

The Effect of Cooperative Learning Model Using the Lost Word Game Media on Mufrodat Mastery of Grade 8 Students of Al-Faruqi Islamic Boarding School in Kampar

Nurlatipah

State Islamic University Maulana Malik Ibrahim Malang

Latifan975@gmail.com

ABSTRACK

The aim of this study was to ascertain the impact of a cooperative learning model on students' mastery of mufrodat at Kampar's Al-Faruqi Junior High School by means of the lost word game media. This kind of research is known as a quasi-experimental or pseudo-experimental study. The samples in this study were the VIII A and VIII B classes, and the population consisted of all 226 eighth grade students at Al-Faruqi Junior High School in Kampar. Class VII B served as the experimental group in this study, while class VIII A served as the control group. The sampling strategy used in this investigation was simple random sampling. The methods of observation, experimentation, and observation were employed in the data collection process. The methods of data collection included testing, observation, and documentation. The pre-test results from this study show that the average value or ability of students from both groups is still at a low level. The pre-test results from the experimental class showed an average value of 60.65, and the pre-test results from the control class showed an average value of 57.61. However, the control class's post-test results show that the average value remained at 58.65. Although the average value in the experimental class post-test results was 71.39, this value indicates a very significant difference. in order for students' mastery of mufrodat to be significantly impacted by the cooperative learning model that uses the lost word game media.

Keywords: Cooperative Learning Model, Hanging Word Game Media, Mufradat Mastery

ABSTRAK

Tujuan penelitian ini untuk mengetahui pengaruh model pembelajaran cooperative learning menggunakan media permainan kata yang hilang terhadap penguasaan mufrodat pada siswa SMP Ponpes Al-Faruqi di Kampar. Jenis penelitian ini yaitu quasi experimental atau eksperimen semu, Populasi dalam penelitian ini adalah seluruh siswa kelas 8 SMP Ponpes Al-Faruqi di Kampar yang terdiri dari 226 siswa dan sampelnya adalah kelas VIII A dan VIII B. Teknik pengambilan sampel dalam penelitian ini adalah dengan simple random sampling, dan yang menjadi kelompok kontrol dalam penelitian ini adalah kelas VIII A, dan kelompok eksperimen adalah kelas VII B. Teknik pengumpulan datanya menggunakan teknik observasi, tes dan dokumentasi. Hasil dari penelitian ini dapat dilihat dari hasil pre-test pada kelas kontrol nilai rata-rata kelas kontrol 57,61 dan dan hasil pre-test kelas eksperimen

60,65, sehingga dapat kita ketahui nilai rata-rata atau kemampuan pada siswa dari kedua kelompok tersebut masih berada pada level yang rendah. Sedangkan pada hasil post-test kelas kontrol nilai rata-rata masih pada nilai yang sama yaitu 58,65. Sedangkan pada hasil post-test kelas eksperimen nilai rata-ratanya sebesar 71,39 dengan nilai tersebut dapat kita lihat perbedaan yang sangat signifikan. Sehingga model pembelajaran cooperative learning menggunakan media permainan kata yang hilang berpengaruh signifikan terhadap penguasaan mufrodat siswa.

Kata Kunci: Model Cooperative Learning, Media Permainan Kata yang Hilang, Penguasaan Mufrodat

A. INTRODUCTION

One of the languages that must be studied in Indonesian educational institutions is Arabic. These institutions can be formal, such as elementary, junior, and senior high schools, or informal, like language classes, pesantren, and the like. Moeliono's assertion that Arabic serves a unique purpose in Indonesia is supported by the fact that many expressions of Arabic origin have been incorporated into Indonesian standard language, particularly in relation to worship (Alwi et al., 2021). Such as the words judge, custom, pulpit, gift, prayer, healthy, obedient, alms and so on.

In the process of learning Arabic language, it requires skills in the form of mastery of mufrodat. The capacity to comprehend a language and use it effectively in speaking or writing is known as mastery of mufrodat, or vocabulary (Durtam, 2022). For Arabic language learners to get the most out of their language abilities, mastery of mufrodat is a necessary competency. Delfianto states that "students who are rich in vocabulary mastery will show their proficiency in language skills, both writing and speaking as productive skills." (Azzahra et al., 2019). Thus, the addition of mufrodat (vocabulary) is very important both from the process of learning a language or developing one's ability in a language that has been mastered.

Because of this, learning Arabic mufrodat requires the appropriate methodology and learning materials in order to fulfill the requirement for mufrodat treasury in Arabic language learning. One of the learning materials that can be employed to enhance mufrodat mastery is media (dho'ful kalimah), or missing words (Firdaus et al., 2023).

The missing word media is a game media that asks all students to find as many words as possible with the letter prefixes that are available to them (without opening the dictionary). The purpose of the lost word game media is to train learners to develop vocabulary, and restore the memory of vocabulary that has been memorized (Furoidah & Lailatal, 2022) To facilitate the achievement of learning objectives, the application of this media necessitates the use of an appropriate model in the learning process. The Cooperative Learning learning model is one such relevant learning model that can be employed in the application of this media.

Slavin defines the cooperative learning model as a method in which students study and collaborate in small groups consisting of four to six people with a diverse group structure. With these heterogeneous groups, it is expected that students will be trained to accept differences and work with friends who have different backgrounds (Halawa et al., 2022). As we know, learning Arabic has many obstacles faced by students, one of which is the lack of students' mastery of vocabulary, therefore researchers made initial observations at Ponpes Al-Faruqi Kampar Junior High School.

Based on the initial observations of researchers at Ponpes Al-Faruqi Kampar Junior High School, Arabic language learning has been carried out from class VIII, where teachers have used approaches and media that are in accordance with the criteria for mastery of Arabic mufrodat but researchers still find several symptoms in learning such as there are still students who do not know how to introduce themselves using Arabic, there are still students who do not know simple vocabulary, there are still students who find it difficult to remember and understand Arabic vocabulary and there are still students who are less fluent in pronouncing vocabulary.

Therefore, The effect of cooperative learning model using lost word game media on enhancing eighth-grade students' mastery of mufrodat at SMP Ponpes Al-Faruqi Kampar is the title of a more in-depth study that the researcher is interested in conducting.

Three tendencies have been identified in prior research on the topic of this paper: First, articles about cooperative learning models typically cover how improving student learning outcomes can be accomplished through cooperative

learning models like the Talking Stick type of model. As the article Use of Cooperative Learning Model Type Talking Stick to Improve Student Learning Outcomes on Social Problems illustrates, learning is frequently monotonous, which causes students to become less attentive and passive learners. Utilizing a Cooperative Learning Model Type, Enhance Student Learning Outcomes In Class V, Sdn 1 Tiloan, make a match on Hindu Religious Education. The author has not found the cooperative learning model that is used to enhance the mastery of mufrodat.

Second, in order to facilitate an increase in student understanding, the cooperative learning model theme articles generally address how cooperative activities help shape children's character. One such example is the article "Application of the Cooperative Learning Model Type Student Teams Achievement Divisions (STAD) in Increasing Student Understanding in Subjects Moral Creeds for Class VIII MTS." The aim of this study is to enhance the students' comprehension of mufrodat by using a Make-A-Match cooperative learning model in the first semester of the 2022/2023 academic year at Madrasah Tsanawiyah Negeri 1 Padang City, specifically for Class IX.1 students. Nevertheless, the author has not come across any writing that makes use of the cooperative learning model with the Lost word game as a tool to foster cooperation.

Based on the background that the researcher has described, the focus of this research is; 1) How is the application of the lost word game media in the cooperative learning model affecting the mastery of mufrodat? 2) Does the lost word game media-based cooperative learning model have a major impact on students' mufrodat mastery?

The objectives of this study are to: 1) examine how the application of the cooperative learning model with missing word game media influences the level of proficiency in mufrodat; and 2) determine whether the application of the cooperative learning model with missing word game media has a noteworthy impact on the level of proficiency in mufrodat. The benefit of this research, theoretically, is to advance scientific thought and improve scientific theories and concepts. Practically speaking, this research is anticipated to offer knowledge and understanding to the investigator as well as to other researchers in the future. It will

also serve as a guide for the application of learning models and media in the classroom setting.

B. THEORETICAL FOUNDATION

1. Cooperative Learning Model

The word "cooperative" refers to working together as a team or group to accomplish a task. This is where the concept of cooperative learning originates. Slavin said, "In cooperative learning methods, students work together in four member teams to master material initially presented by the teacher" . According to this description, the cooperative learning model encourages students to work more enthusiastically by having them study and collaborate in small groups of four to six people (Helmanto, 2020).

Agus Sudjiono claims that the cooperative learning model is a more inclusive idea that covers all group projects, even those that are more teacher-led or teacher-directed. Cooperative learning is typically thought of as being more teacher-directed, with the teacher assigning questions and creating assignments as well as providing resources and information to assist students in solving the given problem. At the conclusion of the assignment, teachers typically decide on the exam format (Ilmiah & Humaidi, 2023).

As a learning model, cooperative learning has the following benefits:

- a. Students can learn from other students and develop their confidence in their ability to think independently and gather information from a variety of sources. They can also learn from their teacher less frequently.
- b. The capacity to verbally express ideas and evaluate them against those of others can be developed through cooperative learning.
- c. Through cooperative learning, kids can learn to accept and value differences, respect others, and be conscious of their own limitations (Ismunandar et al., 2021).

Along with its benefits, the cooperative learning model has drawbacks as well. For example, students who are seen as having advantages may feel that students who are seen as having less ability are impeding them.

- a. This type of circumstance therefore has the potential to upset the group's cooperative atmosphere.
- b. The primary feature of cooperative learning is that students pick up knowledge from one another. As a result, in the absence of effective peer teaching in addition to teacher-directed instruction, it is possible that students will never acquire the necessary knowledge and comprehension.
- c. The outcomes of group projects serve as the basis for the cooperative learning assessment. But educators must understand that the real outcomes or accomplishments that are anticipated are the achievements of each individual student (Jamil & Agung, 2022).

2. Hanging Word Media

The Lost Word Game Media is a game media that requires learners to discuss with their groups to find as many words as possible with the letter prefixes available to them without opening a dictionary. The lost word game aims to improve learners' vocabulary mastery and develop their memory of memorized vocabulary.

This game format is individual and followed by all students with a tentative time allocation. The learning tools for this game media include: Markers, whiteboards, and cards with *hijaiyyah* letters. (Mulyati et al., 2023).

The advantages of language games include the following.

- a. Language games are one of the learning media with high CBSA content.
- b. Can reduce student boredom in the learning process in the classroom.
- c. With competition between students, it can foster students' enthusiasm to move forward.
- d. Language games can foster group relationships and develop students' social competence (Rizal et al., 2023).

The steps of the game using the Lost Word Game Media are as follows:

1. Learners are divided into groups, each group consisting of 3-5 members.
2. The teacher distributes letter cards to all learners in their respective groups (one person gets one card).
3. Each group is asked to discuss to find as many words as possible with the letter prefix they have. (no dictionaries allowed).

4. 5 minutes later, representatives of each group simultaneously came forward to write the word obtained on the blackboard.
5. All students and the teacher correct the work of all groups. (allowed to open the dictionary)
6. Each correct word gets a score. The winner is the holder of the highest score (Nureva, 2022) Example:

Table 1. Sample Materials for the Missing Word Game

الفرقة الاولى		
ت	س	ب
تاجر	سيارة	بصل
تفاح	ستارة	بنصير
تلفاز	سبورة	بادنجان
تمساح	سورة	باب

3. Mufradat Mastery

The ability to use one's vocabulary to communicate and express ideas to others orally and in writing is known as mastery of Arabic vocabulary (mufradat). This is characterized by the development of fundamental language skills, such as speaking, writing, listening, and reading in Arabic (Rubiyatno et al., 2023).

Vocabulary learning is not just teaching vocabulary then telling students to memorize it, but more than that students are considered able to master mufradât if they have reached the indicators of mastery of mufrodat, here are some indicators of mastery of mufrodat according to Mustofa:

- a. Students do a good job of translating mufrodat forms.
- b. Students can accurately and correctly pronounce and rewrite mufrodat.
- c. Learners can accurately use mufrodat in numbers (kalimah), both orally and in writing (Syarifuddin & Lailatun Nimah, 2023).

C. RESEARCH METHODS

This study employs a quantitative methodology and a quasi-experimental research design. A quasi-experimental design is an experiment in which participants are assigned to groups but no randomization is used (Mulyadi, 2021). Using the Purposive Area technique, the research location was identified as A-Faruqi Islamic Boarding School Middle School in Kampar Regency, Riau Province. The sample for this study consisted of 23 female students from classes VIII A and B, representing the population of 226 eighth grade female students at Al-Faruqi Islamic Boarding School. Class VIII A served as the control group and class VIII B served as the experimental group in this study, which used simple random sampling as its sampling technique. Tests were conducted in both the experimental and control groups as part of the data collection methodology, which involved observational methods. Researchers also employed documentation techniques when gathering data to increase the validity of the findings. In order to help analyze research data, descriptive statistical analysis and parametric statistics namely, the normality test, validity test, reliability test, and sign test using SPSS are used.

First, primary data are gathered from groups that represent a population or the majority of respondents using observation and test methods. This observation was made by keeping an eye on how the students behaved toward the teacher's method of instruction from the start of the lesson to the finish. The second is the test method, which is a set of questions given to students in a variety of formats, including written, oral, and action tests. Its purpose is to assess students' learning outcomes at the conclusion of their education. Third, data is supplemented with documentation to produce more accurate and thorough data.

D. RESULTS AND DISCUSSION

Tests and observations were the research's instruments. Every student was observed and tested in order to determine how they acquired their skills after receiving treatment (through a cooperative learning approach) and receiving no treatment at all. An instrument feasibility test, which determines whether an instrument meets the requirements to be a useful tool for gathering data, must be

conducted prior to conducting these student observations and tests (Oktavia et al., 2023).

1. Descriptive Statistical Analysis

Data analysis used with observation using the percentage formula, which is as follows:

$$P = \frac{F}{N} \times 100\%$$

Description:

F: The frequency that the percentage is being searched for

N: The number of frequencies (or people)

P : Percentage

100% : Fixed number

As for the results found from the formula, Using the cooperative learning approach, the researcher will match them to ascertain the extent of the teaching and learning process :

86% - 100% (Very good)

56% - 85% (Good)

41% - 55% (Medium)

40% - 0% (Low)

The cumulative observational findings of the Lost Word Game Media Cooperative Learning Model for Student Mastery:

Table 2. Observation Results

No.	Activity Type	F	$\frac{F}{N} \times 100\%$	P
1	First Observation	54	$54/60 \times 100\%$	90%
2	Second Observation	56	$56/60 \times 100\%$	93%
3	Third Observation	57	$57/60 \times 100\%$	93%
4	Fourth Observation	57	$57/60 \times 100\%$	95%
5	Fifth observation	58	$58/60 \times 100\%$	96%
6	Sixth Observation	59	$59/60 \times 100\%$	98%
Total		341	$341/360 \times 100\%$	95%

$$P = \frac{f}{N} \times 100\%$$

$$= \frac{341}{360} \times 100\%$$

= 95 %

The Cooperative Learning model on mufrodat mastery with the lost word game media has an average value of 95%, which is very good. Since 95% falls between 81% and 100% in the observation table, it is interpreted as "very good"

2. Test t

A t-test was used with the following formula:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Description:

t_o : Test-t

M_x : level of variable x

M_y : y variable level

SD_x : Standard deviation of x

SD_y : Standard deviation of y

N : number of samples

1 : Fixed number

After the calculated T price is obtained, then the calculated T is compared with t_{tabel} with the test criteria for acceptance and rejection of the hypothesis as follows (Oktavia et al., 2023):

H_0 is rejected if:

$t_{count} > t_{tabel}$

H_0 is accepted if:

$t_{count} < t_{tabel}$

Student results before applying the Cooperative Learning Model using the Lost Word Game Media (Pre-Test)

Table 3. Pre-Test Results of Control and Experiment Classes

Control class		Experiment Class		
No.	Name	Value	Name	Value
1	Student 1	60	Student 1	60
2	Student 2	55	Student 2	62
3	Student 3	50	Student 3	50

4	Student 4	58	Student 4	55
5	Student 5	53	Student 5	60
6	Student 6	50	Student 6	53
7	Student 7	58	Student 7	58
8	Student 8	60	Student 8	60
9	Student 9	60	Student 9	68
10	Student 10	63	Student 10	55
11	Student 11	65	Student 11	68
12	Student 12	70	Student 12	65
13	Student 13	55	Student 13	60
14	Student 14	50	Student 14	58
15	Student 15	57	Student 15	50
16	Student 16	60	Student 16	68
17	Student 17	53	Student 17	58
18	Student 18	50	Student 18	72
19	Student 19	58	Student 19	50
20	Students 20	60	Students 20	65
21	Student 21	60	Student 21	65
22	Student 22	62	Student 22	68
22	Student 23	58	Student 23	67
Total		1325	Total	1395

**Student results after applying the Cooperative Learning Model using the
 Lost Word Game Media (Post-Test)**

Table 4. Post-Test Results of Control and Experiment Classes

Control class		Experiment Class		
No.	Name	Value	Name	Value
1	Student 1	62	Student 1	65
2	Student 2	60	Student 2	68
3	Student 3	55	Student 3	60
4	Student 4	60	Student 4	62
5	Student 5	56	Student 5	70
6	Student 6	58	Student 6	65
7	Student 7	62	Student 7	68
8	Student 8	63	Student 8	70
9	Student 9	65	Student 9	75
10	Student 10	60	Student 10	70
11	Student 11	60	Student 11	75
12	Student 12	60	Student 12	78
13	Student 13	53	Student 13	80
14	Student 14	58	Student 14	60
15	Student 15	59	Student 15	65
16	Student 16	60	Student 16	80
17	Student 17	55	Student 17	75

18	Student 18	54	Student 18	85
19	Student 19	55	Student 19	63
20	Students 20	62	Students 20	75
21	Student 21	54	Student 21	80
22	Student 22	65	Student 22	75
22	Student 23	53	Student 23	78
Total		1289	Total	1652

Statistical Package for The Social Sciences (SPSS) Calculation Results
Experimental Chapter
Test of Normality

Table 5. SPSS Test Results of Normality Test

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	Experiment	.140	23	.200*	.944	23	.216
	Control	.147	23	.200*	.939	23	.173
Post-Test	Experiment	.171	23	.080	.952	23	.320
	Control	.164	23	.109	.937	23	.151

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The data is normally distributed because, according to the above table, the significance value of the Kolmogorov-Smirnov test is 0.200 and 0.080 ($p > 0.05$).

The data is considered to be normally distributed based on the above table, which also shows the significance values of the Shapiro-Wilk test, which are 0.216 and 0.320 ($p > 0.05$ and $p = 0.05$).

Test of Homogeneity of Variance

Table 6. SPSS Test Results of Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Pre-Test	Based on Mean	1.992	1	44	.165
	Based on Median	1.810	1	44	.185
	Based on Median and with adjusted df	1.810	1	43.396	.185
	Based on trimmed mean	1.877	1	44	.178

The homogeneity test is used to determine whether the variance of the data under study is the same. Only the pre-test treatment was used for the homogeneity test. Based on the mean in each category, the significance value derived from the

tests conducted is $0.165 > 0.05$. It follows that since the variance of the data under comparison is the same, it makes sense to compare them.

HIPOTHESIS TEST PAIRED SAMPLE TEST Experiment Class

Table 7. Experimental Class Hypothesis Test Results

Treatment	Mean	N	t	df	P value
Post-Test	71,39	23	12,257	22	0,000
Pre-Test	60,65	23			

Pre-test average was 60.65, and post-test average was 71.39, according to the test results above. After that, a t value of 12.257 with a significance level of 0.000 was found. At alpha 5%, the t table value with $df\ 22 = df$ is 2,074, and at alpha 1%, it is 2,819. Consequently, it is established that t count (12.257) > t table at 5% alpha is 2.074 and at 1% alpha is 2.819, or significant (0.000) < 0.05 and 0.01; this indicates that there is a noteworthy variation in the experimental class students' vocabulary mastery between the pre-test and post-test.

HYPOTHESIS TESTING PAIRED SAMPLE T TEST Control Class

Table 8. Control Class Hypothesis Test Results

Treatment	Mean	N	t	df	P value
Post-Test	58,65	23	1,089	22	0,288
Pre-Test	57,61	23			

The pre-test average is 57.61 and the post-test average is 58.65, according to the test results above. After that, a computed t value of 1.089 with a significance level of 0.288 was found. At the 5% and 1% significance levels, respectively, the t-table value with $df\ 22 = df$ is 2.074 and 2.819. T count (1.089) < t table (2.074), or significant (2.819) > t table 1% (2.819), or significant (0.288) > 0.05 and 0.01, as a result, is known. This indicates that there is no discernible difference between the control class students' pre-test and post-test vocabulary growth.

INDEPENDENT SAMPLE T TEST HYPOTHESIS TESTING

Pre-Test

Table 9. Sample T-Test Results (Pre-Test)

Class	N	Mean	t	df	P value
Experiment	23	60,65	1,763	44	0,085
Control	23	57,61			

According to the test results above, the experimental class scored 57.61 on average, while the control class scored 60.65. After that, a computed t value of 1.763 with a significance level of 0.085 was found. At alpha 5%, the t-table value with $df\ 44 = df$ is 2.105, and at alpha 1%, it is 2.692. Accordingly, it is established that $(1.763) t > t\ table\ (2.015) t$ and $t\ table\ 1\% (2.692)$ or significant $(0.085) > 005$ and 0.01 indicates that there is no discernible variation in the rate of vocabulary growth amongst the groups. groups that were experimental and control during the pre-test.

INDEPENDENT SAMPLE T TEST HYPOTHESIS TESTING

Post-Test

Table 10. Sample T-Test Results (Post-Test)

Class	N	Mean	t	df	P value
Experiment	23	71,39	7,581	44	0,000
Control	23	58,65			

According to the test results above, the experimental class had an average value of 58.65 and the control class had an average value of 71.39. After that, a tcount value of 7.581 with a significance level of 0.000 was found. With $df = 44$ at 5% alpha, the t-table value is 2.015; at 1% alpha, it is 2.692. Thus, it is known that $t\ table\ 1\% (2.692)$ or significant $(0.000) < 0.05$ and 0.01 and $t\ count (7.581) > t\ table (2.015)$. This indicates that, in the dimension test, there is a significant difference in the increase in students' vocabulary between the experimental group and the control group.

E. CONCLUSIONS

Following an analysis of the current issues, the researchers concluded that missing word games, a type of cooperative learning model, had a major impact on the degree to which eighth-grade students at Al-Farouqi Kampar Middle School were able to master vocabulary. According to the test results above, the control class's post-test score was 58.65 and the experiment's average post-test score was 71.39. Subsequently, he acquired a computed value of 7.581 with a 0.000 significance level. With $df=44$ at 5% alpha and 015 at 1% alpha, the t-table value obtained is 2.692 and 2, respectively. Consequently, it is established that t table 1% (2.692) or significant (0.000) < 0.05 and 0.01 and t count (7.581) > t table (2.015). As a result, H_0 is rejected and H_a is accepted. A score of 95% in the observation table is obtained, indicating "very good" because it falls between 81% and 100%. We can see a very noticeable difference with this value. The utilization of missing word game media in the cooperative learning model has a noteworthy impact on students' speech proficiency.

LITERATURE

- Alwi, N. A., Agasi, D., Kharisna, F., & Perdana, A. S. (2021). Peningkatan Keterampilan Berbicara Berbicara Menggunakan Model Cooperative Learning Tipe Artikulasi di Kelas IV Sekolah Dasar. *Jurnal Basicedu*, 5(6), 6055–6061. <https://doi.org/10.31004/basicedu.v5i6.1843>
- Azzahra, N., Pratomo, S., & Sumiati, T. (2019). Penerapan Model Cooperative Learning Tipe Jigsaw Untuk Meningkatkan Penguasaan Konsep Siswa Dalam Pembelajaran Ipa Di Sekolah Dasar. *Metodik Didaktik*, 14(2), 109–116. <https://doi.org/10.17509/md.v14i2.14329>
- Durtam, D. (2022). Implementasi Model Pembelajaran Bahasa Arab Dalam Upaya Meningkatkan Penguasaan Mufrodad Berbasis Tema Pada Anak Usia Dini. *AWLADY: Jurnal Pendidikan Anak*, 8(1), 98. <https://doi.org/10.24235/awlady.v8i1.9773>
- Firdaus, M. L., Usman, A. T., & Amiruddin, J. (2023). Penerapan Model Cooperative Learning Type Market Place Activity melalui Aplikasi Canva untuk Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran Pendidikan Agama Islam (Studi Eksperimen di Kelas VIII SMP IT Cikal Sukawening Garut). *Jurnal Pendidikan Agama Islam*, 2(2), 139. <https://doi.org/10.52434/jpai.v2i2.2961>
- Furoidah, A., & Lailatal, M. (2022). Peningkatan Penguasaan Mufrodad Bahasa Arab dengan Media Gambar Pada Siswa Kelas XI I MA As-Sunniyyah Kencong Jember. *Journal of Research & Community Service*, 2(1), 1–7.
- Halawa, A., Telaumbanua, A., & Zebua, Y. (2022). Penerapan Model Pembelajaran Cooperative Learning Untuk Meningkatkan Hasil Belajar Siswa. *Educativo:*

- Jurnal Pendidikan*, 1(2), 582–589. <https://doi.org/10.56248/educativo.v1i2.84>
- Helmanto, F. (2020). Flashcard: Belajar Mufrodat Bahasa Arab Semakin Menantang. *Tatsqifiy: Jurnal Pendidikan Bahasa Arab*, 1(2), 141–151. <https://doi.org/10.30997/tjpba.v1i2.3091>
- Ilmiah, N. K., & Humaidi. (2023). Strategi Penerapan Metode Mind Mapping dalam Penguasaan Mufrodat Bahasa Arab:(Studi Kasus di Madrasah Ibtidaiyah Almaarif 05 Singosari). *Qismul Arab: Journal of Arabic Education*, 2(02), 83–94.
- Ismunandar, I., Side, S., & Herawati, N. (2021). Penerapan Strategi Pembelajaran Peta Konsep pada Model Cooperative Learning untuk Meningkatkan Hasil Belajar Siswa Kelas X MIA 2 MAN 1 Makassar. *ChemEdu*, 2(1), 62. <https://doi.org/10.35580/chemedu.v2i1.20433>
- Jamil, H., & Agung, N. (2022). Tantangan Pembelajaran Bahasa Arab Di Era Society 5.0: Analisis Pembelajaran Bahasa Arab Berbasis Aplikasi Interaktif. *Alibbaa': Jurnal Pendidikan Bahasa Arab*, 3(1), 38–51. <https://doi.org/10.19105/ajpba.v3i1.5536>
- Mulyadi, M. (2013). Penelitian Kuantitatif Dan Kualitatif Serta Pemikiran Dasar Menggabungkannya. *Jurnal Studi Komunikasi Dan Media*, 15(1), 128. <https://doi.org/10.31445/jskm.2011.150106>
- Mulyati, M., Putri, F. I., & Deswalman, D. (2023). Efforts to Improve Student Activities and Outcomes in Physics Learning Using the Two Stay Two Stray Technical Cooperative Learning Model at Senior High School. *Integrated Science Education Journal*, 4(1), 30–35. <https://doi.org/10.37251/isej.v4i1.294>
- Nureva, N. (2022). Analysis of Effect Application of Stad-Type Cooperative Learning Model on Learning Outcomes at Elementary School. *International Journal on Advanced Science, Education, and Religion*, 5(2), 37–47. <https://doi.org/10.33648/ijoaser.v5i2.188>
- Oktavia, L., Saefuloh, H., & Wahyudin, W. (2023). Pengaruh Penggunaan Media Pembelajaran Aplikasi Canva dalam Meningkatkan Penguasaan Kosakata Bahasa Arab. *EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab*, 12(2), 189. <https://doi.org/10.24235/ibtikar.v12i2.15238>
- Rizal, D., Stai, M. E., Muttaqien Purwakarta, I., Elsa, N., & Stai, E. (2023). Metode Reward Dan Punishment Upaya Meningkatkan Penguasaan Mufrodat Bahasa Arab. *Jurnal Ilmiah Research Student (JIRS)*, 1(2), 14–27.
- Rubiyatno, Perdana, R. P., Supriatna, E., Yanti, N., & Suryadi, D. (2023). Team Game Tournament (TGT)-type cooperative learning model: How does it affect the learning outcomes of football shooting? *Edu Sportivo: Indonesian Journal of Physical Education*, 4(1), 86–96. [https://doi.org/10.25299/es:ijope.2023.vol4\(1\).12130](https://doi.org/10.25299/es:ijope.2023.vol4(1).12130)
- Syarifuddin, & Lailatun Nimah. (2023). Pengaruh Model Pembelajaran Index Card Match Terhadap Penguasaan Mufrodat Siswa Madrasah Diniyah Bahrul Ulum Coban Blimbing Wonorejo. *Jurnal Mu'allim*, 5(1), 147–158. <https://doi.org/10.35891/muallim.v5i1.3655>