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Investigating the Impact of Collaborative Learning on Arabic Language Achievement of Grade IX Students at MTsN 3 Palu

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Abstract

This study examines the effect of collaborative learning on the Arabic language learning outcomes of grade IX students at MTsN 3 Palu City. This study aims to investigate the significant effect of collaborative learning on Arabic language learning outcomes, particularly among grade IX students at MTsN 3 Palu City. This study uses a quantitative approach with data collection techniques including observation, questionnaires, and tests. The total population for this study is 100 people. Sampling was carried out using the Slovin formula, leading to a total sample size of 29 people. Data analysis was conducted using a simple linear regression test with the help of SPSS version 25. The results of this study indicate that collaborative learning has a significant effect on the Arabic language learning outcomes of grade IX students at MTsN 3 Palu City. The coefficient of determination for the collaborative learning variable on Arabic language learning outcomes is 0.856, or 85.6%, and the remaining 14.4% is influenced by other factors that are not studied in this research. The significance value is at 0.000, where $0.000 > 0.05$, indicating that collaborative learning significantly affects Arabic language learning outcomes. Based on the results of this study, the implications for educational institutions are positive, and teachers are expected to apply the collaborative learning method in instruction and provide support to achieve effective learning outcomes aligned with the desired goals.

Keywords: Arabic language learning, collaborative learning method, Arabic language learning outcomes.

Abstrak

Penelitian ini mengkaji tentang pengaruh *collaborative learning* terhadap hasil belajar bahasa Arab peserta didik kelas IX MTsN 3 Kota Palu. Tujuan dari penelitian ini adalah untuk melihat pengaruh yang signifikan terhadap hasil belajar bahasa Arab, khususnya pada peserta didik kelas IX MTsN 3 Kota Palu.

Penelitian ini menggunakan pendekatan kuantitatif dengan teknik pengumpulan data meliputi observasi, angket, dan tes. Penelitian ini memiliki total populasi berjumlah 100 orang. Dilakukan penarikan sampel dengan rumus Slovin, maka total sampel pada penelitian ini adalah 29 orang. Analisis data dilakukan menggunakan uji regresi linear sederhana dengan bantuan SPSS versi 25. Hasil dari penelitian ini menunjukkan bahwa *collaborative learning* berpengaruh secara signifikan terhadap hasil belajar bahasa Arab pada peserta didik kelas IX MTsN 3 Kota Palu. Nilai koefisien determinasi untuk variabel *collaborative learning* terhadap hasil belajar bahasa Arab sebesar 0.856 atau 85.6%, dan sisanya sebesar 14.4% dipengaruhi oleh faktor-faktor lain yang tidak menjadi kajian dalam penelitian ini. Adapun nilai signifikansi berada pada angka 0.000, di mana $0.000 > 0.05$, sehingga *collaborative learning* berpengaruh secara signifikan terhadap hasil belajar bahasa Arab. Berdasarkan hasil penelitian ini, maka implikasi penelitian ini baik bagi pihak lembaga pendidikan, dan guru diharapkan dapat menerapkan metode *collaborative learning* dalam pembelajaran, memberikan dukungan agar dapat mencapai hasil belajar yang efektif sesuai dengan tujuan yang diinginkan.

Kata Kunci: Pembelajaran bahasa Arab, metode *collaborative learning*, hasil belajar bahasa Arab.

Introduction

Arabic is one of the foreign languages that has long been taught in Indonesia, especially in the context of Islamic education, which began to enter in the 13th century. As a Muslim-majority country, Arabic language teaching is easily found in various educational institutions in Indonesia, ranging from elementary MI, junior high school, middle school, and high school (MA) to college level.

Arabic language learning aims to make students able to realize and use it both actively (speaking) and passively (writing). This is in line with the opinion of an expert who said that "language is a system of arbitrary vocal symbols that permits all people in a given culture or other people who have learned the system of that culture to communicate or to interact."¹ Language is an arbitrary system of vocal symbols that allows certain people who have learned the system to communicate or interact.

The achievement of learning objectives will be optimized if the right method is used. Learning methods play an important role in ensuring learning can occur effectively and systematically.²

Currently, there are many learning methods developed by educational experts that can increase the attention, enthusiasm, and focus of learners. This

¹Nanik Mariani dan Fatchul Muin, *An Introduction to Linguistic* (Banjarmasin: Universitas Lambung Mangkurat, 2019), 2.

²Fatimah Saguni. *Pengaruh Metode pembelajaran terhadap hasil belajar*, (Yogyakarta: Kanwa Publisher, 2019), 31.

can make learners feel comfortable, enthusiastic, and happy to participate in learning. One of them is the collaborative learning method.

Learning methods that only focus on delivering material in one direction, according to Hiltz in Apriono, are said to be the sage on the stage, not providing opportunities for learners to interact and transact between learners, causing them to lose time to articulate learning experiences.³ Learning efforts should direct learners more so that they have harmony of life, namely living together with others, respecting each other's opinions, respecting people who speak, being responsible, being willing to sacrifice, accommodating, and having a big soul. Collaborative learning provides opportunities for learners to evaluate, improve, and increase their knowledge and information when meeting and interacting with others who have different ideas. Learning with this method also allows learners to work together to seek understanding of a topic.⁴

Learning using the collaborative learning method is in line with the social constructivism theory first developed by Jean Piaget in 1896 in Switzerland. Based on this theory, students can freely acquire knowledge outside of the learning process presented by their teachers, meaning that students can acquire knowledge socially when they interact with friends and their environment and build their own understanding.⁵

According to Tambak, the educational process involves various individuals with their respective duties, namely, students, educators, and other education personnel.⁶ The learning process using collaborative learning methods not only helps students achieve academic goals but also develops social skills such as cooperation, tolerance, and responsibility. According to Hari Srivinas, there are several characteristics of the collaborative learning method, among others:⁷

- a. Positive interdependence, that is, each group member is bound to work together to achieve goals. If a member fails to do their part, then all members will be affected.
- b. Individual responsibility: all learners in the group hold the responsibility to do the task that is their part and master all the material that must be learned;
- c. Face-to-face interaction: Although each group member works on his or her part of the task individually, some tasks must be done interactively with

³Djoko Apriono, "Implementasi Collaborative Learning dalam Meningkatkan Pemikiran Kritis MahaPeserta Didik," *Prospektus UNIROW* 7, no. 1 (2009): 13–20.

⁴Yudit A. Respati, "Collaborative Learning dalam Upaya Peningkatan Keaktifan Mahasiswa pada Proses Pembelajaran," *Jurnal Efisiensi* 17, no. 2 (2018): 17.

⁵Amalia Ayu Insani, M. Sugeng Sholehuddin, dan Abdul Khoir, "Pemikiran Konstruktivisme Jean Piaget dalam Pendidikan Islam," *Gudang Jurnal Multidisiplin Ilmu* 2, no. 1 (2024): 85.

⁶Tambak. (2017). Metode *Coopeative learning* dalam pembelajaran Pendidikan Agama Islam. *Jurnal Al- Hikmah*, 14(1), 3.

⁷H. Srivinas, *What Is Collaborative Learning?* (National Institute for Science Education, 2012), 1.

other members by providing reasoning, input, and conclusions related to the material studied, and more importantly, they can teach and support each other;

- d. Application of collaboration skills, where learners are encouraged and assisted to develop a sense of trust, leadership, decision-making, communication, and conflict management skills;
- e. Group process, where group members determine group goals, periodically assess what they have done as a group, and identify changes that must be made to carry out the next task more effectively.

Based on the theory, this research will use collaborative learning theory by referring to the five aspects above and linking it with learning outcome theory. Thus, this research will not only use the theory but will also see its effectiveness and relevance to learning outcomes, especially Arabic.

Learner learning outcomes are thought to be related to many factors, including internal factors and external factors. Internal factors such as motivation, confidence, perseverance, discipline, and others. While external factors such as teachers, family, community, curriculum, teaching facilities, media, learning methods, learning materials, environment, situation, and others. Based on the above findings, it is suspected that the increase in activity and learning outcomes of learners is greatly influenced by learning methods and the use of learning tools or media.⁸ Learning outcomes can be interpreted as an increase in learners, both in terms of knowledge, skills, and attitudes. The explanation is as follows:⁹

- a. Concept Understanding (cognitive), defined as the ability to absorb the meaning of the material or material learned. This understanding explains how much students can accept, absorb, and understand the lessons given by the teacher to students, or the extent to which students can understand and apply what is read, seen, experienced, or felt in the form of direct results carried out.
- b. Attitude (affective), according to Bloom, is not only a mental aspect but also includes aspects of physical response. So this attitude must be a compact between mental and physical simultaneously. If only the mental is raised, then the expected attitude development is not visible.
- c. Process skills (psychomotor): Process skills are skills that lead to the development of basic mental, physical, and social abilities as a driver of higher abilities in the individual. In practicing process skills, the desired attitudes are simultaneously developed, such as creativity, cooperation, responsibility, and discipline in accordance with the emphasis of the field of study concerned.

⁸Sunardi, "Upaya Meningkatkan Aktivitas Peserta Didik dan Hasil Belajar Bahasa Arab melalui Contextual Teaching and Learning," *Nusantara* 2, no. 3 (2022): 549.

⁹Ulfah dan O. Arifuddin, "Pengaruh Aspek Kognitif, Afektif, dan Psikomotor terhadap Hasil Belajar Peserta Didik," *Al-Amar* 2, no. 1 (2021): 3.

Based on previous research by Alan Wenaldi, Mohammad Firman Maulana, and Nurdiani entitled "Increasing student learning motivation with collaborative learning models in Arabic language subjects at Madrasah Tsanawiyah Fajrul Iman,"¹⁰ problems found by Muslim Iqbal Ramadhan and Hari Setiadi in their research entitled "Teaching Methods and Student Interest in Improving Student Learning Outcomes,"¹¹ as well as research by Yayah Robiatul Adawiyah with the title "Implementation of Collaborative Learning." In Improving Maharoh Kitabah of Madrasah Aliyah Students,"¹² there is a point of similarity between the background of the problems in some of these studies with the issues found by the author, namely regarding the urgency of selecting learning methods to be used by teachers.

This research will provide answers about whether there is a significant influence of collaborative learning in improving learning outcomes, especially Arabic learning outcomes in class IX MTsN 3 Palu City. So that the main formulation of the problem in this study is, "Is there a significant influence of collaborative learning on the learning outcomes of Arabic language students in class IX MTsN 3 Palu City?"

Method

The approach used in this research is quantitative. Quantitative analysis is a statistical method based on statistical, mathematical, or numerical analysis of data sets. So that when the author uses this method, it will be measurable or numerical.¹³ Quantitative research is research that seeks to reveal symptoms thoroughly through data collection in the field. When viewed from the type of data of this research, namely field data that tries to reveal how much influence collaborative learning has on Arabic learning outcomes in class IX MTsN 3, Palu City.

The design in this research is descriptive statistics; descriptive analysis design is a method that helps describe, show, or summarize data in a structured way. Refers to a statistical description that provides an understanding of the details of the data by summarizing and finding patterns from a particular data sample.¹⁴ This design aims to examine in depth the object under study. The research location is one of the most important parts in terms of research, because it is a very basic object, while this research took place at MTsN 3 Palu City.

¹⁰Alan Wenaldi, M. F. Maulana, dan Nurdiani, "Meningkatkan Motivasi Belajar Peserta Didik dengan Model Pembelajaran Collaborative Learning pada Mata Pelajaran Bahasa Arab di Madrasah Tsanawiyah Fajrul Iman Patumbukan Deli Serdang," *Jurnal Thausiah* 10, no. 2 (2022).

¹¹M. R. Ramadhoni dan H. Setiadi, "Metode Mengajar dan Minat Peserta Didik dalam Meningkatkan Hasil Belajar Bahasa Arab," *Jurnal Penelitian dan Pendidikan* 1, no. 2 (2016): 225.

¹²YR. Adawiyah dan L. Jennah, "Implementasi Pembelajaran Kolaboratif dalam Meningkatkan Maharoh Kitabah Peserta Didik Madrasah Aliyah," *Jurnal Educatio* 9, no. 2 (2023): 779.

¹³Sofwatillah, Risnita, M. Jailani, dan S. Saksitha, "Tehnik Analisis Data Kuantitatif dan Kualitatif dalam Penelitian Ilmiah," *Journal Genta Mulia* 15, no. 2 (2024): 83.

¹⁴Ibid.

The variables in this study consisted of one independent variable. Independent variables are variables that affect or cause changes or the emergence of dependent variables.¹⁵ The independent variable is collaborative learning, and the dependent variable in this study is Arabic learning outcomes.

The research population is a group of people, objects, or things that are the source of sampling. The population is the whole subject of research; it can be people or regions.¹⁶ In this case the population is a generalization consisting of objects or subjects that have certain quantities and characteristics set by researchers to study and then draw conclusions.¹⁷

The population in this study was students of class IX MTsN 3 Palu City, with a total of 100 students, consisting of 20 students of class IX A, 19 students of class IX B, 22 students of class IX C, 19 students of class IX D, and 20 students of class IX E.

To facilitate the research process, the authors took a research sample. Samples in quantitative research are defined as part of the population selected and determined for analysis, with the aim that the results can be generalized to the research population.¹⁸ Sampling techniques in a study are called sampling techniques. The sampling technique that will be used in this study is purposive sampling. Purposive sampling is one of the sampling techniques that is often used in a study by taking samples that have certain characteristics or properties.

The criteria formulated by the author are based on the learning outcomes of students in the previous semester. From these results, it will be considered to see which class will be the research sample and is appropriate both in terms of conditions, enthusiasm of students, and other considerations.

Sampling in this study uses the Slovin formula, as follows:

$$\begin{aligned} n &= \frac{100}{1+100(0.05)^2} \\ &= \frac{100}{1+100(0.025)} \\ &= \frac{100}{1+2.5} \\ &= \frac{100}{3.5} \\ n &= 28.57 \end{aligned}$$

¹⁵Ulfa Rafika, "Variabel Penelitian dalam Penelitian Pendidikan," *Al-Fathonah* 1, no. 1 (2021): 345.

¹⁶Rifa'i Abu bakar, *Pengantar metodologi penelitian*. (Yogyakarta : Suka press, 2021), 58.

¹⁷Sugiyono. *Metode Penelitian Kuantitatif*. (Bandung: Alfabeta, 2018), 130.

¹⁸ PG. Subhaktiyasa, "Menentukan Populasi dan Sampel: Pendekatan Metodologi Penelitian Kuantitatif dan Kualitatif," *Jurnal Ilmiah Profesi Pendidikan* 9, no. 4 (2024): 2724.

From this value, it is rounded to 29 so that the total sample in this study is 29 students.

Based on the determination of the number of samples using the Slovin formula, a sample size of 28.57 was obtained, which was rounded up to 29 students. Based on the criteria that have been formulated, the authors chose students of class IX B and IX C as the research sample. Since the 29 students were divided into two classes, the author used a proportional approach to ensure balanced representation in determining which students would be sampled from each class, thereby avoiding bias.

It is known that the number of eligible students in both classes is 41, with 20 students in class IX B and 21 students in class IX C, and the sample required in this study is 29.

Class IX B = $20 : 41 \times 29 = 14.14$ (rounded to 14 students)

Class IX C = $21 : 41 \times 29 = 14.85$ (rounded to 15 students)

From the results of the proportional distribution calculation, it was found that for class IX B, the number of students who became the sample was 14 people, and for class IX C, it amounted to 15 people.

In this study, data collection was carried out by distributing questionnaires to assess the effect of collaborative learning, and tests were used to assess the learning outcomes obtained by students on Arabic learning materials. The questionnaire made by the author amounted to 27 statements with answer options using a Likert scale, namely, strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1).

Table 1. Research instruments

Variabel	Indicator	Instruments
Collaborative learning methods (X)	Positive interdependence	questionnaire
	Individual responsibility	
	Face-to-face interaction	
	Collaboration skills	
	Group process	
Arabic learning outcomes (Y)	Understand the social function, text structure, and linguistic elements (sound, words, and meaning) of simple texts related to the theme.	Test (multiple choice and translating words)

 رأس السنة الهجرية

 Analyze ideas from simple texts
related to the theme.

 Test
(Complete the
sentence)

 رأس السنة الهجرية

 Present the results of the analysis of
ideas from simple texts related to
the theme.

 رأس السنة الهجرية

The formulation of the questionnaire instrument has been adjusted to the level of junior high school students, both in terms of understanding and language style. The learning outcomes test made by the author in this study consists of 30 questions, consisting of 10 multiple-choice questions, 10 questions to translate into Indonesian, and 5 questions to complete the sentence. The questions were taken from the textbooks used by teachers at the school so that students were able to recognize the material given. The answer key for the test given to students is as follows:

- **Multiple choice**

- | | |
|------|-------|
| 1. B | 10. C |
| 2. D | 11. B |
| 3. B | 12. D |
| 4. D | 13. B |
| 5. B | 14. C |
| 6. D | 15. B |
| 7. C | |
| 8. D | |
| 9. B | |

- **Translating words**

- | | |
|----------------------------------|-----------------------------|
| 1. Hijrah/berpindah | 6. Menjaga, Menyimpan |
| 2. Meninggalkan | 7. Tahun |
| 3. Menahan, mencegah, mengalangi | 8. Menilai |
| 4. Menyelamatkan | mengevaluasi |
| 5. Melemparkan, membuang | 9. Ceramah |
| | 10. Memperingati, menyimpan |

- Complete the sentence.

1. تَرَكَ
2. الْهِجْرَةُ
3. يَوْمُ الْهِجْرَةِ
4. حَفَظَ
5. الْمُحَاضَرَةُ

The data analysis used is quantitative analysis, which is the process of analyzing data in the form of numbers using statistical calculations to measure the effect of collaborative learning methods on the learning outcomes of Arabic language students in class IX MTsN 3 Palu City by using SPSS as a measurement tool.

The data analysis used in this study is a simple linear regression test, which of course first conducted a validity test to see the validity level of the instrument prepared and several classical assumption tests as a prerequisite test in simple linear regression, which means that several tests must be met first, namely normality, linearity, and homogeneity tests.

Research using a quantitative approach is research that aims to test the hypothesis that has been formulated. The hypothesis in this study consists of an alternative hypothesis (H_a) and a null hypothesis (H_0). The alternative hypothesis is that there is a significant influence between the two variables, and H_0 states that there is no significant influence.

This study uses a level of significance (α) or a significance level of 0.05 (5%). This level is often used for research related to education.

Findings and Discussion

This research took place at MTsN 3 Palu City, with a population of 100 students. The distribution of research instruments was carried out twice on the Arabic learning schedule in each class. The first instrument distributed to students was a questionnaire to assess the effect of collaborative learning and afterwards, in the form of a test, to measure the learning outcomes of Arabic language learners.

After conducting a series of field data collections, the author tabulates. The stages of data analysis are as follows:

a. Validity Test

The validity test in this study was carried out using the expert judgment technique. Validity test in a study relates to the extent to which the instrument that has been prepared can make measurements of research questions or

statements accurately in assessing the intended construct.¹⁹ The experts in this study consisted of two, namely Arabic learning material experts and learning method experts. The first validity test was carried out with the results of 26 statements submitted for testing. There were 2 invalid statements and suggestions from experts to add the number of statements, then revise and test the validity again, so that in the questionnaire instrument, there were 27 valid statements.

For the validity test, the test was carried out once by an expert on Arabic learning material because, based on the expert's assessment, the instrument that the author had prepared was proven valid and could be used for the data collection process.

b. Normality Test

The normality test aims to test the level of normality of the data in the correlation of two variables. The normality test used in this study is Shapiro-Wilk, where the data is normal if $\text{sig} > 0.05$. Based on the results of the SPSS output, it is found that the normality test results on Variable X (collaborative learning) have a sig value of 0.150, where $0.150 > 0.05$, and the significance value on variable Y data (learning outcomes) is $0.121 > 0.05$. Based on theory, if the test results of the data that come out are greater than 0.05, then the data is normally distributed, or it can be said that the data meets the normal distribution assumptions.²⁰

c. Linearity Test

The linearity test is used to determine whether the relationship between the independent variable and the dependent variable is linear or not. Based on the results of the linearity test that has been carried out, it is found that the significance value of deviation from linearity is 0.472. If the sig value is > 0.05 , then there is a linear relationship between the dependent variable and the independent variable. The use of deviation from linearity is because the value in DFL allows more accurate and sensitive results to linearity in testing research instruments, which will increase the reliability of the research measurement results.

d. Homogeneity test

This test is used to determine whether some population variants are the same or not. In this study, the homogeneity test will be carried out using the Levene test. The results are 0.870 for variable X and 0.630 for variable Y. Where it can be seen that the value is greater than the predetermined significance value,

¹⁹Susanto P,C. & Arini, D, dkk. (2024). Konsep penelitian kuantitatif : Populasi, sampel, dan Analisis Data (Sebuah tinjauan pustaka). *Jurnal ilmu Multidisiplin*, 3(1), 9.

²⁰Isnaini, M. Afgani, M, W. dkk. (2025). Teknik Analisis data uji normalitas. *Jurnal cendekia ilmiah*, 4(1), 1380.

the data is homogeneous. The Levene test is commonly used for research with one-way analysis of variance.²¹

After conducting tests on instruments and various classical assumption tests, the next stage of data analysis is carried out to test the effect of the two variables.

Table 2. Simple linear regression test results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficient	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.492	6.313		1.187	.246
	Collaborative learning	.764	.060	.925	12.663	.000
a. Dependent Variable: Hasil belajar						

Table 3. R-value test results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.925 ^a	.856	.851	3.581
a. Predictors: (Constant), Collaborative learning				
b. Dependent Variable: Hasil belajar				

From the output, the coefficient of determination (R^2) is 0.856, which implies that the effect of the independent variable (collaborative learning) on the dependent variable (learning outcomes) is 85.6%, while the remaining 14.4% is influenced by other variables.

From the results of the data test conducted, the regression equation $Y = 7.492 + 0.764$ is also obtained, where the value of 7.492 explains that if there is no collaborative learning variable that affects Arabic learning outcomes, then the learning outcomes obtained are 7.492. While the value of 0.764 means that if the collaborative learning variable increases by one unit, the Arabic learning outcomes will increase by 0.764.

²¹R. Sianturi, "Uji Homogenitas sebagai Syarat Pengujian Analisis," *Jurnal Pendidikan, Sains, Sosial, dan Agama* 8, no. 1 (2022): 392.

Judging from the data, the significant value is 0.000, where $0.000 < 0.05$, so it can be stated that there is a significant influence between variable X (collaborative learning) and variable Y (Arabic learning outcomes).

Overall, using the theory of Hari Srivinas regarding the application of collaborative learning, the author considers that this method is effective to be used as one of the learning methods, especially in learning Arabic. This is evidenced by the scores obtained showing numbers that tend to be high and complete based on the KKM limits that have been formulated by the school.

Learning outcomes are defined as changes experienced by students both in terms of cognitive and affective, based on tests that have been carried out using instruments that are guided by the theory of Hari Srivinas. It is assessed that the collaborative method has an effect on improving learning outcomes, both cognitively and in the development of skills possessed by students.

Some research related to this research is research by Alan Wenaldi et al., the second research by Yayah Robiatul Adawiyah and Lailatul Jennah, and other research by Muslim Iqbal Ramadhoni and Hari Setiadi with the title "Teaching methods and students' interest in improving Arabic learning outcomes." Of the three studies that have results that are in line with the results of the research the authors conducted, namely that the use of various learning methods such as collaborative learning methods can improve student learning outcomes.

In this study, the author also provides research limitations, namely, the value of 85.6% that has been obtained shows the magnitude of the effect of using collaborative learning in learning. The 14.4% can come from various factors that are not discussed in the research that the author conducted. In addition, this figure shows the amount of influence of learning outcomes obtained by using collaborative learning methods only. It can be a possibility that the results obtained change according to the learning methods used by the teacher in the future.

Conclusions

Based on the results of the data test carried out, it can be concluded that there is a significant influence on the research entitled "The effect of collaborative learning on the learning outcomes of Arabic language learners in class IX MTsN 3 Palu City." From the results of data processing that has been collected, it can be concluded that variable x has a significant effect on Arabic language learning outcomes.

The amount of influence of collaborative learning on Arabic learning outcomes is 85.6%, while the remaining 14.4% is influenced by other factors that are not the focus of this study.

From the results of all tests conducted, it can be concluded that if collaborative learning is used in an education unit, it can improve student learning outcomes, especially in Arabic language learning.

In addition, further implementation for teachers and educational institutions to develop and pay more attention to the selection of methods to be used in the learning process, based on this research, the collaborative learning

method can be used as one of the methods of choice to increase learner involvement, which can improve the learning outcomes obtained at the end of learning.

Educational institutions can use these findings as a basis for developing further support programs in a more focused academic process, which can assist learners in overcoming challenges in learning Arabic, including increased motivation and understanding of the concept of learning and teaching processes that occur in educational settings.

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