# IMPLEMENTATION OF STAD-TYPE *COOPERATIVE LEARNING* METHOD IN *INSHA'* LEARNING AT IAI AL-MUSLIM ACEH

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**ABSTRAK**

Pembelajaran *Insya'* merupakan bagian penting dari keterampilan menulis dalam bahasa Arab sering menghadapi kendala berupa minimnya partisipasi aktif mahasiswa serta terbatasnya metode pembelajaran yang mendukung kretivitas. Metode pembelajaran kooperatif tipe *Student Teams Achievement Disivions* (STAD) menjadi salah satu solusi inovatif untuk mengatasi permasalahan tersebut. Penelitian ini bertujuan untuk mengenalisis penerapan metode STAD dalam pembelajaran Insya' pada mahasiswa Program Studi Pendidikan Bahasa Arab di Institut Agama Islam Al-Muslim Aceh. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan data yang diperoleh melalui dokumentasi Rencana Pembelajaran Semester (RPS). Teknik analisis yang digunakan adalah model Miles dan Huberman dengan tahap: reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menggambarkan bahwa penerapan metode STAD melibatkan komponen seperti presentasi kelas, kerja kelompok, kuis, peningkatan nilai individu, dan penghargaan kelompok. Penerapan ini memberikan gambaran tentang bagaimana mahasiswa dapat berkolaborasi, berbagi ide, dan saling mendukung dalam proses pembelajaran *Insya'*. Penelitian ini menyimpulkan bahwa metode *Cooperative Learning* tipe STAD merupakan pendekatan yang dapat diterapkan dalam proses pembelajaran *Insya'*.

**Kata Kunci:** Pembelajaran *Insha*, STAD, Implementasi *Cooperative Learning*

*ABSTRACT*

The Insya' (Arabic Composition) learning, as part of Arabic writing skills, often faces challenges such as low active participation from students and the limited use of teaching methods that support creativity. The *cooperative learning* method of the *Student Teams Achievement Divisions* (STAD) type offers an innovative solution to address these issues. This study aims to analyze the implementation of the STAD method in Insya' learning among students of the Arabic Language Education Program at the Islamic Institute of Al-Muslim Aceh. The research employs a qualitative descriptive approach, with data obtained through documentation of the Semester Learning Plan (RPS). The analysis technique used is the Miles and Huberman model, comprising data reduction, data presentation, and conclusion drawing. The study's findings illustrate that implementing the STAD method involves components such as class presentations, group work, quizzes, individual score improvement, and group rewards. This implementation highlights how students can collaborate, share ideas, and support each other in the Insya' learning process. The study concludes that the STAD type of Cooperative Learning method is an approach that can be effectively applied in the Insya' learning process.

*Keywords:* Insha' Learning, STAD, Implementation of Cooperative Learning

**INTRODUCTION**

Arabic language learning has a strategic role in formal education in Indonesia, especially in madrassas and universities. Writing skills (maharah kitabah) are one of the important aspects of learning Arabic which includes the ability to systematically organize

ideas to produce good texts. (Aisyatul Hanum & Amirul Mukminin, 2019) However, Insya' learning, students are often faced with a lack of active student involvement and limited learning methods that support creativity. In this context, the application of innovative learning approaches is needed to improve the quality of student learning outcomes. This happens because conventional learning approaches are still dominant, so students do not have enough opportunities to experiment and explore their ideas independently. Therefore, it is necessary to apply an innovative learning approach to encourage active participation, increase creativity, and create a more collaborative learning atmosphere and support the development of the potential of students of the Almuslim Aceh Islamic Institute (IAI).

The Islamic Institute (IAI) Almuslim Aceh is an Islamic Religious University (PTKI) that has been recognized nationally based on the Decree of the Director General of Islamic Education of the Ministry of Religion of the Republic of Indonesia Number 1216 of 2014, dated March 13, 2014. The Arabic Language Education Study Program at this institution, which is one of the latest study programs, is committed to developing the quality of Arabic language learning by examining the application of innovative learning methods. In addition, to support and prepare to become a superior institute, the Arabic language education study program at this institution provides a learning environment that supports student collaboration and creativity in developing language skills, especially Arabic language education in writing skills (*Insya'*).(Dr. Dhiauddin, 2022)

One of the approaches that is considered effective in improving writing skills is the cooperative learning method because it emphasizes student cooperation in small groups to support each other, share knowledge, and utilize collective strength to achieve learning goals.(Kodir, Abdul & Syafiq, 2022) The Student Teams Achievement Disivions (STAD) model, as a type of cooperative learning, offers an interactive approach through group division, structured individual tasks, and evaluations that focus on cooperation(Aisyatul Hanum & Amirul Mukminin, 2019)

Previous studies have shown that cooperative learning methods have been proven to be effective in improving students' language skills, including writing skills (*Insya'*). Previous research, as written by Aisyatul Hanum and Amirul Mukminin in the title of the *"implementation of the STAD-type cooperative learning model in Insha' (2019) learning at MT Satu Atap Al-Hidayah"*, shows that the Student Team Achievement Divisions (STAD) type cooperative learning method has the ability to encourage students to cooperate when learning through structured group division and individual tasks. In addition, this learning improves students' writing skills and boosts their confidence.(Aisyatul Hanum & Amirul Mukminin, 2019)

In addition, the results of other research, such as those presented by Gina Nabila and her team in the article *"Implementation of Cooperative Learning Method in Increasing Learning Motivation in Mutholaah Subjects Class VIIIB MTs Ummul Quro Al-Islami Bogor"* (2024), also show the effectiveness of the application of the Cooperative Learning method in increasing student learning motivation. This study proves that this method is able to significantly increase learning motivation in Mutholaah subjects.(Gina Nabila, Asriani, 2024)

Meanwhile, research written by Murdani and his team in the article *"The Use of STAD*

*Strategies Cooperative Learning Methods to Improve Students' Ability in Qiraah (Experimental Research in Ma'had Al-Ulum in Confrontation with Al-Islam Religion)"* (2019) shows that the application of STAD qiraah cooperative learning is effective in improving students' abilities.(Murdani, Mahdir Muhammad, Bani Amin, Mira Ulfa, 2019)

The urgency of this research lies in the need for innovation in the Insya' learning method which has tended to be conventional. As part of writing skills, Insya' needs an approach that can increase students' active participation, develop their creativity, and help them formulate ideas systematically. This study is relevant because there are still limited studies that specifically examine the application of the STAD type cooperative learning method in Insya' learning at the university level. And the novelty of this research lies in the emphasis on the application of the STAD type cooperative learning method at IAI Al-Muslim Aceh. This approach offers a new contribution in the development of Arabic language learning methods, especially in writing skills, which are not only relevant to the needs of students but also in accordance with the dynamics of collaboration-based learning.

The purpose of this study is to examine how to apply the STAD type cooperative learning method in Insya' learning in students of the Arabic Language Education study program at the Al-Muslim Aceh Islamic Religious Institute. This study is expected to produce findings that can contribute to the development of more effective and relevant Arabic learning methods at the higher education level.

**RESEARCH METHOD**

This research is a type of qualitative research with a descriptive approach. The method used in this study is qualitative descriptive. Qualitative research is a type of research conducted to understand phenomena that occur in the classroom, both in a narrow and broad context. In a narrow context, it is the events that occur in the classroom. For example, the lack of active student involvement in Insha' learning can encourage researchers to examine the application of cooperative learning that causes student success. Theory in qualitative studies serves as a basis for collecting and analyzing data. The theory is used to operationalize existing concepts, which are often referred to as operational definitions. For example, theories about learning can be the foundation of the data collection process (Indawan Syahri, Masagus Sulaiman, 2016) According to Suwardi, the qualitative descriptive method is a method that prioritizes the depiction of data through words, sentences and paragraphs. (Dr.Alek, 2021) The reason the researcher uses this approach is because the researcher wants to describe the implementation of the STAD-type cooperative learning method in insha' learning. (Lexy J. Moleong, 2021) To obtain research data, researchers use documentation data collection techniques, such as semester lesson plans. This study uses the Miles and Huberman model data analysis technique which includes three main stages, namely data reduction, data presentation, and conclusion drawing (Sirajuddin Saleh, 2017)

The first stage is data reduction, at this stage the research data obtained is carried out by selection, simplification, and focused on identifying important points that are relevant to the research objectives. At this stage, irrelevant data is eliminated, and the existing information is organized to be more directed to the implementation of the STAD-type

cooperative learning method in Insya' learning. The second stage is the presentation of data, where the summarized data is compiled in the form of a descriptive narrative to facilitate further understanding and analysis. This presentation includes an overview of how the STAD method is implemented in Insya' learning. The last stage is conclusion drawing and verification, where the initial conclusion is made after the data is collected and then the research data is verified repeatedly to ensure its validity. At this stage, the researcher produced findings that provided a clear picture of the implementation of the STAD-type cooperative learning method in insha' learning.

## RESULTS AND DISCUSSION
### Definition of STAD Type *Cooperative Learning*

Cooperative learning or known as Cooperative Learning comes from two words, namely cooperative which means to work together and learning which means learning. Thus, cooperative learning can be defined as learning that is carried out through joint activities. This learning model prioritizes the concept of learning community, namely forming a learning community or study group to achieve common goals. In cooperative learning, there is a discussion, exchange of ideas or thoughts, where students who are better help teach the weaker. Through this interaction, both individuals and groups who previously did not know something become understood. Cooperative learning reflects attitudes and behaviors that help each other and work together in a well-organized group. This group consists of two or more people and their success depends heavily on the active participation of each of its members. The term cooperative learning also refers to the process of performing tasks in an environment where all members of the group work together. (Aprido B.Simamora, 2024)

According to Johnson in B. Santoso, Cooperative Learning is a teaching and learning activity in small groups, where students learn and work together to get an optimal learning experience, both individually and in groups. Meanwhile, Nurhadi explained that cooperative learning is learning that consciously and planned builds mutually supportive interactions. These interactions aim to avoid misunderstandings and conflicts that can cause problems.(Ahmad Alwi, 2023) Davidson and Kroll, as quoted by Hamdun, explained that Cooperative Learning is an activity that takes place in a learning environment, where students in small groups share ideas with each other and work collaboratively to complete academic assignments. Thus, Cooperative Learning is a learning method based on group work that aims to achieve certain results, such as understanding certain concepts with a sense of shared responsibility. In this method, students in groups not only communicate interactively, but also help each other solve problems and achieve deep understanding.(Ismun Ali, 2021) This method aims to increase students' enthusiasm and motivation to learn. Students are encouraged to actively participate in the learning process and help each other when working in small groups. This interaction not only improves students' understanding of the material, but also increases their motivation to learn and increases their engagement in learning activities. This method changes the dynamics of conventional classrooms into a more dynamic learning environment where each student actively participates in the learning process.(Gina Nabila, Asriani, 2024)

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*Student Team Achievement Divisions* (STAD) is one of the cooperative learning models, which involves students in small groups with various academic levels. This method allows students to work together to complete assignments to achieve learning objectives. According to Muid et al., STAD aims to encourage students to be more active and help each other in understanding the course. The main goal is to encourage students to do their best both individually and in groups.(Kodir, Abdul & Syafiq, 2022)

(Ni'ma, 2017) states that this learning model prioritizes diversity in the group to help members work well together, support each other, and build trust with each other. This approach, as explained by (Ilmiani, AM, Ahmadi, A., Rahman, NF, & Rahmah, 2020), improves learning efficiency by combining various approaches, such as lectures, discussions, and questions and answers (Norasyikin Osman, Siti Salwa Mohd Noor, Nurazan Mohmad Rouyan, 2022) added that STAD aims to change the usually individualistic learning pattern to be more cooperative where students work together and help each other. In addition, (Primaningtyas, 2016)(Primaningtyas, 2016) states that this method is designed to foster a sense of individual and group responsibility, so that students can achieve the best results and get rewards for group work. (Kodir, Abdul & Syafiq, 2022)

## Objectives of *Cooperative Learning*

The Cooperative Learning method has great potential in improving the quality of student learning while developing their social skills. This method not only aims to deepen academic understanding, but also instills important values such as cooperation and empathy in social interactions. The main goal of applying this method is to create a collaborative learning atmosphere. In this environment, students are encouraged to: (1) learn together in small groups, (2) value differences of opinion, (3) provide opportunities for all group members to contribute, and (4) convey their ideas and thoughts in a group context. Through this approach, students not only gain a better understanding of the learning material, but also develop communication skills, teamwork, and tolerance that are essential in their social lives.(Gina Nabila, Asriani, 2024)

## Implementation of STAD Type *Cooperative Learning* in *Insha'* Learning

According to Slavin (2008), Student Team Achievement Divisions (STAD) includes five main components that can be implemented in Insya' learning, namely class presentations, group work (teamwork), quizzes, individual value improvement, and group awards. (Aisyatul Hanum & Amirul Mukminin, 2019)

## Class Presentations

Presentation is the activity of speaking in front of many people to convey certain information. Based on the Great Dictionary of the Indonesian Language, presentation means presenting or presenting something. In the context of education, presentations are used to convey information to the audience with the aim of providing understanding, influencing, or persuasively instructing. According to Efiaty (2012), presentations can be divided into two main types, namely: (1) information presentations, which aim to convey new information to the audience in order to understand the topic presented. (2) persuasive

presentations, which aim to change the behavior or habits of the audience. In addition, presentations are also often used to entertain the audience to stay focused and engaged during the activity.(Mulyanti, 2023) In the early stages of the Student Team Achievement Divisions (STAD) learning model, lecturers start by giving an introduction to the material to be studied, as well as to actively involve students in the learning process. According to Slavin (2008), class presentations aim to introduce topics in depth, as well as encourage student participation.(Aisyatul Hanum & Amirul Mukminin, 2019). This is as contained in the Semester Learning Plan data:

| Penilaian | | Bentuk Pembelajatan; Metode Pembelajaran, Pengalaman Belajar Mahasiswa; Penugasan Mahasiswa [Alokasi Waktu] | | Materi Pembelajaran [Pustaka] |
|---|---|---|---|---|
| Indikator | Kriteria dan Teknik | | | |
| (3) | (4) | Luring (5) | Daring (6) | (7) |
| 1.1. Ketepatan menjelaskan tentang Mata Kuliah Insya' | Kriteria: Pengantar Mata Kuliah dari Dosen Pengampu Teknik non- | • Kuliah: <br>• Diskusi: Mahasiswa mendiskusikan bahan ajar yang telah disampaikan dosen | | Pemberian RPS, Kontrak Kuliah, Pendahuluan : Gambaran Umum Mata Kuliah Insya' |

Source: RPS MK *Insha'*-2 Document

Research data shows that class presentations are included in the category of effective learning. Usually, this learning is carried out offline, where lecturers provide an introduction to the lecture material. The lecturer also gave a basic explanation of the "Overview of the Insya' Course" to start learning Insya'. During the process, students were invited to discuss and provide examples of understanding from various perspectives.

Based on the explanation of Efiaty (2012) and Slavin (2008), presentations in education aim to help provide material well to students and actively participate in the learning process. The research data indicates that classroom presentations are part of effective learning, where lecturers provide introductions to the material and utilize techniques such as discussions and interactive lectures. This approach is in line with the presentation of information explained by Efiaty, where lecturers aim to introduce the material and provide students with a preliminary understanding. Furthermore, the use of discussion and student collaboration methods supports the purpose of the presentation to make students understand and apply the material presented.

In the context of *Insha'* learning, lecturers provide an overview of the course to start learning and invite students to discuss. This approach not only helps students understand the material but also encourages them to relate it to the experience or knowledge they already have. Thus, this presentation is informative as well as persuasive, with the aim that students not only understand the material but also be able to apply it in a broader context. Overall, this way of conducting class presentations has proven to be effective in increasing student engagement, deepening their understanding, and improving the overall quality of learning.

**Group Work**

Group work can literally be interpreted as a form of learning activity that is carried out with others, not independently. According to your (2002), group work is an activity that activates students by providing opportunities to practice speaking, increase responsibility and independence, foster motivation, and create an atmosphere of cooperation and warmth in the classroom. Meanwhile, Siti Mina Tamah (2017) defines group work as a technique for implementing academic tasks that involve two to four students to work together to complete the task with minimal supervision from lecturers, or even without direct supervision. This group work is usually in the form of student-led discussions.(Siti Minah Tamah, 2017) Groupwork in the *Student Team Achievement Divisions* (STAD) model emphasizes the importance of individual and collective responsibility through structured collaboration. This is in line with the opinion (Primaningtyas, 2016) which states that this model provides space for students to work together to complete tasks while improving individual abilities in groups. In addition, Slavin (2008) emphasized that group work in STAD aims to encourage constructive social interaction and strengthen material understanding through joint discussions. This is as contained in the Semester Learning Plan data:

| 4 | **Sub-CPMK-4:** Mahasiswa mampu menjelaskan materi tentang kaifa taktubul insya, dan menjelaskan kitabah muwajjah | 4.1. Ketepatan menjelaskan kaifa taktubul insya, dan menjelaskan kitabah muwajjah | **Kriteria:** Presentasi **Teknik Non Test:** • Meringkas materi kuliah • Kuis kitabah muwajjah | • **Kuliah:** • **Diskusi** Mahasiswa mendiskusikan bahan ajar yang telah disampaikan Presentator | | Kaifa taktubul insya, dan kitabah muwajjah |
|---|---|---|---|---|---|---|
| 5 | **Sub- CPMK-5:** Mahasiswa mampu menjelaskan materi ajar | 5.1 Ketetapan menjelaskan materi ajar berkaitan dengan Kitabah al-Hurrah | **Kriteria:** Presentasi **Teknik Non Test:** | • Kuliah: • Diskusi Mahasiswa mendiskusikan bahan ajar yang telah | | Kitabah al-Hurrah dan Al-Ithar An-Nadhari |

Source: RPS MK *Insha'*-2 Document

In the Semester Learning Plan (RPS) of the Arabic Language Education Study Program, students are divided into small groups consisting of 2-3 people. Students are given assignments such as explaining material about "kaifa taktubul insya" and "kitabah muwajjah". Then the lecturer provides input and helps the group speak to ensure students' understanding of the topic discussed.

Based on the statements of your (2002) and (Siti Minah Tamah, 2017) group work is an effective method to improve speaking skills, motivation, and social interaction between students. Research data in RPS shows that students are divided into small groups to do assignments related to insha' and kitabah muwajjah materials, which creates a collaborative atmosphere in the classroom. This is in line with the goals of the STAD model, where students work together to complete assignments while improving individual abilities in groups. In addition, the provision of input from lecturers ensures that each student understands the material discussed, strengthens their understanding through discussion, and increases active involvement in the learning process (Fahmi & Apriyanti, 2024). Thus,

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this group work has proven to be effective in deepening the understanding of the material while building students' social skills.

**Quiz**

One type of evaluation used in learning is quizzes, which are used to measure the extent to which students understand the concepts being taught. Wahyuni (2020) said that quizzes are used to assess the extent to which students understand the lesson. Quizzes are not only useful as an assessment tool, but also help students remember and repeat lessons, improving their understanding of the material (Setyaningsih, 2009). Quizzes can also help students reflect on what they have learned and the extent to which they understand the material (Wardani, 2016). Quizzes can also increase students' motivation to learn and encourage them to learn with more enthusiasm. In the end, this has a positive impact on student learning outcomes. (Bismirking, 2010; Sutardi, 2013). Therefore, regular quizzes not only help evaluate students' understanding, but also strengthen their involvement in the learning process, which increases students' enthusiasm and quality of learning outcomes. (Nurfahraini, 2020).

Evaluation through individual quizzes is one of the important components in the Student Team Achievement Divisions (STAD) type which aims to measure the level of student understanding. According to Slavin (2008), quizzes function not only as an evaluation tool, but also to ensure that each individual is able to understand and apply the material that has been studied independently. The implementation of quizzes in STAD can also improve students' critical thinking skills and conceptual understanding.(Rofiatus Sholeha & Muassomah, 2021). This is as contained in the Semester Learning Plan data:

| Penilaian | |
| --- | --- |
| Indikator | Kriteria dan Teknik |
| (3) | (4) |
| 1.1. Ketepatan menjelaskan tentang Mata Kuliah Insya' | Kriteria: Pengantar Mata Kuliah dari Dosen Pengampu<br><br>Teknik non-test:<br>Meringkas materi kuliah.<br>Kuis–1 |

Source: RPS MK Insha'-2 Document

Data shows that in the context of Insya' learning in the Arabic Language Education Study Program, quizzes are given to students as part of the Student Team Achievement Divisions (STAD) type to evaluate their understanding of the material. In the form of quizzes/midterms, students are asked to summarize the learning material. This quiz is held after each lecturer presentation session and group discussion, to measure the extent to

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which students can integrate all the information that has been conveyed in learning.

Quizzes in *Insha'* learning play an important role as an evaluation tool to measure student understanding as well as support in-depth mastery of the material. In accordance with Wahyuni (2020), quizzes help students reflect, remember, and reinforce the material they have learned. In the Student Teams Achievement Divisions (STAD) approach, quizzes assess individual understanding and encourage the development of critical thinking skills (Slavin, 2008)

The implementation of quizzes/midterms allows students to summarize and integrate information, practicing analytical skills. (Rofiatus Sholeha & Muassomah, 2021). Lecturer feedback after the quiz increases learning motivation and student involvement in learning (Nurfahraini, 2020), so that they are better able to connect theory with practice. With this routine, quizzes not only test comprehension, but also reinforce the quality of learning and student learning outcomes. (Bismirking, 2010; Sutardi, 2013)

**Individual Value Enhancement**

Increasing individual grades is to provide opportunities for each student to achieve their best achievements, as well as encourage them to try their best, both for themselves and for their group.(Rismah Gaib & Sukayasa & I Nyoman Murdiana, 2014) Based on the Semester Learning Plan (RPS) of the *Insha'* course, the evaluation is carried out through the Mid-Semester Exam (UTS) and the Final Semester Exam (UAS). UTS is designed to validate assessment results, evaluate learning, and improve subsequent learning processes. On the other hand, UAS aims to validate the final assessment to determine student graduation.

The process of increasing individual values in *Insha'* learning provides opportunities for students to optimize their abilities, both in personal and group aspects. The implementation of UTS and UAS is a strategic evaluation tool to measure students' understanding as well as motivate them to continue to improve the quality of their learning. This is as contained in the Semester Learning Plan data:

| 8 | UTS/Ujian Tengah Semester: Melakukan Validasi Hasil Penilaian, Evaluasi, dan Perbaikan Proses Pembalajaran Berikutnya |
|---|---|
| | UAS/Ujian Akhir Semester: Melakukan Validasi Penilaian Akhir dan Menentukan Kelulusan Mahasiswa |

Source: RPS MK *Insha'*-2 Document

UTS is used to reflect student learning outcomes until mid-semester. The validation of the results of this assessment helps students understand the extent to which they have mastered the material, as well as identify weaknesses that need to be improved. This evaluation process is not only formative but also provides space for students to improve their competencies before moving on to the next stage of learning. Meanwhile, UAS, as a summative evaluation, assesses the overall learning outcomes of students for one semester. The validation of the final assessment in UAS ensures that students not only understand the material thoroughly but are also able to show significant progress in learning. This evaluation provides an overview of the level of success of students in achieving the learning goals set in the RPS.

Through the implementation of structured UTS and UAS, students are encouraged to achieve their best results, both individually and in the context of group cooperation. This is in line with the view (Rismah Gaib & Sukayasa & I Nyoman Murdiana, 2014), that increasing

individual grades not only helps students achieve personal achievement but also supports group success. Thus, this designed evaluation contributes to the development of the overall quality of learning.

## Group Awards

Group awards are the process of identifying the group that stands out the most or achieves the best achievements and then provides recognition and awards. The purpose of this recognition and award is to encourage groups that have achieved to continue to improve the quality of their performance. It is also expected to encourage other groups to improve their performance, thus creating a competitive atmosphere in the environment. (Zuriatun Hasanah, 2021). This is as contained in the Semester Learning Plan data:

| 9-15 | Sub CPMK- 11-15:<br>Mahasiswa mampu menciptakan penelitan dalam bentuk artikel dengan baik dan benar yang disesuaikan denga template jurnal serta mensubmit artikel tersebut kedalam jurnal | 9.1Ketepatan Mahasiswa mampu menciptakan penelitan dalam bentuk artikel dengan baik dan benar yang disesuaikan denga template jurnal serta mensubmit artikel tersebut kedalam jurnal | Kriteria: Konsultasi dalam kelas<br><br>Teknik Non-Test:<br>• Meringkas materi kuliah<br>• Kuis-XI | • Responsi<br>• Technical Assistance:<br>Presentasi dan diskusi tentang rumusan masalah dan kerangka proposal penelitian.<br>• Presentasi dan Diskusi:<br>Presentasi dan diskusi draft Proposal Penelitian | Off-Classroom (Daring):<br>• Tugas 8B dan Belajar Mandiri<br>Menyusun draft artikel ilmiah dengan melakukan literasi jurnal sebagai rujukan. | Penulisan Artikel Ilmiah | Bobot Nilai 30 serta mendapatkan reward free class bagi kelompok yang telah menyelesaikan artikel ilmiah serta presentasi dalam kelas |

Source: RPS MK *Insha'*-2 Document

Based on data obtained from the Semester Learning Plan (RPS), students can produce research in the form of articles that are arranged appropriately and in accordance with the journal template format, and submit the article to be published in a journal.

Based on the statement delivered by (Zuriatun Hasanah, 2021), group awards serve as a motivational tool to encourage groups that have achieved to continue to improve the quality of their performance. In the context of research data that shows the ability of students to create research articles according to the journal template and subtend them, it can be concluded that awards in the form of recognition of these successes have the potential to improve overall student performance. The form of the award is that students are given free class rewards until the end of the lecture meeting. This award not only motivates groups that have already succeeded, but can also serve as an example for other groups to emulate those achievements, ultimately creating a positive competitive atmosphere in the academic environment.

In this study, awards can be seen as a driving factor that strengthens students' enthusiasm to produce quality works. The ability of students to create research articles that match the journal template and submit them to the journal reflects the improvement of academic quality in line with the purpose of the award, which is to encourage improved performance and better achievement in the future. As a result, this shows that the competitive atmosphere created through awards can increase the motivation and quality of student performance in the academic world.

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**Advantages and Disadvantages of *Cooperative Learning***

The *Cooperative Learning* method has a number of advantages that make it effective in supporting learning. First, this method focuses on student activity by prioritizing a student-centered approach. Second, this method creates a positive learning environment through cooperation, helping students who are slower to understand the material not to feel inferior, as well as increasing their confidence. Third, this method provides opportunities for students to practice language skills through direct interaction with group friends.

However, this method also has some drawbacks that need to be noted. First, the tendency for dominance by more capable students, who often take over leadership roles in the group, thus reducing the active participation of other students. Second, the lack of direct interaction with lecturers can cause disappointment, especially for students who are used to conventional learning approaches. Third, the effectiveness of this method also depends heavily on the student's ability to lead a group or work independently.

Nevertheless, the *Cooperative Learning* method still offers a great opportunity to create more dynamic and interactive learning. With good management, challenges in its implementation can be overcome, so that the benefits it offers can be maximized.(Gina Nabila, Asriani, 2024)

**CONCLUSION**

The application of the *Student Team Achievement Divisions* (STAD) type cooperative learning motto is very relevant in learning, *Insya'* in the Arabic Language Education study program at IAI Al-Muslim Aceh. *Insya'* learning, which focuses on writing and argumentative skills, requires intense interaction between students. Through the STAD-type coopertive learning method, students can collaborate, discuss the material that has been presented, and provide input to each other to produce better writing. This approach not only strengthens students' writing skills, but also improves their speaking skills and expresses opinions effectively.

The use of *cooperative learning* has a significant impact on creating an active, productive, and collaborative learning atmosphere. Components such as class presentations, group work, quizzes, individual grade enhancement and group rewards create learning that supports the development of critical thinking skills and writing skills. In addition, this method helps students increase their confidence and helps them in developing ideas. This conclusion confirms that the STAD-type *cooperative learning* method can be an innovative approach to improve the quality of *Insha'* learning at the university level.

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