

The Dynamics of Implementing Guided Cooperative Learning in Nahwu Instruction at the Higher Education Level

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Abstract


In the era of modern learning, interactive dynamics have become an important aspect in creating an active and meaningful learning process. However, in Nahwu learning at universities, students often still show passive learning patterns with a dominance of one-way lecture methods. This condition hinders student engagement and conceptual understanding of Arabic grammar structure. This study aims to explain how the use of Guided Cooperative Learning (GCL) affects Nahwu lessons and how it makes classes more interactive. This study uses a qualitative descriptive method that focuses on one lecturer and 38 students in the fourth semester of the Arabic Language Education Program at UIN Palangka Raya. Information was collected by observing three in-depth class sessions, conducting detailed discussions, and reviewing lesson plans; then analyzed using the Miles and Huberman interactive model. The results of the study show that the use of GCL makes students more active in participating, interact more with each other, and understand i'rab better. The lecturer acts as the main guide in creating a classroom environment where everyone works together and thinks deeply.

Keywords: Cooperative Learning; Guided Cooperative Learning; Interactive Dynamics; Nahwu Learning.

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Introduction

In this age of globalization and rapid advancements in information technology, the educational landscape faces the challenge of shifting learning paradigms. Higher education institutions are required to be more than just centers for knowledge transfer, but also platforms for cultivating critical thinking abilities. As digital transformation and Society 5.0 progress, students are expected to engage actively in their learning journey, instead of passively receiving information.¹ However, what we observe in reality is that many learning processes in higher education, especially in Arabic language studies, are still heavily influenced by conventional and one-way methods. This situation results in low motivation and minimal engagement among students when it comes to understanding complex and theoretical learning concepts.²

One of the courses most significantly affected by this diminished level of interactivity is *Nahwu*, which is the area of Arabic linguistics that focuses on grammar rules.³ Although *Nahwu* is essential for understanding religious and classical texts, many students find it uninteresting and challenging.⁴ Many universities still teach *Nahwu* with traditional lecturing methods, which makes students less collaborative and engaged.⁵ However, active interaction between students and teachers, as well as among the students themselves, is very important for building meaningful understanding in language learning.⁶ This highlights the need for learning methods that can foster cooperative and interactive dynamics in the classroom.

Prior investigations have underscored the crucial role of collaborative learning as a method for improving student engagement and participation. Jigsaw and Group Investigation, two types of Cooperative Learning models, have demonstrated their effectiveness in enhancing

¹ N Ilahy, W. Q., Subali, B., & Widiarti, "Kajian Literatur Tren Penelitian Pengembangan Media Pembelajaran Interaktif Berbantuan Canva Pada Rentang Tahun 2020-2025," 2025, <https://Journal.Unpas.Ac.Id/Index.Php/Pendas/Article/View/23780/11968>; Izwita Dewi Et Al., "Implementasi Case Method Berbasis Pembelajaran Proyek Kolaboratif Terhadap Kemampuan Kolaborasi Mahasiswa Pendidikan Matematika," *Teorema: Teori Dan Riset Matematika* 9, No. 2 (2024): 261–76.

² Hendar Ibnu Hajar And Hendri Abdul Qohar, "Pendekatan Inovatif Untuk Mengatasi Tantangan Pembelajaran Nahwu Dan Sharaf Bagi Peserta Didik" 6, No. 6 (2024): 2995–3009.

³ Yayang Wiwik Fadilah And Siti Sulaikho, "Kelayakan Media Pembelajaran Ispring Suite Berbasis Android Pada Mata Pelajaran Nahwu Shorof," *Arabia* 13, No. 2 (2022): 315.

⁴ Fitri Nurhayati, "Pembelajaran Ilmu Nahwu Dengan Metode Qurani," *Al-Urmatul Wutsqo : Jurnal Ilmu Keislaman Dan Pendidikan* 1, No. 1 (2020): 1–4, <https://doi.org/10.62285/Alurwatulwutsqo.V1i1.4>.

⁵ Romadlon Khusnul Kirom, "Pengaruh Penggunaan Media Pembelajaran Interaktif Terhadap Motivasi Belajar Siswa Pada Mata Pelajaran SKI Kelas XI (Studi Kasus Di Kelas XI IPA Madrasah Aliyah 1 Kampar)," 2025.

⁶ Evika Sari, Bambang Eko Hari Cahyono, And Endang Sri Maruti, "Penerapan Model Pembelajaran Kooperatif Learning Tipe TGT Berbantuan Media Komik Digital Untuk Meningkatkan Hasil Belajar Siswa," *Prosiding Konferensi Ilmiah Dasar* 5 (2024): 21–30.

learning outcomes, teamwork abilities, and the social responsibility of students.⁷ This study highlights that incorporating Cooperative Learning, where lecturers act as facilitators offering focused guidance, has the potential to significantly improve learning effectiveness and boost student engagement across different higher education environments.⁸ Nonetheless, despite the extensive utilization of this methodology across various other domains and diverse categories, investigations specifically analyzing its implementation within *Nahwu* instruction remain exceedingly scarce.

These studies typically concentrate on different fields and online learning environments, with a primary emphasis on quantitatively measuring learning outcomes. There has been limited research into how dynamics are achieved in real-world situations, especially within higher education. Furthermore, the systematic integration of Cooperative Learning in *Nahwu* instruction within higher education institutions has not been extensively explored, notably concerning the model's approach to fostering academic interactions, emotional engagement, and collaborative intellectual pursuits among students during class sessions. This identified research gap emphasizes the significance of the present study. This research seeks to portray and scrutinize the implemented dynamics of Guided Cooperative Learning in *Nahwu* instruction at the tertiary level. The study's emphasis is directed toward understanding how cooperative strategies with explicit guidance are employed by instructors and perceived by students in the construction of meaningful and participatory learning interactions.

This research explores the implementation of a group-centered cooperative learning model that incorporates discussions and question-and-answer segments, with the lecturer taking on the role of a facilitator who guides and clarifies *Nahwu* material for students in the Arabic Language Education Study Program at UIN Palangka Raya. The subjects of this research include one lecturer responsible for the *Nahwu* course and 38 active fourth-semester students who are enrolled in the course during the 2024/2025 academic year. Participants were chosen using a purposeful sampling method, taking into account their relevance and direct

⁷ Khairil Anwar And Muhammad Zaky Sya'bani, "Penerapan Pembelajaran Kooperatif Tipe Jigsaw Berbasis Online Larning Untuk Meningkatkan Hasil Belajar Nahwu," *An Naba* 3, No. 2 (2020): 122–33; Euis Ernawati, "Penerapan Model Pembelajaran Kooperatif Tipe Group Investigation Dalam Pembelajaran Bahasa Arab Di Program Studi Pendidikan Agama Islam (PAI) STAI Syekh Manshur Pandeglang," *Attractive Innovative Education Jurnal*, 2024, <https://attractivejournal.com/index.php/aj/article/view/1240/1135>; Aidah Mifta Khurrosyidah Et Al., "Model Cooperative Learning Tipe Jigsaw Dalam Pembelajaran Nahwu: Sebuah Tinjauan Atas Temuan-Temuan Terbaru (2019-2024)," *Jurnal Al-Mashadir: Journal Of Arabic Education And Literature* 4, No. 1 (2024): 65–80.

⁸ Dewi Agus Triani, "Implementasi Strategi Pembelajaran Kooperatif (Cooperative Learning) Tipe Jigsaw Di Perguruan Tinggi," *Universum* 10, No. 2 (2016): 219–27.

involvement in the cooperative learning process. Lecturers were selected because they had experience with and consistently used Guided Cooperative Learning techniques. In contrast, students were selected because they actively took part in group discussions and question-and-answer sessions led by the lecturers. Even though the number of participants was small, the different levels of participation and backgrounds of fourth-semester students were thought to adequately reflect the general dynamics of using the cooperative learning model in higher education, especially in the context of *Nahwu* learning.

This research design adopts a qualitative method with the aim of thoroughly portraying the implementation process of the cooperative learning model in *Nahwu* lectures. This strategy allows researchers to examine the relationships between professors and students, as well as among students themselves, throughout the discussion and question-and-answer period. To ensure the data's validity and reliability, this research uses source triangulation and method triangulation strategies, which involve comparing the results of observations, interviews, and document analysis. Participatory observation was employed to obtain firsthand insights into the lecturer's instructional facilitation strategies and the collaborative interaction patterns manifested among students during group activities. Moreover, semi-structured interviews were administered to the lecturer and all participating students to elicit in-depth accounts of their experiences, perceptions, and reflections regarding the effectiveness of the implemented instructional model.

Furthermore, document analysis of the Semester Learning Plan (RPS), instructional materials, and the lecturer's reflective notes was conducted to evaluate the design and implementation of instruction and its alignment with the principles of Guided Cooperative Learning. This analysis links the pedagogical design with actual classroom practices, providing a more integrated understanding of the model's implementation. Data analysis followed Miles and Huberman's interactive model, comprising data reduction, data display, and conclusion drawing. Data derived from observations, interviews, and documentation were categorized to identify key themes related to the application of cooperative learning in *Nahwu* instruction. This process aims to reveal the supporting and inhibiting factors affecting the model's effectiveness, and to clarify how group interactions and lecturer guidance contribute to the enhancement of classroom learning dynamics.

Result and Discussion

Preliminary observations conducted in the fourth-semester Nahwu course of the Arabic Language Education Study Program at the State Islamic University (UIN) Palangka Raya indicated that classroom interactivity remained relatively low. Observations carried out from February to May 2025 across three separate sessions revealed that students tended to be passive, primarily listening to the lecturer's explanations without actively engaging in questioning or group discussions. Classroom interaction was predominantly one-directional and lecturer-centered, limiting opportunities for students to construct their understanding autonomously. These findings prompted the lecturer to adopt the Guided Cooperative Learning (GCL) approach as a more collaborative and participatory instructional strategy.

In implementing the Guided Cooperative Learning (GCL) approach, the lecturer organized students into eight small groups, each consisting of four to five members. Each group was assigned a specific *Nahwu* topic, such as the structure of *mubtada'*-*khobar* or the analysis of *maf'ul bih* functions, to be examined and discussed collaboratively. The lecturer provided clear and structured instructions regarding group procedures, role distribution, and time allocation for completing the discussion. Throughout the learning process, the lecturer actively moved between groups, offering additional guidance and ensuring that the discussions remained aligned with the instructional objectives.

Student responses to this approach are generally positive. Below are several direct quotes from the student interview results:

"When I study alone, I often get confused, but during group discussions, I understand because my friends explain things to me." Student A (Interview, April 10, 2025) "Our lecturer actively goes around the group and helps explain things if there's anything we don't understand. So the discussion doesn't stall." Student B (Interview, April 10, 2025) "Our group helps each other, and if we don't understand something, we usually just ask a friend or the lecturer." Student C (Interview, April 10, 2025) "At first, I was shy about speaking up, but after a few discussions, I gained courage and found that I understood things more quickly." Student D (Interview, April 10, 2025)

These excerpts indicate that the lecturer's facilitative role and the collaborative dynamics within the groups substantially support students' comprehension of the material.⁹ The course

⁹ Rizka Dhini Kurnia, Endang Lestari Ruskan, And Ali Ibrahim, "Pengembangan Model Pembelajaran Berbasis Cooperative Learning Dalam Meningkatkan Motivasi Belajar Mahasiswa Dan Peningkatan Mutu

instructor also emphasized in the follow-up interview that, “I not only gave directions at the beginning, but also listened and guided the group when they were having difficulties, so the discussion didn't stall midway.” Observations conducted during the course revealed that students became increasingly active in articulating i‘rab concepts to their peers and demonstrated greater confidence in using terms such as muftada, khabar, and maf‘ul bih. This behavioral shift reflects a transition from passive learning habits to a more collaborative learning orientation, wherein students engage directly in the construction of knowledge. These data reinforce the conclusion that the implementation of GCL enhances not only student engagement but also their conceptual understanding of *Nahwu*.¹⁰

Participatory observations conducted across three sessions indicated an overall increase in student participation and active engagement, as reflected in field notes and the researcher’s reflective records. Of the 38 students, 30 demonstrated notable changes in learning behavior, including more frequent questioning, responding to peers’ ideas, and voluntarily presenting their group analyses without prompting from the lecturer. Meanwhile, eight students showed minimal improvement. Follow-up interviews revealed that these students often lacked confidence in speaking before their peers and required additional time to grasp the complex concepts of *Nahwu*. These findings suggest that the implementation of GCL has a generally positive impact, despite individual variations in adaptability and academic confidence.

A comparison of the conditions before and after the implementation of GCL can be seen in the following table:

Interaction Aspects	Before GCL	After GCL
Student Participation	Low	High
Group Discussion	Almost none	Active and productive
Student-Lecturer Interaction	One-way, limited	Two-way, open
Understanding of Material	Slow and limited	Fast and deep
Role of Lecturers	Passive delivery	Active facilitators

Lulusan Alumni Fasilkom Unsi Berbasis E-Learning (Studi Kasus: Matakuliah Pemrograman Web),” *Jurnal Sistem Informasi (JSI)* 6, No. 1 (2014): 645–54.

¹⁰ Nia Ramadhani And Ryan Suhaditya, “Pengaruh Tugas Kelompok Terhadap Pemahaman Materi Perkuliahan Mahasiswa Di Perguruan Tinggi,” *Islamologi: Jurnal Ilmiah Keagamaan* 1, No. 2 (2024): 534–40.

The table indicates a substantial shift in interaction patterns following the implementation of GCL. Nevertheless, increased student participation does not necessarily ensure a deeper conceptual understanding for all participants. Analysis of the group assignments reveals that most students were able to present more systematic and logical i'rab analyses, articulate appropriate syntactic justifications, and relate grammatical functions across sentence elements. However, several groups remained focused primarily on verbal engagement rather than strengthening the linguistic rationale underlying their responses.

Analysis of interview and observation data indicates that the effectiveness of GCL is highly contingent upon the lecturer's ability to manage group dynamics. Key challenges include disparities in students' competencies, which may result in unequal participation, as well as minor conflicts arising from differing viewpoints. Time management also emerges as an issue, as group discussions often require more time than the allotted class period. The lecturer noted, "The greatest challenge is keeping all groups on task. Some groups spend too much time on a single sentence example, requiring intervention to help them move forward." Despite these challenges, the primary benefits of GCL are evident in the increased sense of shared responsibility, greater willingness to express ideas, and enhanced scientific communication skills among students in the context of *Nahwu* learning.

Overall, the findings demonstrate that the implementation of Guided Cooperative Learning in Nahwu instruction at UIN Palangka Raya positively influences interactive dynamics, student participation, and the depth of conceptual understanding. Students become more engaged in the construction of knowledge through collaborative activities and discussion. At the same time, the lecturer assumes a facilitative role in maintaining the focus and effectiveness of the learning process.¹¹ Nevertheless, the study acknowledges several limitations, including disparities in students' abilities, time constraints during implementation, and the need for some students to adjust to a more active learning approach. Thus, while GCL has demonstrated its effectiveness in fostering a more dynamic and collaborative learning environment, continuous guidance remains essential to ensure that all students equitably experience its benefits.

Guided Cooperative Learning and Activating Student Roles

¹¹ Siti Fadjarajani Et Al., *Dosen Penggerak Dalam Era Mbkm* (Pascasarjana Universitas Negeri Gorontalo, 2021).

The implementation of Guided Cooperative Learning (GCL) in Nahwu learning has had a significant impact in reactivating the classroom atmosphere, which previously tended to be passive. The results of this research show that students have become more active in the learning process, not only as recipients of information but also as active participants in group discussions.¹² Students are encouraged to explain, ask questions, and complete tasks collaboratively, thereby significantly increasing their involvement in the learning process.

This condition is in line with previous research highlighting that the cooperative learning approach, especially the Jigsaw model, can improve students' conceptual understanding and participation in Nahwu learning.¹³ In their research, students showed greater enthusiasm in understanding complex linguistic material when they worked in structured groups. This supports the finding that GCL can be an effective means of overcoming the lack of interaction and motivation to learn in conventional classrooms.

This finding is also relevant to the research purpose, which is to explore how the application of cooperative models can improve interactive dynamics and students' understanding of Nahwu. The application of GCL has been proven to provide space for students to learn actively through organized teamwork. This shows that GCL not only facilitates cognitive learning but also strengthens social interaction, which is an important foundation in collaboration-based learning.

The implementation of GCL not only impacts students' conceptual understanding of Nahwu material but also promotes the development of critical thinking skills. Students become more accustomed to analyzing contexts, making predictions, and drawing conclusions both independently and collaboratively. These skills are often overlooked in conventional learning, which places greater emphasis on memorization and one-way translation.¹⁴

In addition, the application of GCL in Nahwu learning has been proven to increase student motivation. When they are placed in structured groups and given shared responsibilities, a sense of ownership of the learning process grows.¹⁵ Each member feels their role is crucial

¹² Al Chudri, "Peningkatan Hasil Belajar Peserta Didik Menggunakan Model Kooperatif Tipe Numbered Head Together Pada Pembelajaran Pendidikan Pancasila Di Kelas Iv Sdn 10 Bandar Buat," *Pendas: Jurnal Ilmiah Pendidikan Dasar* 10, No. 02 (2025): 211–21.

¹³ Khurrosyidah Et Al., "Model Cooperative Learning Tipe Jigsaw Dalam Pembelajaran Nahwu: Sebuah Tinjauan Atas Temuan-Temuan Terbaru (2019-2024)."

¹⁴ Rizka Sari and Anwar Sidik, "Digital Media Innovation For Istima Teaching In Arabic Language Education: Literature Study," *Al-Himam: Jurnal Ilmu Ilmu Pendidikan Bahasa Arab* 4, no. 2 (2025): 40–72.

¹⁵ Musdalifah Musdalifah, "Implementasi Pembelajaran Kooperatif Dalam Meningkatkan Motivasi Belajar Siswa Di Madrasah," *Al-Miskawaih: Journal of Science Education* 2, no. 1 (2023): 47–66.

to the group's success, motivating them to participate more actively. This supportive learning environment makes students more enthusiastic about discussing topics, more persistent in completing assignments, and less likely to give up when faced with challenges. The sense of camaraderie built through group work provides positive energy that strengthens their learning enthusiasm and emotional engagement in understanding the complex Nahwu material.

In addition to strengthening cognitive aspects, the GCL approach also plays a significant role in fostering students' self-confidence and social responsibility. A more inclusive and supportive classroom environment makes students feel comfortable expressing the learning difficulties they face.¹⁶ This creates an open discussion space and encourages mutual support among students, making the learning process more vibrant and participatory.

Furthermore, the results of this study complement previous research, which shows that the Group Investigation model in Arabic language learning encourages students to design, investigate, and present information collectively.¹⁷ This parallels the finding that GCL fosters student initiative in understanding material through an investigative approach via group discussion. The two-way interaction that is formed, both between students and with lecturers, creates a dialogical and reflective learning atmosphere.

From a theoretical perspective, the success of GCL in enhancing student engagement reinforces the constructivist approach to learning, where knowledge is constructed through social interaction and direct experience. Practically speaking, instructors can adopt GCL as a permanent strategy in teaching Nahwu to prevent the classroom environment from becoming monotonous and one-sided. In addition to fostering more dynamic interaction, this approach also contributes to the development of students' soft skills, such as communication skills, responsibility, and the ability to critically articulate ideas.¹⁸

The Role of Lecturers as Facilitators in Building Interactive Dynamics

¹⁶ Edy Sulaiman and M Mansyur, "Pembelajaran Keanekaragaman Dan Keterampilan(Tinjauan Terhadap Model Pembelajaran Bahasa Yang Bersifat Inklusif)," *MAHAROT: Journal of Islamic Education* 6, no. 2 (2022): 2580–3999, <http://ejournal.idia.ac.id/index.php/maharot>.

¹⁷ Ernawati, "Penerapan Model Pembelajaran Kooperatif Tipe Group Investigation Dalam Pembelajaran Bahasa Arab Di Program Studi Pendidikan Agama Islam (PAI) STAI Syekh Manshur Pandeglang."

¹⁸ Irawan Irawan et al., "Analisis Peran Teknologi Dalam Meningkatkan Efektivitas Pembelajaran Kolaboratif Di Lingkungan Perguruan Tinggi," *Jurnal Review Pendidikan Dan Pengajaran (JRPP)* 7, no. 4 (2024): 16192–97.

The key to the successful implementation of Guided Cooperative Learning in this context lies in the active role of lecturers as facilitators. Lecturers are not only present as conveyors of information, but also as directors, mentors, and drivers of group discussions. In this study, lecturers monitor the progress of discussions, provide clarification on the material, and intervene appropriately when groups encounter deadlocks. This role creates a learning environment that is not only interactive but also focused.

The facilitative role of lecturers is key in the cooperative learning model, as active guidance is essential to ensure that group dynamics run effectively.¹⁹ Even in online learning, the success of cooperative strategies depends heavily on the lecturer's ability to divide responsibilities, motivate, and manage group work in a balanced and participatory manner. In Nahwu classes, the role of the lecturer as a facilitator has proven to be effective in avoiding individual dominance within the group and ensuring that all members contribute optimally. The relevance of this finding to the research question is clear, namely, how to improve two-way interaction in learning. With lecturers as facilitators, communication becomes more open. Students feel safe to ask questions, refute, or share their understanding. This creates a healthy and democratic classroom dynamic, where knowledge is built together, not just handed down from above.

The instructor's readiness in designing functional groups, including the division of roles and supervision of group dynamics.²⁰ The findings in this research reinforce the importance of the lecturer's role not only at the beginning of learning, but consistently throughout the process. When lecturers actively circulate and provide direct feedback, students feel supported and motivated to continue engaging in discussions.

Conceptually, this reinforces a humanistic and participatory approach to learning, in which lecturers act as learning partners who support student autonomy and exploration.²¹ The practical implication is the need for faculty training in group-based learning facilitation skills. This will enhance the quality of academic interactions, not only in Nahwu instruction but also in other Arabic language courses that require in-depth and analytical understanding.

¹⁹ Anwar And Sya'bani, "Penerapan Pembelajaran Kooperatif Tipe Jigsaw Berbasis Online Larning Untuk Meningkatkan Hasil Belajar Nahwu."

²⁰ Khurrosyidah Et Al., "Model Cooperative Learning Tipe Jigsaw Dalam Pembelajaran Nahwu: Sebuah Tinjauan Atas Temuan-Temuan Terbaru (2019-2024)."

²¹ Gede Agus Siswadi, "Education And Liberation: A Critical Study Of The Humanistic School Of Pedagogy," *Education, Character, And Humanistic Pedagogy*, 2024.

The success of Guided Cooperative Learning (GCL) is largely due to the ability of students to perform functional tasks efficiently. In the context of Nahwu learning at UIN Palangka Raya, the role of lecturers is not limited to delivering material, but also includes managing group dynamics, providing clear directions, and providing assistance during discussions. Lecturers ensure that each group works in accordance with the learning objectives and that every student has an equal opportunity to participate. This change has transformed the classroom into a center of interaction where students learn through collaboration rather than simply receiving information passively.

Providing gradual support to students is one type of effective facilitation. Lecturers do not just provide explanations; they encourage students to find understanding through questions and clarification of concepts. For example, students who are confused may ask questions such as “What is the function of this word in the sentence structure?” or “What is the relationship between *mubtada'* and *khobar* here?” This strategy not only strengthens Nahwu understanding but also develops critical and reflective thinking.

In addition, lecturers play an important role in creating a positive emotional atmosphere.²² Students feel valued because their opinions are conveyed in a constructive manner. This situation increases their confidence and self-awareness regarding the learning process. Students find it easier to express their ideas and participate in academic discussions when they can speak without interruption. This kind of environment increases emotional stability and improves the quality of interaction among students in the classroom.

Additionally, the facilitator strengthens the ability of the participants to maintain a balance between discussion topics and learning objectives.²³ Lecturers must be aware of the dominance or confusion of signs within the group and be able to bring the topic back to the right focus. In practice, this leads to high social and interpersonal communication skills. Lecturer readiness in examining the classroom environment is a contributing factor to productive cooperative learning and unstructured dialogue.

As a result, the role of a facilitator has an impact not only on the increase in student participation but also on the development of collaborative and reflective learning practices.

²² Muhammad Ibnu Wahyudin, Hilalludin Hilalludin, and Adi Haironi, “Peran Dosen Dalam Meningkatkan Motivasi Belajar Mahasiswa Sekolah Tinggi Ilmu Tarbiyah Madani Yogyakarta (STITMA),” *Dewantara: Jurnal Pendidikan Sosial Humaniora* 3, no. 3 (2024): 130–36; Joko Santoso, “Mengatasi Tantangan Keterlibatan Mahasiswa: Strategi Efektif Untuk Menciptakan Lingkungan Belajar Yang Menarik,” *Jurnal Ilmiah Kanderang Tingang* 14, no. 2 (2023): 469–78.

²³ Santoso, “Mengatasi Tantangan Keterlibatan Mahasiswa: Strategi Efektif Untuk Menciptakan Lingkungan Belajar Yang Menarik.”

Through these interactions, mahasiswa not only understand Nahwu concepts in a technical way, but they also learn how to communicate, cooperate, and work together. This facilitator can serve as a model for other Arabic language learners who require an analytical understanding. In this way, GCL can be implemented in a step-by-step manner as long as it is supported by dosen kesiapan to modify and enhance pedagogical effectiveness continuously.

Conclusion

The results of this study indicate that employing the Guided Cooperative Learning (GCL) approach in Nahwu coursework for fourth-semester students at UIN Palangka Raya has a notably beneficial effect on classroom interaction dynamics. Students became more involved in asking questions, offering feedback, and sharing ideas as a result of well-organized group discussions. They also showed a much deeper conceptual understanding of Nahwu material. A change from passive learning to active and collaborative involvement shows that students are better able to build knowledge on their own through connection and collaboration with peers. The instructor's function as a facilitator, guiding, watching, and assisting the flow of discussion, is shown to be crucial in maintaining the learning process's effectiveness and focus.

Besides improving cognitive skills and linguistic understanding, using GCL also strengthens students' affective and social characteristics, including self-assurance, accountability, and communication abilities. A cooperative learning environment promotes mutual support and critical discussion among students, making the learning process more engaging and significant. However, this study also recognizes constraints, such as differing degrees of engagement among group members and difficulties managing discussion time. As a result, adaptive support and facilitation tactics are needed to ensure that all students benefit equally from GCL. Overall, GCL can be seen as an effective and long-lasting pedagogical method in Nahwu education since it not only improves mastery of grammatical concepts but also develops students who are collaborative, reflective, and active in the learning process.

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