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THE COOPERATIVE LEARNING MODEL IN THE MUMAROSATUL LUGHAH PROGRAM TO ENHANCE STUDENTS' SELF-CONFIDENCE IN SPEAKING ARABIC

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Abstract

This study addresses the persistent issue of low self-confidence hindering Arabic speaking skills among students. It examines the implementation of the cooperative learning model within the Mumarosatul Lughah program at IAIN Datuk Laksemana Bengkalis. The research aims to: (1) analyze the model's execution, (2) identify its contribution to building self-confidence, and (3) reveal supporting factors and challenges. Employing a qualitative case study, data were collected through observation, interviews, and document analysis. Findings indicate the program successfully applies cooperative principles via heterogeneous grouping and collaborative activities like drama and speeches, with the lecturer as a facilitator. Results show significant improvement in students' self-confidence, evidenced by increased courage to perform and greater fluency. This improvement was facilitated by a psychologically safe environment, strong peer support, and constructive feedback. Key challenges included proficiency disparities and time constraints, while high student enthusiasm and creative freedom were major supports. The study concludes that cooperative learning in this program is an effective strategy for fostering a collaborative environment that boosts speaking confidence, underscoring the importance of integrating low-anxiety, practice-based collaborative approaches in language pedagogy.

Keywords: Cooperative Learning, Arabic Speaking Skills, Self-Confidence, Mumarosatul Lughah, Language Pedagogy

1. INTRODUCTION

Arabic language skills, especially speaking skills (maharah al-kalam), are essential competencies that must be mastered by students in the Arabic Language Education Study Program (PBA)(Sugirma et al., 2024). However, the main challenge often faced is the low level of self-confidence among students to speak Arabic in public, even tho they have basic abilities. research indicates a significant relationship between speaking competence and self-confidence among PBA students (Jannah & Rodiah, 2025). This low self-confidence can hinder the development of their communicative competence (Maulida et al., 2024).

To overcome these challenges, the PBA Study Program at IAIN Datuk Laksemana Bengkalis initiated the Mumarosatul Lughah Program as a flagship extracurricular activity. *This type of language extracurricular activity has been shown to improve speaking skills and enable active group interaction among learners* (Aini, 2025; Wahidah & Rosyadi, 2021). This program is designed by applying the cooperative learning model, which emphasizes active and collaborative learning within groups (Sarif et al., 2024; Yusri & Samin, 2024). Thru this program, students are grouped by class to prepare and showcase various arts and cultural activities, such as plays, speeches, poetry, and podcasts, entirely in Arabic.

Cooperative learning models have been widely recognized for their advantages in the context of language learning. Slavin (Farooq, 2020) states that this model can enhance social interaction, foster a sense of mutual support, and make learning more effective. Other research also shows its positive impact on increasing students' confidence in using a foreign language (Farooq, 2020; Joni & Nitiasih, 2017). In cooperative learning, students help each other, explain, and apply language skills in turn, creating a creative and innovative learning process (Satriadi, 2021).

On the other hand, self-confidence is a crucial affective aspect in language learning. Lauster (Maulida et al., 2024) defines self-confidence as an attitude or belief in one's own abilities that allows a person to act without excessive anxiety. In the context of speaking Arabic, high self-confidence encourages students to be more courageous in expressing their ideas despite linguistic limitations. Research in other fields, such as mathematics (Maulida et al., 2024)and citizenship (Wati et al., 2024), has proven the positive influence of cooperative models on developing students' self-confidence.

Based on this background, this study specifically examines the application of the cooperative learning model in the context of the Mumarosatul Lughah Program. Theoretically, research on the effectiveness of this model in increasing confidence in speaking Arabic at the university level is still limited. Therefore, this study aims to: (1) Analyze the implementation of the cooperative learning model in the Mumarosatul Lughah Program at the PBA Study Program, IAIN Datuk Laksemana Bengkalis; (2) Identify the contribution of the cooperative learning model in increasing students' confidence in speaking Arabic; (3) Uncover the challenges and supporting factors in implementing the model. The research findings are expected to contribute theoretically to the development of Arabic language learning methods and have practical implications for the management of similar programs.

The *Mumarosatul Lughah* Program offers a unique context for addressing this gap because it integrates cooperative learning principles with authentic Arabic communication activities through drama, speeches, poetry, podcasts, and other collaborative performances. Unlike conventional classroom learning, the program emphasizes continuous interaction, peer collaboration, and experiential language practice, which are expected to strengthen students' confidence in speaking Arabic. Therefore, investigating this program is important not only to evaluate its effectiveness but also to provide empirical evidence on how cooperative learning can be implemented in extracurricular Arabic language education. The findings are expected to enrich the literature on Arabic language pedagogy and provide practical recommendations for higher education institutions seeking to improve students' communicative competence through collaborative learning environments.

Another important aspect that distinguishes this study is its focus on exploring the learning process rather than merely measuring learning outcomes. This research investigates how cooperative learning creates opportunities for students to develop self-confidence through collaborative interaction, shared responsibility, continuous speaking practice, and constructive peer feedback within the *Mumarosatul Lughah* program. By examining these processes in an authentic extracurricular setting, this study provides a deeper understanding of the pedagogical mechanisms that support the development of students' Arabic speaking confidence. Consequently, the findings are expected to extend the existing literature on cooperative learning in Arabic language education and offer practical insights for designing student-centered language programs that promote both linguistic competence and affective development.

2. METHODOLOGY

This research employs a qualitative approach with a case study design to explore the implementation and impact of the cooperative learning model within the natural context of the Mumarosatul Lughah Program (Creswell & Poth, 2016; Yin, 2018). This design was chosen to gain an in-depth and contextual understanding of the phenomenon under study, without manipulating or intervening with the subjects (Lincoln & Guba, 1985; Tisdell et al., 2025). Participants were observed in naturalistic conditions throughout the program (Creswell, 2009).

Participant (Subject) Characteristics

The research participants are active students from the Arabic Language Education Study Program (PBA) at IAIN Datuk Laksemana Bengkalis who are registered as participants in the Language Practice Program during the odd semester of the 2024/2025 academic year. The inclusion criteria for participants are: (1) registered as a PBA student for at least three semesters; (2) actively participated in at least three consecutive meetings of the Mumarosatul Lughah program; and (3) willing to provide informed consent to participate in the study. There are no restrictions based on gender, age, or GPA. From that population, purposive sampling was used to select key informants. The final sample consisted of 15 students who volunteered, ensuring representation from various semester levels (3, 5, and 7) and initial Arabic language proficiency (basic, intermediate, and advanced) based on faculty assessment. Two program supervisors were also interviewed as supporting informants.

Research Procedures and Instruments

The research was conducted from August to November 2025, following one full cycle of the Mumarosatul Lughah Program, which is held regularly every two weeks. Data collection was conducted thru triangulation of the following techniques to ensure validity:

1. Limited Participant Observation: The researcher attended 6 program meetings as a non-participant observer. A structured observation guide was used to document group activities, interaction patterns (verbal and non-verbal), cooperative dynamics, and manifestations of student confidence (e.g., eye contact, body posture, fluency of speech, initiative). Field notes were made immediately after each observation.
2. In-depth Semi-Structured Interviews: Interviews were conducted with 15 students and 2 supervising lecturers after the program cycle ended. The interview protocol contains guiding questions designed to explore: (a) personal experiences within the group process, (b) perceptions of changes in self-confidence, (c) challenges encountered, and (d) evaluations of the facilitator's role. Each interview lasted 30-45 minutes, was recorded with the informant's permission, and then transcribed verbatim for analysis.
3. Document Study: Supporting documents were collected and analyzed to supplement the observation and interview data. These documents included: (a) program implementation schedules and guidelines from the coordinator, (b) participant attendance lists, (c) scripts/simple drafts of dramas and speeches created by the students, and (d) video recordings of performances (3 videos were randomly selected from different meetings for further analysis of language performance and attitudes).

Research Design

Data from the three sources were analyzed interactively using the Miles and Huberman (Miles, 1994) analysis model, which includes three concurrent activities:

1. Data Reduction: Raw data (transcripts, field notes, documents) were simplified thru an open coding process. Initial codes were grouped into broader themes (e.g., "role division," "peer support," "fear of being wrong," "increased fluency") using qualitative analysis software.
2. Data Presentation: The identified themes were then presented in the form of descriptive narratives enriched with direct quotes (thick description) from interview transcripts and observation notes to provide context and depth.
3. Drawing Conclusions and Verification: Initial conclusions were verified thru source triangulation (comparing data from students, lecturers, and observations) and method triangulation (comparing findings from interviews, observations, and documents). The final findings are presented as answers to the research problem statements. This analysis procedure ensures the reliability and confirmability of the research findings.

3. RESULTS AND DISCUSSION

Based on the analysis of observational data, interviews, and documentation, this study reveals three main findings regarding the implementation of the cooperative learning model in the Mumarosatul Lughah Program.

Findings

1. Implementation of Cooperative Learning Principles

This program consistently applies the core principles of cooperative learning. Grouping was done heterogeneously based on Arabic language proficiency levels, facilitating positive interdependence as observed in the dynamics of mutual assistance during the preparation of the drama script. Individual accountability is achieved thru the division of mandatory roles for each student, such as actor, moderator (mudī'), or vocabulary presenter. Intensive face-to-face interaction took place in the form of group exercises and discussions on material preparation. The role of the lecturer has completely shifted to that of a facilitator who only provides event greetings and feedback, rather than being a direct instructor. Table 1 summarizes the alignment of program activities with cooperative principles.

Table 1. Alignment of Mumarosatul Lughah Activities with Cooperative Learning Principles

Cooperative Learning Principle	Manifestation in the Program	Data Source
Positive Interdependence	Collaboration in drafting drama scripts; proficient students assisting beginners with dialogue pronunciation.	Observation, Interview MHS05, MHS12

Cooperative Learning Principle	Manifestation in the Program	Data Source
Individual Accountability	Each student holds a specific role in the performance (e.g., Actor 1, Poetry Reciter).	Role Allocation Document, Observation
Face-to-Face Interaction	Intensive group discussions and practice sessions outside formal hours to prepare performances.	Field Notes, Interview MHS08
Social Skills	Deliberation to assign roles; mutual reminders and support during performances.	Video Recording, Interview DOS01
Group Recognition	Appreciative feedback from the lecturer and audience applause concluding the performance.	Observation, Interview Transcript

Source: Authors' Data Analysis, 2025

2. Increased Confidence in Speaking

Increased Speaking Confidence Data shows a significant increase in students' speaking confidence, with key indicators being increased courage to initiate conversations and a decrease in linguistic anxiety. Fourteen out of fifteen informants stated that they felt more comfortable and less afraid of making mistakes when speaking Arabic in front of the class compared to before participating in the program. Observations documented an increase in the frequency of spontaneous verbal contributions from students who were previously quiet. Analysis of video recordings also showed increased eye contact and more open body language in the final performance compared to the initial performance. The main factors driving this increase are: (a) a threat-free learning environment due to the absence of numerical grades, (b) collective support from the group that reduces individual psychological burden, and (c) constructive feedback from lecturers that focuses on development, not mistakes.

3. Dynamics of Challenges and Supporting Factors

This program faces challenges but is supported by key factors. The main challenge is the skills gap, which sometimes leads to the dominance of fluent members, as one informant revealed: "Sometimes I feel inferior because my groupmates are already fluent, so I choose to stay silent" (MHS03 Interview). Another challenge is the limited preparation time and the tendency of a small number of members to be "free riders." On the other hand, the strongest supporting factors are students' intrinsic enthusiasm for creative activities, the freedom of expression provided, and the lecturer facilitation model that encourages independence.

The finding that a cooperative environment without summative assessment effectively boosts self-confidence strengthens the Affective Filter Hypothesis theory (Krashen, 1982).The low-anxiety environment in this program successfully lowered students' "affective filter," allowing for more optimal language acquisition. This aligns with the research by Siddique et al. on the effectiveness of cooperative learning in improving language achievement (Farooq, 2020), but our findings delve deeper into the psychological aspects by demonstrating the mechanism of peer support as a buffer against anxiety.

Unlike some cooperative studies in formal classroom settings that use both individual and group assessments (such as STAD), the success of this program is precisely supported by the absence of numerical grades (Slavin, 2014). This suggests that in the context of advanced speaking skills training, a mastery orientation thru formative feedback may be more effective than a performance orientation with scores (Dewaele & MacIntyre, 2014). This finding provides a new perspective on the application of the principles of positive interdependence and individual accountability, which in this context are fulfilled thru social recognition and moral responsibility toward the group, rather than thru a points system (Gillies, 2016; Johnson & Johnson, 2017).

The significance of this finding extends beyond the context of Arabic language learning (Condliffe, 2017). The Mumarosatul Lughah model shows that a collaborative creative project-based approach can serve as a prototype for teaching productive skills (such as speaking and writing) across various disciplines that require courage in expression (Lee et al., 2025). This program proves that building psychological safety in the learning environment is a critical prerequisite before other pedagogical interventions can be effective (Frazier et al., 2017). The implication is that curriculum design needs to consider low-stakes but high-engagement learning spaces like this to build students' confidence foundation (Carless, 2016; Panadero et al., 2018).

The proposition that group work can reduce language anxiety (Dewaele et al., 2018; Horwitz et al., 1986) was proven in this study. However, the findings on the "free rider" challenge and the capability gap confirm that cooperative benefits do not occur automatically. Success heavily relies on the facilitator's skill in managing group dynamics and designing tasks that require the unique contributions of all members (Sweller et al., 2007). Thus, this study not only confirms the effectiveness of the cooperative model but also underscores the critical implementation conditions and designs for its success in the context of language learning(Ballinger & Sato, 2016).

Based on the research findings and discussion, it can be concluded that: First, the Mumarosatul Lughah Program has successfully implemented the cooperative learning model well thru heterogeneous grouping, practice-based collaborative activities (drama, speeches, etc.), the role of lecturers as facilitators, and a supportive qualitative assessment system. Second, the application of the model proved effective in increasing students' confidence in speaking Arabic, mediated by a safe learning environment, peer support, repeated practice, and constructive feedback. Third, the main challenges include skill gaps, time constraints, and uneven participation, but these can be overcome by supporting factors such as student enthusiasm, creative freedom, and the facilitating role of lecturers.

This research has practical implications for Arabic language teachers to design more collaborative and hands-on learning that minimizes assessment pressure. For institutions, programs like Mumarosatul Lughah need to be supported with adequate facilities and integrated more strongly into the curriculum. The theoretical implication is to strengthen the evidence that cooperative learning principles and the creation of a positive affective environment are key to success in learning foreign language productive skills, particularly speaking. For future research, it is recommended to test the effectiveness of similar programs using a quantitative or mixed-methods approach, as well as to explore other variables such as intrinsic motivation and language anxiety.

4. CONCLUSION

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