is officially used in about 20 countries. Moreover, Arabic is the language of the holy book, the Quran, and serves as a guide for Muslims around the world.² Therefore, Arabic holds great significance for hundreds of millions of Muslims, both Arab and non-Arab.

The history of Arabic language teaching in Indonesia began with the spread of Islam to the archipelago around the 12th century AD. Initially, the teaching of Arabic aimed solely at understanding Islamic teachings in the Quran and Hadith, which are written in Arabic.³ Therefore, learning Arabic has become a necessity. Additionally, Arabic is used as a means of communication by many non-Arab individuals to convey their intentions and purposes. Today, Arabic has become an international language widely used in various literary sources.

Arabic language education is an effort to teach students with the teacher as a facilitator to achieve specific goals.⁴ The process of learning Arabic involves several components, namely learning objectives, materials, teaching methods, learning evaluation, students, and teachers.⁵ Teachers and students play important roles in carrying out the learning process. The main goal of learning Arabic is to develop the ability to communicate in Arabic, both orally and in writing, which includes the four language skills: listening, speaking, reading, and writing.⁶ Additionally, another goal is to foster awareness of the importance of Arabic as a primary tool for learning, especially for studying the sources of Islamic teachings.

¹ Ling Zhang, Jie Wei, and Robert J. Boncella, "Emotional Communication Analysis of Emergency Microblog Based on the Evolution Life Cycle of Public Opinion," *Information Discovery and Delivery* 48, no. 3 (February 27, 2020): 151–63, <https://doi.org/10.1108/IDD-10-2019-0074>.

² Daud Lintang Al Yamin, "Bahasa Arab Sebagai Identitas Budaya Islam Dan Pemersatu Keberagaman Suku," *Ta'limi: Journal of Arabic Education and Arabic Studies* 2, no. 1 (May 24, 2023): 73–86, <https://doi.org/10.53038/tlmi.v2i1.60>.

³ Evi Nurus Suroiyah and Dewi Anisatuz Zakiyah, "Perkembangan Bahasa Arab Di Indonesia," *Muhasadah: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2021): 60–69, <https://doi.org/10.51339/muhad.v3i1.302>; Sofyan Sauri, "Sejarah Perkembangan Bahasa Arab Dan Lembaga Islam Di Indonesia," *INSANCITA: Journal of Islamic Studies in Indonesia and Southeast Asia* 5, no. 1 (2020): 73–88, <https://journals.mindamas.com/index.php/insancita/article/view/1332>; Ahmad Bukhari Muslim and Rodhy Harisca, "The Urgency of Enhancing Learning Arabic inside National Education Curriculum in Indonesia," *International Journal of Arabic Language Teaching* 3, no. 01 (2021): 66, <https://doi.org/10.32332/ijalt.v3i01.3110>.

⁴ Rasha Soliman and Saussan Khalil, "The Teaching of Arabic as a Community Language in the UK," *International Journal of Bilingual Education and Bilingualism*, May 25, 2022, 1–12, <https://doi.org/10.1080/13670050.2022.2063686>.

⁵ Muhimmatul Choirah, "Evaluasi Pembelajaran Bahasa Arab Berbasis Media E-Learning," *Jurnal Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab* 3, no. 1 (April 19, 2021): 41–47, <https://doi.org/10.47435/naskhi.v3i1.554>; Lia fatra Nurlaela, "Problematisasi Pembelajaran Bahasa Arab Pada Keterampilan Berbicara Di Era Revolusi Industri 4.0," *Prosiding Konferensi Nasional Bahasa Arab* 6 (2020): 1.

⁶ Juryatina Juryatina and Amrin Amrin, "Students' Interest in Arabic Language Learning: The Roles of Teacher," *Journal of Educational Management and Instruction (JEMIN)* 1, no. 1 (2021): 40–49, <https://doi.org/10.22515/jemin.v1i1.3459>.

Through education, one acquires knowledge, both general and religious. A knowledgeable person holds a different status compared to one who is not, with both honor in the world and rewards in the hereafter.⁷ Learning is the core of the educational process, playing a crucial role in achieving educational goals. Therefore, educators are required to possess reliable skills, master the material, teaching strategies, methods, understand the curriculum, and appropriately utilize available media. In teaching Arabic, teachers must determine the right teaching approach to enhance students' attention to the subject matter. An effective learning process requires students to be active so that learning objectives can be well achieved.

In the era of current educational development and progress, the need for education has become extremely important.⁸ In general education, Arabic language learning also becomes a primary focus. However, the teaching of Arabic at various school levels often falls short due to unproductive, inactive, and unengaging teaching methods and strategies.⁹ The reality shows that Arabic language learning is often characterized by content transmission and is teacher-centered. Teachers only act as conveyors of material, which dulls creativity in developing teaching methods and strategies.

The success of learning can be seen from the learning outcomes achieved by the students.¹⁰ Learning outcomes are the results obtained by students after following the learning process. To achieve optimal learning outcomes, many factors must be considered, including student readiness, teachers, and the learning environment. Learning outcomes will be better if teachers use specific methods that make it easier for students to understand the material.¹¹ Data shows that the Arabic language learning outcomes of eighth-grade students at SMP Manzilul Barokah in Pagaram City are still low, with only 50% of students achieving passing grades. Contributing factors include a lack of interest in memorizing vocabulary, a lack of interest in independent reading, and a lack of enthusiasm for learning Arabic.

⁷ Muhammad Rendi Ramdhani et al., “Kajian Analisis Hadist Sunan Ibn Majah ; Ilmu Pengetahuan Dan Keutamaan Orang Berilmu Dalam Persepektif Hadist” 03 (2024): 13–24.

⁸ Eric A. Hanushek, “Education Production Functions,” in *The Economics of Education* (Elsevier, 2020), 161–70, <https://doi.org/10.1016/B978-0-12-815391-8.00013-6>; Hidayat Rizandi et al., “Pentingnya Manajemen Sarana Dan Prasarana Dalam Meningkatkan Mutu Pendidikan,” *Akademika: Jurnal Manajemen Pendidikan Islam* 5, no. 1 (2023): 47–59, <https://doi.org/10.51339/akademika.v5i1.745>.

⁹ Muslim and Harisca, “The Urgency of Enhancing Learning Arabic inside National Education Curriculum in Indonesia”; Juryatina and Amrin, “Students’ Interest in Arabic Language Learning: The Roles of Teacher.”

¹⁰ Jannes Eduard Sirait, “Analisis Pengaruh Kompetensi Guru Terhadap Keberhasilan Pembelajaran Di Sekolah Dasar Bethel Tanjung Priok Jakarta Utara,” *Diegesis: Jurnal Teologi* 6, no. 1 (2021): 49–69, <https://doi.org/10.46933/dgs.vol6i149-69>.

¹¹ Media Powerpoint, Dalam Meningkatkan, and Minat Siswa, “Pembelajaran Bahasa Arab Dengan Model Problem Based Learning Dan Media Powerpoint Dalam Meningkatkan Minat Siswa,” *Ajamiy: Jurnal Bahasa Dan Sastra Arab* 13, no. 1 (2024): 36–53.

In learning Arabic, several skills that students must achieve include vocabulary mastery, listening, speaking, reading, writing, and understanding grammar.¹² Vocabulary mastery is the first language element that foreign language learners, including Arabic, must possess. Adequate vocabulary is crucial to support communication and reading in that language.

In education, particularly in the field of linguistics, reading is one of the skills that students must achieve. Students are required to master reading skills to understand the messages conveyed in written texts.¹³ However, the reading ability of students at SMP Manzilul Barokah is still low due to various factors, including a lack of interest in memorizing and understanding Arabic vocabulary, a lack of interest in independent reading, and a lack of enthusiasm for learning Arabic.

Thus, listening, reading, speaking, and writing skills as language skills cannot be achieved without adequate vocabulary mastery. Vocabulary acquisition is an essential part of the language learning process or language proficiency development.¹⁴ Therefore, appropriate methods are needed in teaching Arabic vocabulary to meet the needs for vocabulary acquisition.

This issue poses a challenge for teachers to create a fun learning process that can enhance student engagement to achieve the desired goals. One of the learning models that can be used is the cooperative learning model of the Student Teams Achievement Divisions (STAD) type.¹⁵ The cooperative learning model involves small group work where students collaborate to understand the material.¹⁶ STAD, developed by Robert Slavin, motivates

¹² Miftakhul Hidayah, "Pengoptimalan Keterampilan Membaca Bahasa Arab Dengan Model Pembelajaran Tutor Sebaya Di Kelas Vii H Mts Negeri Kendal Tahun 2012/2013," *Lisanul' Arab: Journal of Arabic Learning and Teaching* 2, no. 1 (2013).

¹³ Nurul Latifah Hidayah, "Metode Pembelajaran Bahasa Arab Maharah Al-Qir'Ah (Ketrampilan Membaca) Bahasa Arab Dengan Cara Membaca Di Depan Kelas Dan Ditirukan," *Prosiding Konferensi Nasional Bahasa Arab VI*, 2020, 246–53, <http://prosiding.arab-um.com/index.php/konasbara/article/view/700>.

¹⁴ Nur Rif'atul Mahmudah et al., "Peningkatan Penguasaan Mufrodat Melalui Metode As-Sam'iyyah Asy-Syafawiyah Di SD Islam Assuniyah Tulang Bawang Barat," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (January 30, 2024): 35–47, <https://doi.org/10.30997/tjpba.v5i1.10775>.

¹⁵ Rika Novita and Desi Sukenti, "The Effect of the Student Teams Achievement Division (STAD) Learning Method on Student Learning Outcomes in Indonesian Language Lessons at School," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 4, no. 2 (2023): 473–81, <https://doi.org/10.31538/munaddhomah.v4i2.507>; Vivi Fitri Falentina, Arif Muchyidin, and Toto Syatori Nashudin, "Van Hiele's Theory and Think Pair Share Cooperative Learning Model and Their Effect on Madrasah Tsanawiyah Student's Level of Mathematical Thinking," *Journal of General Education and Humanities* 1, no. 1 (2022): 1–11, <https://doi.org/10.58421/gehu.v1i1.2>; Agus Herianto et al., "Efforts to Improve Activeness and Learning Outcomes of Integrated Social Sciences Through Time Token Type Cooperative Learning Model," *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran* 7, no. 3 (2021): 719, <https://doi.org/10.33394/jk.v7i3.2626>.

¹⁶ Daniel Bores-García et al., "Research on Cooperative Learning in Physical Education: Systematic Review of the Last Five Years," *Research Quarterly for Exercise and Sport* 92, no. 1 (2021): 146–55, <https://doi.org/10.1080/02701367.2020.1719276>; Tiodora Fermiska Silalahi and Ahmad Fakhri Hutaeruk, "The Application of Cooperative Learning Model during Online Learning in the Pandemic Period," *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences* 3, no. 3 (July 29, 2020): 1683–91, <https://doi.org/10.33258/birci.v3i3.1100>.

students to help each other master the skills taught by the teacher.¹⁷ The use of video media as a learning aid can enhance student engagement.

This research aims to investigate the planning, implementation, and improvement of Arabic vocabulary learning outcomes through the cooperative learning model of Student Teams Achievement Divisions (STAD) with the assistance of video media for eighth-grade students at Manzilul Barakah junior high school in Pagaralam City. It is hoped that this innovation will make the learning process more engaging and encourage active student involvement, thereby achieving better learning outcomes

B. Method

This research uses a qualitative descriptive method with Classroom Action Research.¹⁸ According to Kemmis and McTaggart, action research is a form of collective self-inquiry conducted by participants in a social situation to improve the rationality and fairness of their social or educational practices.¹⁹ This research involves two action cycles consisting of planning, implementation, observation, and reflection. In each cycle, the action steps are implemented over four meetings with the aim of improving and enhancing the Arabic language learning process.

This research was conducted at Manzilul Barakah junior high school in Pagaralam City during the even semester of the 2023/2024 academic year. The determination of the research location and time was made to clearly identify the research subjects. The main focus of this research is to improve students' Arabic vocabulary learning outcomes through the implementation of the Student Teams Achievement Divisions (STAD) cooperative learning model assisted by video media.

The participants of this research are all the eighth-grade students and the Arabic language teacher at Manzilul Barakah junior high school in Pagaralam City. The students actively participate in the learning activities and actions implemented, while the Arabic language teacher collaborates with the researcher to evaluate the series of actions conducted. The research data is collected through observations, structured interviews, written tests, and documentation of activities during the learning process.

¹⁷ Firdha Isnaini and Machful Indra Kurniawan, "The Concept of STAD (Student Team Achievement Division) Cooperative Learning Model According to Robert E. Slavin," *Indonesian Journal of Education Methods Development* 10 (May 25, 2020), <https://doi.org/10.21070/ijemd.v10i.561>.

¹⁸ Theophilus Azungah, "Qualitative Research: Deductive and Inductive Approaches to Data Analysis," *Qualitative Research Journal* 18, no. 4 (2018), <https://doi.org/10.1108/QRJ-D-18-00035>; Md. Kausar Alam, "A Systematic Qualitative Case Study: Questions, Data Collection, NVivo Analysis and Saturation," *Qualitative Research in Organizations and Management: An International Journal* 16, no. 1 (August 20, 2020): 1–31, <https://doi.org/10.1108/QROM-09-2019-1825>.

¹⁹ Dyah Kusuma Nastiti, Sri Harmianto, and Dedy Irawan, "Peningkatan Kerjasama Melalui Model Pembelajaran Take and Give Dibantu Media Kokami Di Kelas V Sekolah Dasar," *Jurnal JPSPD (Jurnal Pendidikan Sekolah Dasar)* 6, no. 2 (2019): 69–73; Jhon Tetiwar and Oce Datu Appulembang, "Penerapan Metode Peer Tutoring Untuk Meningkatkan Pemahaman Konsep Materi Perkalian Bersusun Pada Siswa Kelas III SD," *Scholaria: Jurnal Pendidikan Dan Kebudayaan* 8, no. 3 (September 24, 2018): 302–8, <https://doi.org/10.24246/j.js.2018.v8.i3.p302-308>.

The design of this research follows the spiral model of Kemmis and McTaggart, which involves four main stages in each cycle: planning, action, observation, and reflection.²⁰ At the planning stage, the researcher designed research instruments such as observation sheets, interview guidelines, and tests to measure the improvement in Arabic vocabulary learning outcomes. The lesson plans were developed using the cooperative learning model of Student Teams Achievement Divisions (STAD) supported by video media. Structured steps and well-planned teaching strategies are essential foundations to ensure effective implementation.

The implementation phase involves applying the plan in classroom learning activities, where the teacher utilizes the STAD model with the assistance of video media to teach Arabic. During the learning process, observations are conducted to record student interactions, responses to teaching methods, and mastery of the material. The data collected from observations are analyzed in depth to evaluate the effectiveness of the teaching. Reflection is carried out after each cycle to assess learning outcomes, identify obstacles, and determine improvement steps for the next cycle. Data validity is checked through member checks, which involve verifying data with participants, and triangulation, which involves comparing data from various sources and methods to ensure accuracy and consistency of the information obtained. Thus, this research is expected to provide a better understanding of the effectiveness of the STAD learning model with the assistance of video media in improving students' Arabic language skills.

C. Results and Discussion

1. Planning of Learning with the Cooperative Learning Model of Student Teams Achievement Divisions (STAD) with the Assistance of Video Media

The planning of learning using the Cooperative Learning model of Student Teams Achievement Divisions (STAD) complemented by video media has been meticulously implemented at Manzilul Barakah junior high school. The main focus is on material related to professions in Arabic, which targets not only verbal understanding but also visual comprehension through high-quality videos.

In the preparation of the Lesson Plan, the researcher integrates essential components such as time, theme, learning objectives, learning media, and evaluation. This ensures that every aspect of the teaching and learning process is planned to achieve specific learning objectives, namely the students' ability to find and identify word meanings and read and respond to dialogue texts about professions.²¹ Emphasizing video as a learning medium is a

²⁰ Sitio Hetdy, "Penerapan Model Pembelajaran Kooperatif Tipe Student Team Achievement Division (STAD) Untuk Meningkatkan Hasil Belajar Siswa," *Jurnal Ekonomi, Bisnis, Dan Teknologi* 1, no. 2 (2021): 221–35, <https://medium.com/arifwicaksanaa/pengertian-use-case-a7e576e1b6bf>.

²¹ Afzal Sayed Munna and Md Abul Kalam, "Teaching and Learning Process to Enhance Teaching Effectiveness: Literature Review," *International Journal of Humanities and Innovation (IJHI)* 4, no. 1 (February 3, 2021): 1–4, <https://doi.org/10.33750/ijhi.v4i1.102>.

key strategy to keep students engaged and motivated, helping them understand the practical application of the language being studied.

In the context of material implementation, the use of a cooperative learning model encourages students to actively participate and work together in teams, which is the core of the STAD method. STAD is designed to make the learning process more interactive and less monotonous, reducing boredom and increasing the effectiveness of learning through peer-to-peer interaction.²²

Evaluation through observation sheets and written tests is critical in measuring the effectiveness of the teaching intervention and monitoring the progress of both individual students and groups. Observation sheets provide direct feedback to the teacher about classroom dynamics and teaching effectiveness, while written tests measure students' retention and understanding of the material.

The approach taken in this research emphasizes the importance of planning in the teaching process. Good planning allows educators to systematically organize the lesson material, media, and teaching methods, as well as assessment, to achieve optimal learning outcomes.²³ Thus, the Lesson Plan (RPP) created is not just a blueprint of what will be implemented, but also a vital tool to ensure that each learning session runs effectively and efficiently in accordance with the established educational goals.

2. Implementation of the Cooperative Learning Model of Student Teams Achievement Divisions (STAD) with the Assistance of Video Media

The action research conducted at Manzilul Barakah junior high school using the Cooperative Learning model of Student Teams Achievement Divisions (STAD) with video media support demonstrates an innovative approach to enhancing students' understanding of professional topics in Arabic. The STAD model is well-known for effectively facilitating student collaboration and boosting motivation through teamwork and healthy competition. In this context, video was chosen as the primary learning medium due to its ability to convey visual and auditory content that can increase student engagement and simplify the understanding of complex material.

²² Herianto et al., "Efforts to Improve Activeness and Learning Outcomes of Integrated Social Sciences Through Time Token Type Cooperative Learning Model"; Novita and Sukenti, "The Effect of the Student Teams Achievement Division (STAD) Learning Method on Student Learning Outcomes in Indonesian Language Lessons at School"; Bores-García et al., "Research on Cooperative Learning in Physical Education: Systematic Review of the Last Five Years"; Tripti K Srivastava, "Peer Teaching to Foster Learning in Physiology," *JOURNAL OF CLINICAL AND DIAGNOSTIC RESEARCH*, 2015, <https://doi.org/10.7860/JCDR/2015/15018.6323>.

²³ Arif Shaifudin, "Makna Perencanaan Dalam Manajemen Pendidikan Islam," *Moderasi: Journal of Islamic Studies* 1, no. 1 (2021): 28–45, <https://doi.org/10.54471/moderasi.v1i1.4>; Iris Backfisch et al., "Professional Knowledge or Motivation? Investigating the Role of Teachers' Expertise on the Quality of Technology-Enhanced Lesson Plans," *Learning and Instruction* 66 (April 2020): 101300, <https://doi.org/10.1016/j.learninstruc.2019.101300>; Imaduddin Saitya, "Pentingnya Perencanaan Pembelajaran Pada Pelajaran Pendidikan Jasmani Olahraga Dan Kesehatan," *Pendidikan Olahraga* 1, no. 1 (2022): 12.

In the first cycle, the learning sessions were designed for two meetings, each lasting two hours, focusing on the introduction and basic understanding of words and expressions related to professions. The main goal was for students to be able to find and identify the meaning of words/expressions in Arabic dialogue texts. The videos used aimed to provide a more realistic and interactive context, so students not only hear but also see how the words are used in real-life situations. This is expected to facilitate students' understanding of the text and their ability to answer questions related to written discourse. The following table presents the results of students' vocabulary learning outcomes in cycle 1, meetings 1 and 2. Out of 20 students participating in the learning sessions using the STAD model, the results are presented in the table below:

Table 1. Completeness Results of Mufrodat Cycle I Learning Results				
Description	The First Meeting		The Second Meeting	
	Total	Percentage	Total	Percentage
Completed Students	13	65%	14	70%
Unfinished Students	7	35%	6	30%
The number of students	20	100%	20	100%

Based on Table 1, which presents the results of Mufrodat learning mastery in Cycle I, it can be seen that out of a total of 20 students, 13 students (65%) achieved mastery in the first meeting, while 7 students (35%) did not. In the second meeting, there was an increase in mastery with 14 students (70%) successfully achieving mastery, showing a 5% increase compared to the first meeting, and the number of students who did not achieve mastery decreased to 6 students (30%). Overall, there was an improvement in learning mastery from the first meeting to the second meeting, indicating an improvement in students' understanding of the material taught in Cycle I. Efforts to increase the effectiveness of learning need to continue to improve mastery for all students.

Evaluation of the first cycle shows that there are some learning objectives that have not been achieved, leading to the planning of the second cycle. In the second cycle, adjustments were made to the Lesson Plan with a further focus on learning materials about professions and an emphasis on the ability to read Arabic texts with deeper understanding. Video media is still used with content more specifically related to sentences about professions, adapting feedback from the previous cycle to enhance learning effectiveness.

Observations indicate that the use of the Student Teams Achievement Divisions (STAD) cooperative learning model with the aid of video media is effective in improving various important aspects of the learning process. The data is presented as follows:

Table 2. Observation Results of Cycle I		
Aspects Assessed	The First Meeting Percentage (%)	The Second Meeting Percentage (%)
Student Activeness	87 %	89 %
Cooperation within the Group	80 %	82 %
Self-Confidence	80 %	83 %

Positive Competition	76 %	80 %
Time Discipline	75 %	77 %

Based on the table, student activeness increased from 87% in the first meeting to 89% in the second meeting. Cooperation within the group rose from 80% to 82%, while students' self-confidence grew from 80% to 83%. The aspect of positive competition also saw an increase from 76% to 80%, and students' time discipline improved from 75% to 77%. This indicates that the Student Teams Achievement Divisions (STAD) cooperative learning model not only helps students understand the material but also enhances their social and personal skills, thus proving to be successful in achieving the desired learning objectives.²⁴

In the second cycle, adjustments were made to the Lesson Plan (RPP) with a further focus on the use of sentences in the learning material about professions, as well as an emphasis on the ability to read Arabic texts with deeper understanding. Video media continued to be used with content more specifically related to sentences about professions, adapting feedback from the previous cycle to enhance learning effectiveness. This second cycle is expected to improve the suboptimal results from the first cycle and achieve the established learning objectives. These changes are implemented with the hope of significantly improving student mastery and ensuring a better understanding of the taught material.

In both cycles, evaluation tools such as observation sheets and written tests are crucial for measuring the effectiveness of teaching and the improvement of students' abilities. The observation sheet allows teachers to monitor students' progress and engagement in real-time during the learning process, while written tests provide quantitative data on students' understanding of the material taught. The results from these evaluation tools provide valuable insights for continuous improvement in the learning process. The results of student learning mastery are presented as follows:

Table 3. Mastery Results of Mufrodat Learning in Cycle II

Description	Third Meeting		Fourth Meeting	
	Total	Percentage	Total	Percentage
Students Who Achieved Mastery	15	75%	17	85%
Students Who Did Not Achieve Mastery	4	25%	3	15%
Total Number of Students	20	100%	20	100%

Table 3 shows the mastery results of Mufrodat learning in Cycle II. In the third meeting, out of a total of 20 students, 15 students (75%) achieved mastery, while 5 students (25%) did not. In the fourth meeting, there was an increase in mastery with 17 students (85%) achieving mastery, and the number of students who did not achieve mastery decreased to 3

²⁴ H. Wiphasith, R. Narumol, and C. Sumalee, "The Design of the Contents of an E-Learning for Teaching M.5 English Language Using ADDIE Model," *International Journal of Information and Education Technology* 6, no. 2 (2016): 127–31, <https://doi.org/10.7763/ijiet.2016.v6.671>; Isnaini and Kurniawan, "The Concept of STAD (Student Team Achievement Division) Cooperative Learning Model According to Robert E. Slavin."

students (15%). This improvement indicates that the changes in the Lesson Plan and the use of more specific and engaging video media can enhance the effectiveness of learning.²⁵

Classroom observations also showed that students became more active in participation and better understood the material being taught. Feedback from students indicated that they felt more assisted by the use of relevant video media and the emphasis on the context of professions in learning. These improvements not only increased student mastery but also boosted their motivation to learn. This effort will continue to be refined in subsequent cycles to ensure that all students can achieve the desired learning outcomes.

Table 4. Observation Results of Cycle II

Aspects Assessed	The First Meeting Percentage (%)	The Second Meeting Percentage (%)
Student Activeness	92%	96%
Cooperation within the Group	85%	90%
Self-Confidence	86%	90%
Positive Competition	84%	88%
Time Discipline	84%	87%

Based on the observations conducted, each indicator of student activity showed a significant increase from the first to the second meeting. The percentage of student activeness increased from 92% in the first meeting to 96% in the second meeting, indicating that the STAD cooperative learning method combined with video media successfully increased student engagement in the learning process.

Furthermore, student achievement from the first cycle to the second cycle, from the first to the fourth meeting, showed a significant increase in student learning mastery as the cycles progressed and adjustments were made to the teaching methods applied. The recap of student learning mastery shows a significant increase in each meeting. From the data presented, it can be seen that the number of students who achieved mastery consistently increased from the first meeting to the fourth meeting, in line with the efforts to adjust and enhance the teaching methods applied in the classroom.

This improvement indicates that students became more motivated and interested in the material presented. High student activeness is crucial as it is directly related to their ability to understand and master the lesson material. Additionally, cooperation within the group also increased from 85% to 90%, indicating that this method successfully encouraged students to work together better, develop social skills, and build effective communication among students.

Students' self-confidence also experienced a significant increase, from 86% in the first meeting to 90% in the second meeting. This shows that students felt more comfortable and confident in participating in learning activities, which could be due to a supportive learning

²⁵ Koderi, Muhammad Sufian, and Erlina, "Developing Lampung Local Wisdom Film of Arabic Communication Skills for Madrasah Tsanawiyah Students," *International Journal of Information and Education Technology* 13, no. 12 (2023): 2004–13, <https://doi.org/10.18178/ijiet.2023.13.12.2015>.

environment and the use of video media that facilitated material understanding. Positive competition also increased from 84% to 88%, indicating that students engaged in healthy competition, which can motivate them to achieve better results. Time discipline improved from 84% to 87%. This shows that students became better at managing their time during the learning process.²⁶ Overall, these results indicate that the integration of technology and cooperative learning methods can yield significant outcomes in enhancing learning effectiveness, supporting curriculum goals, and improving students' visual and auditory literacy, which are increasingly important in the era of contemporary education.

The use of the STAD model combined with instructional videos in this context not only supports the achievement of curriculum goals but also enhances students' visual and auditory literacy, a significant advantage given the increasing importance of multimedia in contemporary learning processes. This analysis shows that the integration of technology and cooperative learning methods, if implemented with careful planning and continuous evaluation, can yield significant results in improving learning effectiveness.

3. Improvement in Arabic Vocabulary Learning Outcomes Using the Cooperative Learning Model Type Student Teams Achievement Divisions (STAD) with the Aid of Video Media

In the learning process, there are certainly learning objectives that teachers aim to achieve, whether in terms of the learning process, motivation, interest, or the learning outcomes they wish to attain. In this research, the focus is on improving students' mastery of Arabic vocabulary. This is crucial because vocabulary mastery, especially in Arabic, is essential for students who are learning the language.

Before assessing the improvement in Arabic vocabulary mastery using the cooperative learning model, specifically the Student Teams Achievement Division (STAD) type with the aid of instructional video media, the researcher conducted a pre-action, namely, a pretest for the eighth-grade students at Manzilul Barakah junior high school in Pagaram City. This test was conducted to determine the students' initial understanding and mastery of Arabic vocabulary before starting the intervention.

The research data shows that the average Arabic learning outcomes include indicators of Arabic vocabulary mastery, such as students' ability to translate various forms of vocabulary accurately, their ability to pronounce and write vocabulary correctly, and their ability to use vocabulary correctly in sentences, both in spoken and written forms.

Table 5. Mastery Results of Mufrodat Learning Pre-Cycle

No	Description	Score	Students Total	Percentage
1	Students Who Achieved Mastery	70-100	10	50%

²⁶ Nuryati Nuryati et al., "Metode Role Playing Dalam Meningkatkan Motivasi Berprestasi Anak Usia Dini Selama Masa Learning From Home," *As-Sibyan: Jurnal Pendidikan Anak Usia Dini* 6, no. 2 (2021): 139–48, <https://doi.org/10.32678/as-sibyan.v6i2.4649>; Azizah Nur Fitriana et al., "Optimalisasi Pengelolaan Kelas Dalam Meningkatkan Motivasi Dan Kedisiplinan Siswa," *JURNAL MADINASIKA Manajemen Pendidikan Dan Keguruan* 5, no. 2 (April 30, 2024): 97–105, <https://doi.org/10.31949/madinasika.v5i2.8267>; Eko Nursalim et al., "Pemanfaatan Waktu Belajar Siswa Di Luar Jam Sekolah Melalui Kegiatan Ekstrakurikuler Keagamaan," *An-Nafis: Jurnal Ilmiah Keislaman Dan Kemasyarakatan* 3, no. 1 (2024): 49–60.

2	Students Who Did Not Achieve Mastery	70	10	50%
3	Total		20	100%

Based on the table above, the initial pre-cycle score for Arabic vocabulary mastery was only 50%, with only 10 students mastering the Arabic vocabulary and 50% of students not achieving mastery, totaling 10 students with an average score of 50%. Therefore, efforts are needed to improve student learning outcomes, especially in Arabic. Based on the pre-cycle results table above, the researcher collaborated with the Arabic teacher to determine learning steps using the cooperative learning model type STAD with the aid of instructional video media to improve student learning outcomes, particularly in enhancing the Arabic vocabulary mastery of eighth-grade students at Manzilul Barakah junior high school.

**Table 6. Recapitulation of Students' Arabic Vocabulary Mastery Results
Cycle 1 and 2**

Cycle	Pra-Cycle	First Cycle		Second Cycle	
		1st	2sd	3rd	4th
Number of Students	20	20	20	20	20
Achieved Mastery	10 (50%)	14 (70%)	14 (70%)	15 (75%)	17 (85%)
Did Not Achieve Mastery	10 (50%)	6 (30%)	6 (30%)	5 (25%)	3 (15%)

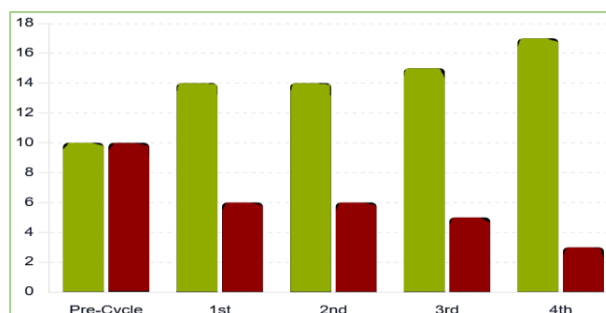
Based on Table 6, there was a significant increase after the implementation of the cooperative learning model type STAD with the aid of instructional video media. In the pre-cycle stage, the data showed that only 50% of students achieved mastery with scores between 70-100, while the other 50% did not achieve mastery with scores below 70. This indicates that half of the students had not yet mastered Arabic vocabulary well, highlighting the need for a more effective teaching method.

After implementing the Student Teams Achievement Divisions (STAD) Cooperative Learning Model with the aid of Video Media in Cycle I, there was a significant increase. In the first and second meetings of Cycle I, student mastery increased to 70%, with 14 out of 20 students achieving scores above the minimum mastery criterion (70). The number of students who did not achieve mastery decreased to 30%, indicating that the STAD method and the use of video media successfully improved students' understanding of the material.

This improvement continued in Cycle II. In the third meeting, student mastery increased again to 75%, and in the fourth meeting, it reached 85%. At this stage, 17 out of 20 students achieved mastery, while the number of students who did not achieve mastery decreased to only 15%. These results show the higher effectiveness of the implemented teaching method, where adjustments in the Lesson Plan (RPP) and the use of more relevant and contextual video media helped students better understand the material. This improvement proves that the cooperative approach aided by multimedia technology can significantly enhance student learning outcomes.

The improvement in Arabic vocabulary mastery with the Student Teams Achievement Division (STAD) cooperative learning model with the aid of video media had a significant impact on students' Arabic vocabulary mastery. The average score improvement of Arabic

vocabulary mastery for eighth-grade students at Manzilul Barakah junior high school in Pagaralam City can be seen in the diagram below:



Picture 1. Increase in Arabic Vocabulary Mastery

Based on the diagram above, it is evident that from the pre-cycle to Cycle II, there were four meetings, namely two meetings in Cycle I and two meetings in Cycle II. During these actions, there was a significant increase in student learning mastery. In the pre-cycle, the average student mastery was only 50%, while in Cycle I, with two meetings, the average increased to 70%. The average mastery peaked in Cycle II, also with two meetings, at 80%, showing an increase of 30% from the pre-cycle to the end of Cycle II.

D. Conclusion

The planning and implementation of learning using the Cooperative Learning model type Student Teams Achievement Divisions (STAD) with the aid of video media at Manzilul Barakah junior high school showed a significant increase in Arabic vocabulary learning outcomes. From a pre-cycle mastery rate of 50%, Cycle I increased to 70%, and Cycle II reached 80%, showing an average increase of 30%. This method successfully improved students' understanding, motivation, and cooperation, proving that the integration of technology and well-planned and continuously evaluated cooperative learning methods can enhance learning effectiveness.

For future research, it is recommended to conduct further training for teachers on the use of video media in teaching and to perform long-term observations on the consistency of students' learning outcome improvements. Additionally, involving students in the creation of video content can increase their participation and understanding of the material being taught.

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