

**UNDERSTANDING THE *STUDENT TEAM ACHIEVEMENT
DIVISION (STAD)* MODEL IN MAHARATUL KITABAH
LEARNING: AN EFFECTIVENESS ANALYSIS THROUGH THE
ARABICVERSE TEXTBOOK AT FATHONA PAKJO PALEMBANG
JUNIOR HIGH SCHOOL**

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ABSTRACT

This study analyzes the effectiveness of the Student Team Achievement Division (STAD) model in teaching maharatul kitabah (Arabic writing skills) at Fathona Pakjo Palembang Junior High School using a mixed-methods approach, combining both quantitative and qualitative methods. The quantitative approach involves descriptive analysis to evaluate students' learning outcomes before and after implementing the STAD model. In contrast, the qualitative approach explores students' and teachers' experiences during the learning process. Data were collected through observations, interviews with teachers and students, and an analysis of instructional documents. The findings indicate that implementing the STAD model significantly enhances students' understanding of Arabic language structures and their writing skills. Additionally, the use of the Arabicverse textbook as a teaching resource supports the learning process by providing systematic and practice-based materials. The most prominent keywords in this study are learning, the STAD model, and Arabicverse. These findings have significant implications for developing Arabic language teaching strategies at the secondary school level, particularly in utilizing cooperative learning methods to improve students' writing skills.

Keywords: *Maharatul Kitabah, Arabicverse Textbook, Arabic Language Teaching*



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Introduction

Education is defined as a journey to enhance understanding through various learning experiences, including expertise and intellectual development (Sukmadinata 2010, 204). Its primary goal is to cultivate individuals with strong character, high achievements, and adherence to values that shape appropriate behavior. Since education encompasses various aspects of human life, its quality significantly influences the progress of a nation (Effendi 2005, 78–81). Education serves as an effort to refine human character. Educational institutions conduct awareness campaigns to help students develop a deeper understanding of themselves as individuals and social beings within their communities, rather than convincing them of their ignorance or need for education (Rusyan 1994, 209). In this regard, teachers play a crucial role, especially religious educators, who bear the significant responsibility of enlightening the younger generation. Furthermore, religious teachers are tasked with not only imparting knowledge but also guiding students toward a better path, both physically and spiritually (Hastang 2017, 177–87).

In the context of learning, particularly concerning *maharatul kitabah*, the primary objective of *maharatul kitabah* instruction is to develop students' reading and writing skills under proper linguistic rules. *Maharatul kitabah* refers to the ability to write in Arabic, encompassing skills such as writing words, constructing sentences, composing text without reference, expressing ideas and thoughts in written form, and creative writing (Masyudi 2009). Therefore, to achieve this goal, effective instructional strategies are essential to facilitate students' comprehension and mastery of writing skills (*maharatul kitabah*) in the Arabic language.

The learning of *maharatul kitabah* through the STAD model can facilitate students in understanding the objectives and significance of this instructional approach (Nurholis 2016). Arabic, as a means of communication and part of the Semitic language family—spoken by communities around the Tigris and Euphrates rivers, the Syrian plateau, and the Arabian Peninsula—demonstrates that its study is not exclusive to native Arabic speakers but extends beyond them as well (Zainuddin 2005, 62). Moreover, Arabic, as the language of the Qur'an, holds a crucial role in enabling Muslims to comprehend their primary religious guidance and apply it in their daily lives, both as a foundation for worldly affairs and as a spiritual guide toward the eternal afterlife (Budiwibowo dan Sudarmiani 2018). Consequently, there is a vast scope of knowledge to be acquired by both educators and learners, as teaching Arabic, particularly to students with no prior exposure, presents significant challenges.

Through observations conducted from September 15 to October 30, 2024, it was found that Arabic language instruction, particularly in mastering *maharatul kitabah*, often still relies on conventional methods that primarily emphasize theoretical

teaching without providing sufficient opportunities for students to develop their writing and speaking skills. This presents a significant challenge, as students generally lack motivation to write or speak in Arabic when the learning approach is not engaging or interactive. Therefore, the researcher is interested in further examining the effectiveness of the Student Team Achievement Division (STAD) model as an innovative approach to *maharatul kitabah* instruction through the *Arabicverse* textbook at Fathona Pakjo Palembang's junior high school.

Theoretical Basic

A. *Maharatul Kitabah*

Maharatul Kitabah (مهاراة الكتابة) is one of the four essential skills in Arabic language learning, alongside listening (*maharatul istima'*), speaking (*maharatul kalam*), and reading (*maharatul qira'ah*). Writing proficiency (*maharatul kitabah*) plays a crucial role in mastering the Arabic language, as it reflects students' ability to comprehend and apply grammar, vocabulary, and sentence structure in written form (Effendi 2005, 78–81).

In this regard, Arsyad states that *maharatul kitabah* is not merely about writing letters or words but also involves the ability to construct sentences, paragraphs, and coherent texts. In Arabic language learning, writing skills must be developed progressively, starting from copying letters and words, understanding syntactic structures, and eventually composing essays or more complex texts (Arsyad 2004, 156).

Furthermore, Somadyo outlines several stages in *maharatul kitabah* learning in Arabic, which are divided into four phases as follows:

- a. Imitation Stage (النسخ), students copy letters and words to understand the structure of Arabic writing;
- b. Dictation Stage (الإملاء), the teacher dictates words or sentences to train students in spelling and accurate writing;
- c. Sentence Construction Stage (التركيب), students begin writing simple sentences while paying attention to correct grammar;
- d. Text Composition Stage (التأليف), Students write paragraphs or texts with more complex structures and coherent ideas (Somadyo 2011).

The use of interactive methods, such as the Student Team Achievement Division (STAD) model, in modern learning contexts can significantly enhance students' *maharatul kitabah* skills by encouraging collaborative writing and peer feedback (Robert E Slavin 2015, 71–74).

B. STAD (*Student Team Achievement Division*) Learning Model

The Student Team Achievement Division (STAD) model is a form of cooperative learning developed by Robert E. Slavin. This model emphasizes teamwork in understanding lesson material, where students learn in small, heterogeneous groups to enhance their comprehension of a given concept. The STAD learning model is designed to encourage active interaction, foster both individual and group responsibility, and improve learning outcomes through discussions and peer support. The implementation of the Student Team Achievement Division (STAD) model consists of five key components, as outlined below:

- a. *Class Presentation*: the teacher delivers the lesson to the entire class, and students are expected to pay attention and understand the concepts being explained.;
- b. *Team Learning*: students are divided into small groups of four to five members with diverse academic abilities. They work collaboratively to ensure that every team member comprehends the material;
- c. *Individual Quiz*: after group discussions, each student takes an individual quiz to assess their understanding of the material covered in the team learning sessions;
- d. *Individual Improvement Score*: students' scores are compared with their previous results to measure their progress. This component aims to motivate students to continuously enhance their abilities;
- e. *Team Recognition*: the team that achieves the highest score is given recognition as a form of motivation and appreciation for their collaboration (Robert E Slavin 2015, 71–74).

Slavin also emphasizes that the STAD model is highly effective in improving academic achievement, as it not only encourages students to take responsibility for their learning but also fosters accountability within their groups. Moreover, this model enhances student engagement in the learning process and helps develop their social skills (R. E Slavin 1995, 18).

C. Arabicverse Textbook

The *Arabicverse* textbook is designed to provide structured materials to enhance student's writing skills in Arabic, particularly in *maharatul kitabah* (writing proficiency). The book covers various topics, including familiar vocabulary and daily conversational dialogues; vocabulary related to various smartphone applications such as WhatsApp, TikTok, Instagram, PUBG, and Mobile Legends; as well as synonyms, antonyms, and language refinement exercises. The content is organized progressively, beginning with fundamental concepts and advancing to more complex writing exercises. This structured approach helps students develop their understanding of

grammar, vocabulary, and writing skills in Arabic through a systematic and practice-based methodology. As a result, the Arabicverse textbook enables students to gradually build their competence in Arabic writing.

Picture 1.

Arabicverse Textbook Cover



Research Method

This study employs a qualitative research method with a descriptive qualitative research design. Qualitative research is a method aimed at understanding phenomena in a natural setting by collecting descriptive data from individuals involved (Creswell 2018, 4–5). This data may be in the form of verbal or written materials obtained through observations. The specific approach used in this qualitative study is the case study approach (Creswell 2018, 26). In this research, three key variables are examined: *maharatul kitabah* (writing proficiency), the STAD learning model, and the *Arabicverse* textbook.

In this study, the research was conducted at Fathona Pakjo Palembang Junior High School. This location was selected based on its contribution to the community and its potential to enhance Arabic language learning outcomes (Hermawan 2014, 100). Additionally, this school has rarely been used as a research site, making it an interesting subject for examining issues related to Arabic language instruction. The research was carried out after the proposal was presented and approved, with official permission obtained for data collection. The study was conducted over approximately one week. The method employed was a mixed-methods approach (Sugiyono 2015, 28:404). Two types of data sources were utilized: primary data, obtained directly from

students as key informants, and secondary data, consisting of books, articles, and journals relevant to the research theme (Nasir 1999, 63).

The instrument used in this study is an interview instrument designed to gather information for research purposes through direct question-and-answer dialogues between the interviewer and informants, following an interview guide (Ovan dan Saputra 2020). The study involved four participants: two students and two teachers. For the *maharatul kitabah* variable, the discussion focuses on the implementation of writing instruction. The STAD learning model variable examines the processes that facilitate student learning. Meanwhile, the Arabicverse textbook variable explores its role as a guide in both the learning process and the implementation of the STAD model. (Trianto 2010).

Results

A. *Maharatul Kitabah Learning Before Implementing the STAD Model*

The *maharatul kitabah* learning process using the *Student Team Achievement Division* (STAD) model was fully implemented in 2020. The study involved a sample of 30 students, with four of them serving as key interview participants. *Maharatul kitabah* instruction at SMP Fathona plays a crucial role in the overall learning process. This learning approach emphasizes not only the academic development of students proficient in Arabic but also their moral and social growth (Esminarto et al. 2016, 16–23).

In this context, the foundational step in *maharatul kitabah* instruction is actively engaging students in understanding the learning program. Observations from the study confirm that student involvement is evident even before the *maharatul kitabah* learning activities commence. This is reflected in the implementation at SMP Fathona Palembang, where students collectively review previous lessons before starting new ones. Teachers employ various instructional strategies during the learning process to monitor and assess students' progress effectively.

Student engagement plays a crucial role as a tangible transformation in *maharatul kitabah* learning through the *Student Team Achievement Division* (STAD) model. One of the key factors contributing to the success of STAD in enhancing student involvement is the interaction among group members. Students can support each other, share knowledge, and provide feedback to their peers. This collaborative approach facilitates a more effective learning process, where students do not solely rely on information from the teacher but also learn from their fellow group members.

Furthermore, *maharatul kitabah* learning using the STAD model has proven to be highly engaging for students. Throughout the learning process, students demonstrated greater enthusiasm and active participation. This observation aligns

with statements from respondents, who affirmed that the implementation of the STAD model in *maharatul kitabah* instruction can be categorized as "effective" for middle school students. The model allows students to directly observe and apply the examples provided, enhancing their comprehension and learning experience.

B. *Post-Implementation of Maharatul Kitabah Learning Using the STAD Model through Arabicverse Textbook*

In the educational context, particularly in *maharatul kitabah* (Arabic writing skills) instruction, balancing secular knowledge and religious values is essential for achieving holistic learning. At Fathona Pakjo Palembang Junior High School, this balance is reflected in the implementation of *maharatul kitabah* learning through the *Student Team Achievement Division* (STAD) model, which not only enhances students' writing skills but also fosters their character development in religious and moral contexts. The STAD model provides students with opportunities to collaborate in groups, improving their writing proficiency while also cultivating independence, responsibility, and a strong desire to deepen their learning.

This approach is particularly relevant in an educational framework that integrates both worldly and spiritual dimensions, as it sharpens academic skills while encouraging students to apply their knowledge in social interactions and align their behavior with religious values. Moreover, the implementation of the STAD model has encouraged students to become more engaged in learning, stimulated their curiosity, and created a platform for open discussion and collaboration. As a result, this approach not only enhances students' understanding of *maharatul kitabah* but also strengthens their personal and social maturity. Thus, through a learning model rooted in both knowledge and religious principles, STAD serves as an effective tool in achieving holistic educational goals—shaping students who are intellectually competent and morally upright.

Picture 2. Teaching Process



Picture 3. Teaching Process



Picture 4. Learning Process



Picture 5. Learning Process



The implementation of the *Student Team Achievement Division* (STAD) model in *maharatul kitabah* learning at Fathona Pakjo Palembang Junior High School plays a crucial role in enhancing the quality of instruction. The STAD model not only improves students' Arabic speaking and writing skills but also strengthens their motivation and engagement in the learning process. Through its cooperative learning approach, students are encouraged to collaborate within groups, fostering a sense of responsibility and discipline. This model provides students with opportunities to develop independence while also enhancing their social and communication skills, which are essential in language learning. Furthermore, *maharatul kitabah* instruction using the STAD model carries significant religious dimensions. This learning process is not solely aimed at improving writing proficiency but is also considered an act of worship to Allah SWT. Since Arabic is the language of the Qur'an, mastering Arabic writing skills serves as a means of drawing closer to Allah. This learning approach instills spiritual values that shape students' character, deepen their understanding of Islamic teachings, and enhance their knowledge of the language used in daily religious practices. Thus, the STAD model in *maharatul kitabah* learning functions not only as an academic tool but also as a medium for character development and spiritual enrichment, strengthening students' connection with Allah SWT.

Discussion

The implementation of the *Student Team Achievement Division* (STAD) model in *maharatul kitabah* learning has demonstrated a positive impact on students' comprehension levels and their ease in following the learning process. As a cooperative learning approach, STAD allows students to interact with one another, share information, and discuss the material being studied. This fosters a comfortable learning environment, as students do not feel burdened by the pressure of learning independently. Instead, they receive support from their peers, making the learning process more engaging and easier to understand.

Additionally, the STAD model has proven effective in reducing the boredom that often arises in traditional learning settings. The incorporation of diverse teaching methods, such as group discussions and collaborative assignments, increases student engagement and motivation. As a result, students become more active in developing their *maharatul kitabah* skills and gain greater confidence in expressing their thoughts and ideas in Arabic. With this enjoyable and interactive approach, students not only improve their comprehension of the material but also find greater satisfaction in the learning process, ultimately leading to enhanced academic outcomes.

A deeper analysis reveals that learning time is a significant factor influencing *maharatul kitabah* instruction when using the *Student Team Achievement Division* (STAD) model. Students require sufficient time to retain and reinforce the material learned

through this cooperative approach. Additionally, the STAD model incorporates both visual and auditory learning elements, necessitating an extended duration for effective comprehension. Despite this, the findings indicate that the STAD model effectively enhances student engagement in *maharatul kitabah* learning. It successfully captures students' interest and sustains their motivation throughout the learning process. However, like any instructional method, STAD has its advantages and limitations, requiring careful adaptation to optimize its implementation in different learning contexts.

Conclusion and Recommendations

The implementation of the *Student Team Achievement Division* (STAD) model has significantly enhanced students' understanding of Arabic language structures and their writing proficiency. This model promotes active interaction within learning groups, increases motivation, and provides a more engaging and effective learning experience. Furthermore, the use of the *Arabicverse* textbook has proven to support the learning process by offering systematic, practice-based materials that help students better grasp Arabic grammar rules and writing structures. As a result, the STAD model not only improves academic performance but also fosters students' social skills and sense of responsibility toward their learning.

Overall, this study makes a significant contribution to the development of Arabic language teaching methods at the secondary school level. Its implications highlight the need to strengthen cooperative learning approaches within the curriculum, particularly in the instruction of Arabic writing skills. Therefore, future research is recommended to explore the implementation of the STAD model in various language learning contexts and to examine its long-term and sustainable effectiveness.

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