

The Application of The Numbered Heads Together Learning Method to Improve Learning Outcomes in Arabic Vocabulary at Al-Mizan Institute of Modern Islamic Education

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Abstract: This study is a Classroom Action Research (CAR) consisting of four stages: planning, implementation, observation, and reflection. The research also employs a descriptive approach, illustrating how the learning method is applied in the classroom and the outcomes obtained. Based on the test results from the first cycle, the highest pre-test score was 90, and the lowest was 20, while the highest post-test score was 100, and the lowest was 40. In the second cycle, the highest pre-test score was 65, and the lowest was 25. The highest post-test score was 100, and the lowest was 45. The most decisive results are the average test scores and the normalised gain (N-Gain). In the second cycle, the average pre-test score was 47.5 and increased to 92.7 on the post-test, yielding an average N-Gain of 0.9 and an N-Gain percentage of 87.6%, whereas in the first cycle, the average N-Gain was 0.4 with an N-Gain percentage of 44%. This indicates that the researcher's use of the cooperative learning model "Numbered Heads Together" has been effective, according to the normalised gain (N-Gain) standard. These results demonstrate that the "Numbered Heads Together" cooperative learning model can improve student achievement, particularly in learning Arabic vocabulary.

Keywords: Numbered Heads Together, Arabic Vocabulary Learning, Learning Outcomes.

Abstrak: Penelitian ini merupakan Penelitian Tindakan Kelas (CAR) yang terdiri dari empat tahap: perencanaan, pelaksanaan, observasi, dan refleksi. Penelitian ini juga menggunakan pendekatan deskriptif, menggambarkan bagaimana metode pembelajaran diterapkan di kelas dan hasil yang diperoleh dari penelitian ini. Berdasarkan hasil tes dari siklus pertama, skor pra-tes tertinggi adalah 90, dan yang terendah adalah 20, sedangkan skor pasca-tes tertinggi adalah 100, dan yang terendah adalah 40. Pada siklus kedua, skor pra-tes tertinggi adalah 65 dan terendah adalah 25. Skor pasca-tes tertinggi adalah 100, dan yang terendah adalah 45. Hasil yang paling menentukan adalah nilai tes rata-rata dan perolehan yang dinormalisasi

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(N-Gain). Pada siklus kedua, skor pra-tes rata-rata adalah 47,5 dan meningkat menjadi 92,7 di pasca-tes, menghasilkan rata-rata N-Gain 0,9 dan persentase N-Gain rata-rata 87,6%, sedangkan pada siklus pertama, rata-rata N-Gain adalah 0,4 dengan persentase N-Gain 44%. Hal ini menunjukkan bahwa model pembelajaran kooperatif "Numbered Heads Together" yang digunakan oleh peneliti telah efektif sesuai dengan standar peningkatan normalisasi gain (N-Gain). Hasil ini menunjukkan bahwa model pembelajaran kooperatif "Numbered Heads Together" dapat meningkatkan prestasi siswa, terutama dalam belajar kosakata bahasa Arab.

Kata kunci: Kepala bernomor bersama, pembelajaran kosakata bahasa Arab, hasil pembelajaran.

Introduction

Anyone who cares about education hopes that students will achieve their best results in line with their abilities; however, students do not consistently achieve all desired outcomes. Some of the factors in this case are internal to the student and external to it. However, every student can improve their results by receiving assistance to the best of their ability. Moreover, support from the approach, methods, materials, or tools appropriate to the type of learning problem the student has.

Education is a complex process comprising interrelated aspects. Therefore, to make education innovative and accessible, teachers must be proficient in teaching and counselling (Melissa, 2026). However, to develop an effective process, it is necessary to align with existing culture and resources to create educational aids and a source of helpful information.

The teaching and learning processes are superior to all other educational processes in the school; therefore, the success in achieving educational goals depends on the quality of teaching and learning. The teaching and learning process has four components: the goal, the material, the method, and the research.

When learning occurs, interaction takes place between students and the environment. The educational aspect relates to the teacher's quality in organising the class. The teacher who directs himself as the sole source of information in the sense that he has given the learning environment is uncomfortable. Because he did not encourage students to learn through activity, this is akin to separating students from their original

home: he makes the material nonoriginal (according to the teacher's interpretation), and the student accepts everything the teacher has ever given.

According to Horn, a vocabulary is the set of words that constitute a language. Their acquisition is important for understanding these four skills, as Vallet noted that individuals' understanding of these skills is related to vocabulary comprehension and may help explain the decline in vocabulary scores (Junha, 2006).

Lie argued that the strategy of overlaying numbered heads modifies Spencer Kagan's strategy, which facilitates the division of differences or loops, thereby helping students take responsibility for their own learning and participate with their peers. This style is identical across all lessons and levels (Lie, 2016).

Vocabulary is a set of words used by a person. Its meaning is defined in the Indonesian Dictionary of the Indonesian Language, which states that vocabulary is the words found in a language: a vault of words, a word, or a soil of letters that have meanings and translations. The inference is that vocabulary is the set of words used by a person, whether orally or in writing. It has the intended meanings and the translation itself, without being compounded by another word (Dhu al-Hanan, 20016).

Regarding the previous data, the researcher wanted to research the topic of "Applying the Learning Method of Overlaying Numbered Heads Together to Improve the Result in Learning Arabic Vocabulary for the Fourth Thousand Semester at Al-Mezan Institute for Modern Islamic Education Rankasptung" because the researcher believed that this strategy can improve students' comprehension of Arabic vocabulary and improve their results. According to Slavin, the strategy he developed is identical to meeting the demands of seminar participants.

Research Method

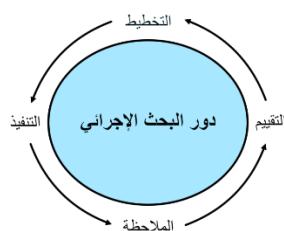
This research is a field study employing action research to identify and address real-world problems that improve classroom learning. This research provides specific information on how the use of numbered heads improves fourth-grade students' achievement at Al Mezan Institute for Modern Islamic Education in learning Arabic vocabulary.

This research also employs a descriptive approach, detailing how the instructional method is taught in the classroom and examining the resulting outcomes. This action

research helps someone overcome problems and achieve goals within an ethical framework agreed upon between the teacher, the students, and the researcher.

In this paper, the researcher employed the procedural research method initiated by Kurt Lewin, and the classroom method employed is the superposition of numbered heads. Kurt Lewin first developed the idea of action research after World War II to address social problems. Kurt Lewin proposed four stages in the implementation of procedural research: planning, implementation, observation, and evaluation.

As shown in the following picture:



Picture 1. Procedural research

Research and discussion results

Research Thesis

1. Learning Phase of the First Cycle

a) Planning Phase

In this planning stage, what the researcher did was prepare the research class, plan the learning using the numbered head overlay learning model, plan the learning implementation, discuss with the teacher, prepare learning resources, prepare learning materials, prepare the pre- and post-test for the first course, prepare the note sheets and prepare the photocopier. The Arabic vocabulary learning material used by the researcher in the first course was titled "Public Places and Profession".

b) Procedure Stage

Prior to applying the Numbered Heads Overlay learning method, the researcher administered a pre-test in each cycle of fourth-quarter A to assess students' initial abilities before the material was submitted. The KKM (Minimum Completion Criteria) goal set by the researcher is in line with the school's KKM goal, which is to achieve a score of 70, with a graduation goal of 80%.

This learning process takes place in several stages. In the initial stage, the teacher opens the lesson with a recitation of a prayer, then distributes the pre-test questions to the students. After students complete their work and return it to the teacher, the teacher encourages and then explains the learning objectives. In the next stage, the teacher divides the students into several groups, each comprising 4-5 members. The teacher explains the procedures for implementing the Numbered Heads Overlay Learning Method (NHT), then distributes numbered headbands to each student to wear and connects them to their headbands. The teacher invites students to pay attention to the vocabulary material on the blackboard, listen to the teacher's explanation, and then copy it into their notebooks. In the next stage, the teacher assigns an assignment to each group. They must work together on the discussion, and the teacher states that each group member must know and understand the answer. Once finished, the teacher will read several questions related to the learning material and then call students' numbers at random, inviting some students to answer based on the results of their group discussions. After the student responds to the teacher's question, the teacher provides the necessary conclusions and corrections to the student's answer. The teacher then assigns grades or group points based on the accuracy of the students' answers. The teacher awards each group words of praise and gifts to the group that has demonstrated active learning and achieved the highest scores. The teacher then allows students to ask questions that require further clarification regarding the material presented. Next, the teacher provides students with sufficient time to prepare before the post-test at the end of the learning cycle. The teacher concludes the lesson by distributing post-test papers to students to assess their understanding of the material studied, then collects them. The teacher concludes the lesson by offering advice and then recites the closing prayer.

The researcher faces a challenge during the learning process: some students still do not know how to search for vocabulary in dictionaries; therefore, the researcher must provide guidance and assistance.

c) Observation Phase

The implementation of the observation phase (i.e., monitoring) was concurrent with the action phase. The following are the results of the researcher's observations during a learning process in the first course:

1) Observation Results for Students in the First Course

Table 1. Observation Sheet of Student Learning Activity Cycle-1

| No | Aspect Observed | Description |
|--|--|--|
| 1. Pre-Learning | | |
| | Students' Seating | Students sit at their respective desks before the teacher divides them into groups for learning. |
| | Readiness to receive learning | All students are ready to follow the lesson with dictionaries and stationery, but some did not bring the required equipment. |
| 2. Initial Learning Activity (Introduction) | | |
| | Apperception/Motivation | Most students listen, but a small portion of them appear not to be paying attention. |
| | Listening to the explanation of the competencies to be achieved | Students pay attention to the teacher's remarks, but they appear less interested because the teacher continues to use the whiteboard as usual. |
| | Paying attention to the teacher's explanation regarding the material on the whiteboard | Some students can answer the teacher's questions, whereas others cannot because they do not yet understand the material. |
| | Answering questions posed by the teacher during the explanation | Students follow by reading what is on the whiteboard, but a small number appear indifferent and do not follow the others. |
| 3. Core Learning Activity | | |

| No | Aspect Observed | Description |
|----|---|---|
| | Problem Presentation | Each group works seriously to address the questions posed by the teacher, although some remain unenthusiastic about participating in the discussion. |
| 4 | Data Collection and Number Calling | |
| | Gathering Information | Each student in the group searches for Arabic vocabulary to construct proper sentences by consulting the dictionary with their group members. After finishing, the teacher randomly calls a number, and the student with the same number in each group provides the answer to the question. |
| | Interaction between the teacher and students regarding the Numbered Heads Together method | The teacher serves as a facilitator, directing and providing opportunities for every student to learn actively with their peers in the group. |
| | The teacher is calling student numbers randomly to answer questions | The teacher calls numbers at random, and the called students bring their notebooks containing their discussion results with friends and appear more prepared to answer questions. |
| | Process Evaluation | |
| | Answering questions and responding to teacher corrections | Students can answer the teacher's questions well, but some are not yet proficient. The teacher provides corrections for their mistakes, but some students do not |

| No | Aspect Observed | Description |
|--|---|--|
| | | record the corrections in their incomplete answers. |
| | Group Cooperation | Only a few students appear to work more effectively together to produce more accurate answers. Many other students wait for answers from their friends and tend not to help. |
| Use of Media/Learning Resources | | |
| | Student interaction with the media used by the teacher | There is no specific interaction between students and the learning media, as the media consist only of dictionaries, books, and a whiteboard. |
| 4. | Final Learning Activity (Closing) | |
| | Student participation in delivering conclusions about the lesson material | There are two groups capable of concluding the use of each vocabulary word in the presented material. |

2) First Cycle Student Learning Outcomes

The use of the numbered-heads overlay in learning Arabic vocabulary is intended to improve students' scores relative to the minimum standard (KKM) of 70. To know the difference between the result of learning from Arabic vocabulary in the pre-test and the post-test in the first and second cycles, it is calculated using the natural gain and can be seen in the following Table:

$$N \text{ Gain} = \frac{\text{Skor Posttest} - \text{Skor Pretest}}{\text{Skor Ideal} - \text{Skor Pretest}}$$

In order:

High Gains : > 0,7 (N-Gain)
Moderate gains : 0,3 < (g) < 0,7

Low gains : $(g) < 0,3$

No increase: $g = 0,00$

That there is a decrease: $-1,00 < (g) < 0,00$

The criteria for determining effectiveness are as follows:

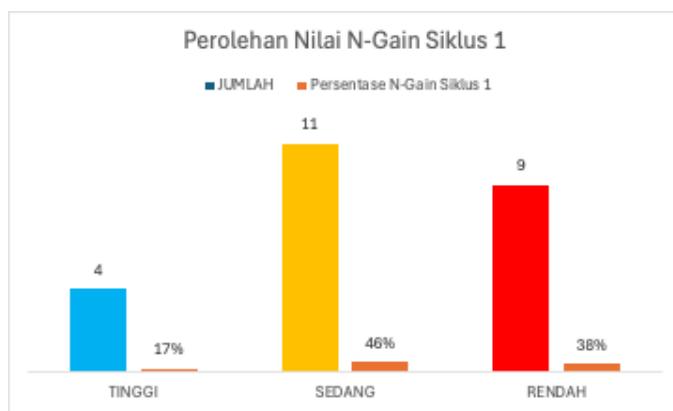
< 40% : Ineffective

40 – 55%: Less effective

56 – 75%: Moderately effective

> 76% : Effective

Picture 2. Learning Outcome for the First Course



Based on the students' learning outcomes from the first cycle, learning still needs improvement, as many students received below-average scores: 9 students scored below 38% in normal learning, and 11 scored 46%. Four students got a high score of 17%. Apart from that, the average pre-test score in the first cycle was 57.1, and the average post-test score was 73.8. Of the students who aimed to achieve up to 80%, only 71% scored above KKM, and 29% scored below KKM. The method's effectiveness in the first course remains in the ineffective category, with 13 of 24 students (54%). Therefore, the process of learning Arabic vocabulary using the overlay learning model of numbered heads should continue in the second cycle to achieve the goals you want to achieve.

Reflection Stage

Based on the results of data analysis and evaluation in the first course, the overlay learning model did not improve student learning outcomes. The teacher assesses that the groups should be heterogeneously divided so that all groups have approximately the same abilities, thereby increasing overall student enthusiasm. The teacher should be more creative in presenting learning materials through other educational media to enhance the class's energy and enthusiasm. Therefore, there must be another stage in the

implementation of learning, which is the second cycle, to be able to improve students' learning outcomes and achieve them according to the identified indicators.

Learning Phase for the Second Cycle

The learning phase of the second cycle continues from the first cycle. The learning objectives have not yet been achieved during implementation; both were present in the first cycle but showed limited development.

d) Planning Phase

This phase was the same as in the first cycle; the difference is that, in the second cycle, the researcher aims to make the method of overlaying the numbered heads more salient. The researcher prepared five envelopes containing questions that the group leader would later select. The researcher then prepared a projector for the video materials (which were only in the first round of the board), a blackboard for the group's results, and audio recordings for each round, dividing them into three engaging and challenging rounds for the students to compete in.

Procedure Stage

The phase being implemented is similar to that in the first cycle, but with some modifications. The researcher is developing the "Numbered Heads Overlay" method to enhance student engagement by presenting it as a game. At the beginning of the lesson, the teacher divides the students into five groups, each containing 4-5 students. The number 1 from each group is then chosen as the group's leader and proceeds to select the question envelopes, accompanied by playful music. Afterwards, students sit with their groups on the floor, open the envelope, read the vocabulary, search for their meanings, form simple sentences from it, and memorise them. The teacher then asks students to focus on the display screen to watch an animated video in Arabic while they search for the meanings of the vocabulary in their context. After watching the video, the teacher gives students a few minutes to discuss the meanings of Arabic vocabulary in their groups and to form and memorise simple sentences. When the time is up, the teacher calls out numbers at random, and representatives from each group must step forward to provide answers to the vocabulary items required by the teacher, accompanied by music. Students who give correct answers receive points, whereas those who answer incorrectly do not, thereby encouraging greater preparation when called.

After all the numbers have been called out and the questions have ended, the teacher presents a sheet of 20 words on the screen that the groups must memorise within a few minutes, accompanied by music that promotes a calm, focused atmosphere. When time is up, the teacher begins by presenting the meanings of the first 10 words to each group, then the last 10 words in the challenge round. The group with the highest points is the winner. After the lesson, the teacher asks the students to sit in an orderly manner and then distributes a final test to assess the success of the learning process.

Observation Phase

This observation phase is conducted concurrently with the implementation/action phase. The following are the results of the researcher's observations during the education process in the second cycle:

Observation Results for Students in the Second Cycle

Table 12. Notes Sheet of the Second Session of the Students' Learning Activity

| No | Aspect Observed | Description |
|-----------|---|--|
| 1. | Pre-Learning | |
| | Students' Seating | Students sit at their respective desks before the teacher divides them into groups for learning. |
| | Readiness to receive learning | All students are ready to follow the lesson with dictionaries and stationery, but some did not bring the required equipment. |
| 2. | Initial Learning Activity (Introduction) | Implementation of "Numbered Heads Together" Learning Model |
| | Apperception/Motivation | Most students listen, but a small portion of them appear not to be paying attention. |
| | Listening to the explanation of the competencies to be achieved | Students pay attention to the teacher's remarks, but they appear less interested because the teacher continues to use the whiteboard as usual. |

| No | Aspect Observed | Description |
|---|---|---|
| | Paying attention to the teacher's explanation regarding the material on the whiteboard | Some students can answer the teacher's questions, whereas others cannot because they do not yet understand the material. |
| | Answering questions posed by the teacher during the explanation | Students follow by reading what is on the whiteboard, but a small number appear indifferent and do not follow the others. |
| 3. Core Learning Activity | | |
| | Problem Presentation | Each group works seriously to address the questions posed by the teacher, although some remain unenthusiastic about participating in the discussion. |
| Data Collection and Number Calling | | |
| | Gathering Information | Each student in the group searches for Arabic vocabulary to construct proper sentences by consulting the dictionary with their group members. After finishing, the teacher randomly calls a number, and the student with the same number in each group provides the answer to the question. |
| | Interaction between the teacher and students regarding the Numbered Heads Together method | The teacher serves as a facilitator, directing and providing opportunities for every student to learn actively with their peers in the group. |
| | The teacher is calling student numbers randomly to answer questions | The teacher randomly calls numbers, and the students who are called bring their notebooks containing their discussion results with friends and appear more prepared to answer questions. |
| Process Evaluation | | |

| No | Aspect Observed | Description |
|--|---|--|
| | Answering questions and responding to teacher corrections | Students can answer the teacher's questions well, but some are not yet proficient. The teacher provides corrections for their mistakes, but some students do not record the corrections in their incomplete answers. |
| | Group Cooperation | Only a few students appear to work more effectively together to produce more accurate answers. Many other students wait for answers from their friends and tend not to help. |
| Use of Media/Learning Resources | | |
| | Student interaction with the media used by the teacher | There is no specific interaction between students and the learning media, as the media consist only of dictionaries, books, and a whiteboard. |
| 4. | Final Learning Activity (Closing) | |
| | Student participation in delivering conclusions about the lesson material | There are two groups capable of concluding the use of each vocabulary word in the presented material. |

Second Cycle Student Learning Outcomes

To find out the difference in the data of the results of learning Arabic for students (pre-test and post-test) in the first and second sessions, it is calculated using the natural gain (N-Gain), which can be seen in the following Table:

Picture 2. Learning Outcome for the Second Cycle



Based on the students' learning outcomes in the second cycle, there was an improvement: 20 students achieved a high N-gain of 83%, three students achieved an average N-gain of 13%, and one student achieved a low N-gain of 4%. In addition, the average pre-test score in the second cycle was 47.5, whereas the average post-test score was 92.7. Among his success goals was an 80% success rate. In this second cycle, the percentage increased to 96%, leaving only 4% of students with scores below the minimum proficiency standard (KKM). The effectiveness of the method in the second cycle was 87.6%, indicating that the 'numbered head overlay' learning model was rated effective. Therefore, it can be said that the process of learning Arabic vocabulary using the 'Numbered Heads Overlay' learning model achieved sufficiency in the second cycle, as it showed improved results and achieved the desired learning goal.

Hence, the researcher can observe the difference and clear improvement between the average value of the adjusted increase (N-Gain) in the first and second cycles, where the score was 4.0 for the first cycle and 9.0 for the second cycle, as well as the effectiveness rate of the first and second cycles, which witnessed an improvement from 44% in the first cycle to 87.6% in the second cycle. These results demonstrate that teaching Arabic vocabulary using the 'numbered head overlay' method employed by the researcher was effective and improved students' learning outcomes, as specified by the criteria for the corrected increment. That is, the natural gain (N-Gain) and the indicators of success have been achieved.

1. Reflection Stage

Based on the results of the analysis and evaluation of the data in the second cycle, it was concluded that the application of the 'Numbered Heads Overlay' learning model contributed to the improvement of students' learning outcomes, as the results were achieved according to the identified indicators. Accordingly, there is no need for further action at the next session. The proposed solution for future actions is to improve and maintain the 'numbered head overlay' learning model used by the researcher.

2. Achieving data validity

To ensure data accuracy, the researcher employed triangulation. Triangulation in a credibility test is the process of examining information from multiple sources using different methods and at different times. In addition, the researcher conducted a careful

review of the data collected during the study to minimise errors and ensure accuracy and completeness.

3. Data Analysis

The data analysis phase involved a thorough review of data from multiple sources, followed by repeated re-examination until the data were entirely accurate.

4. Research Thesis Explanation

In this study, the researcher intends to apply the 'Numbered Heads Overlay' learning model in Grades 4-10 at the Al Mezan Institute of Modern Islamic Education High School in Rangkasbitung. Numbered head overlay is a collaborative learning method designed to increase student engagement in group discussions. This method enables all group members to actively participate in problem-solving and in answering questions posed by the teacher, thereby making the learning process more engaging and interactive. Before applying the 'numbered head overlay' method, the researcher observed the target row. Based on the researcher's observations, the learning process in Arabic focused more on the teacher's lecture method, which made students less active and bored. In addition, one reason for low learning outcomes and students' lack of interest is the lack of creativity in the use of teaching aids.

After the researcher applied the 'Numbered Heads Overlay' learning model and made observations through observation sheets and interviews with the teacher and students, the results showed that the students liked the learning process using the 'Numbered Heads Overlay' method and based on the results of observation during the learning process, it was shown that the students were more active and did not feel bored during the learning process.

Based on the first-cycle test results, the highest pre-test score was 90, and the lowest was 20. The highest post-test score was 100, and the lowest was 40. In the second cycle, the highest pre-test score was 65, and the lowest was 25. The highest post-test score was 100, and the lowest was 45. The most specific score was the average score of the test and the adjusted increase (N-Gain)., where the average score of the pre-test in the second cycle was 47.5 and increased in the post-test to reach 92.7, which led to the achievement of an average of natural gain (N-Gain) of 0.9 and an average of natural gain (N-Gain) of 87.6%. In contrast, in the first cycle, an average of natural gain (N-Gain) of 0.4 and a natural gain ratio (N-Gain) of 44% were achieved. This means that the

'numbered head overlay' collaborative learning model used by the researcher was effective according to the Corrected Increment (N-Gain) criteria.

These results prove that the 'Numbered Heads Overlay' collaborative learning model can improve students' performance, especially in learning Arabic vocabulary.

Conclusion

The researcher conducted a study on the application of the cooperative learning method 'Numbered Heads Overlay'. First, the learning method used in the fourth thousand chapter of the Arabic language lesson is the lecture method, i.e. the traditional method only. This is what causes boredom among students in class. Second, the 'numbered head overlay' learning method has steps, which are:

1. Setup
2. Forming groups
3. Discussion of the problem
4. Presenting the Conclusion
5. Providing Recognition

Third, based on the researcher's data collection and the test results (pre-test and post-test).

This research is expected to provide benefits to all educational institutions in Indonesia, so based on the research, clarification and discussion, the researcher makes the following recommendations to the interested parties:

1. For the Principal

The school principal must continue to promote student motivation to improve learning, both in Arabic and in other subjects, and provide facilities that support successful learning, thereby creating an effective, active, and meaningful learning environment.

2. For Teachers

Teachers should continue to foster creativity in the learning process and create an enjoyable learning environment so that students do not become bored or become bored quickly, and to increase their motivation towards learning.

3. For future researchers

Future researchers should undertake thorough preparation before conducting on-site research to ensure that more effective, higher-quality, and reliable data are obtained.

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