Effectiveness of Round Table Cooperative Learning Model in Enhancing Writing Skills among 2nd-Grade Students at Madrasah Mu'allimin Mu'allimat Sunan Drajat

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Abstract: The purpose of researchers in implementing the round table type cooperative learning model in increasing maharah kitabah is to teach students to be able to write Arabic properly and correctly, especially arranging words into perfect sentences and making perfect sentences from the available mufrodhat. This study uses a quantitative approach with a pre-experimental method, namely using one group pre-test and post-test design. The population in this study were 115 students of class II. While the sample was 21 students. The results of this study are: 1) the application of the round table type cooperative learning model in increasing the maharah kitabah which was carried out in 5 meetings, 2) There is a significant influence of the implementation of the round table type cooperative learning model in increasing the maharah kitabah for class. This is evidenced by the pre-test score with a total of 1310 with an average score of 62.38 and the post-test score with a total of 1775 with an average score of 84.52. So it is proven by an increase in the score of 465. This round table type cooperative learning model has a significant influence, this is evidenced by the t-count analysis which is higher than the t table at a significance level of 0.05 T distribution table, namely 10.018> 1.725, and at a significant level of 0.01, namely 10.018> 2.528. Like wise with the percentage value of the questionnaire calculation which amounted to 91% which means very good.

Keywords : *Round Table Cooperative Learning Model, Maharah Kitabah*

Introduction

The learning process is one of the efforts to achieve learning objectives. The learning process takes place in interactions between students and teachers using supporting components to achieve educational goals. During the learning process, students are required to study and understand the material and complete tasks assigned by the teacher. One of the tasks that students do is writing. Writing is an activity of pouring thoughts, ideas, and feelings into written language that serves as a tool for indirect communication (Imron Rosidi, 2011). Writing is considered an indirect communication tool because in a written text, the reader can receive a message or news so that the intended message can be understood. There are several elements of communication in writing, namely: (1) writing is a form of self-expression, (2) writing is something that is generally conveyed to readers, (3) writing is a rule and behavior, (4) writing is a learning process.

Learning is basically a process of adding new information and abilities. When we think about what information and abilities students should have, we also think about what strategies to use so that

everything can be achieved effectively and efficiently. Writing activities are widely used in education. Every subject certainly uses students' writing abilities. In addition, writing can help students practice thinking and expressing ideas, as well as help students solve problems. By writing, students can organize the subject matter they have obtained through the learning process into meaningful word arrangements. Writing at the elementary school level aims to discover or generate new ideas, practice organizing various concepts, help absorb and process information, practice active thinking through composing free essays, writing letters, writing reports, taking notes, and creating poetry (Al-Fuad, Zaki, 2018).

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The objectives of writing instruction according to Hasan Syahatah are as follows (Fajriyah):

1. To get students accustomed to writing Arabic correctly.

2. To enable students to describe something they see or experience accurately and correctly.

3. To train students to choose vocabulary and sentences that are suitable for the context of life.

4. To enable students to write Arabic texts accurately in various conditions.

5. To enable students to describe their ideas and thoughts freely.

The low writing ability of students can also be seen from the many studies that focus on writing skills. Some of the causes include: (1) lack of concrete examples, (2) low reading interest, (3) difficulty understanding the content of stories, (4) difficulty expressing ideas, and (5) lack of understanding of story sequences. The problems found in this study are that students are not yet able to write short stories by paying attention to the suitability of content with images, spelling, and punctuation, and story sequences. The causes of the problem include: (1) teachers' efforts to arouse students' enthusiasm for writing short stories are still lacking, (2) students' vocabulary enrichment is still limited, (3) student participation in the short story writing learning process is still lacking, (4) students are not serious about completing assigned tasks, and (5) low utilization of learning media as a support for learning activities. There are various types of research models, one of which is the cooperative learning model. Cooperative learning is a learning activity that involves students working in specific groups to achieve predetermined learning objectives. In completing group tasks, each student as a group member must work together and help each other to understand the subject matter. There are many types of cooperative learning models, one of which is the Round Table type.

The Round Table cooperative learning model is an activity that encourages students to think creatively by choosing options in groups, expressing their ideas in their own sentences, and training students to think carefully and patiently. The Round Table type is a learning model intended to give each group member the opportunity to contribute and listen to the views and ideas of other members.

Thus, the success of learning depends on the teacher's ability to deliver material effectively and choose the right learning strategy for students, so that the learning process can run smoothly. One way to create a comfortable and enjoyable learning atmosphere is through play-based learning. According to the Indonesian Dictionary (KBBI), playing means doing something that brings joy (using certain tools or not). Meanwhile, learning means trying to acquire knowledge or skills (Suyadi, 2009). Based on an interview with Mrs. Shoffy Af'idah, S. Pd. I, a teacher of Arabic at Madrasah Mu'allimin Mu'allimat Sunan Drajat, it was found that 2nd-grade students at the school face several difficulties in learning Arabic, especially those who previously did not attend MI. This is due to students' lack of knowledge about the importance of writing Arabic, as many students still struggle with writing Arabic or Imla', including arranging words into perfect sentences and creating perfect sentences from available vocabulary. Furthermore, the learning activities in class are also less effective and maximal, causing students to feel bored and unmotivated to learn Arabic, perceiving it as a difficult subject.

Therefore, the researcher wants to provide an innovation on improving Maharah Kitabah through the Round Table cooperative strategy, as many students are reluctant and lazy when asked to write Arabic words or sentences. By implementing the Round Table cooperative learning model, the

researcher hopes that students will be able to write or arrange sentences in Arabic correctly and accurately to avoid misunderstandings.

Referring to these problems, teachers need to take steps or strategies in teaching and learning with more precise and suitable techniques according to the conditions and needs of students so that the expected learning objectives can be achieved well. This initial condition becomes the basis for the researcher to use the Round Table cooperative learning model. This model is expected to bring students into a comfortable and enjoyable atmosphere, where they can express their opinions, ideas, and thoughts more freely. In the learning process, a teacher's exemplary behavior and sincerity will empower and inspire students to unleash their potential as learners.

Therefore, the researcher wants to provide an innovation on Arabic language learning using the Round Table cooperative learning model, which aims to improve students' skills not only in speaking but also in writing Arabic words or sentences correctly according to what they have spoken. Based on the explanations above, the researcher chooses the title "THE EFFECTIVENESS OF ROUND TABLE COOPERATIVE LEARNING MODEL IN IMPROVING WRITING SKILLS (MAHARAH KITABAH) AMONG 2ND-GRADE STUDENTS OF MADRASAH MU'ALLIMIN MU'ALLIMAT SUNAN DRAJAT BANJARWATI PACIRAN LAMONGAN IN THE 2024/2025 ACADEMIC YEAR"

Methodology

The research method that will be used by the researcher in this study is quantitative research. Quantitative research is a type of research that emphasizes the analysis of numerical data, which is processed using statistical methods. By using quantitative methods, significant differences between groups or relationships between variables can be identified.

This study uses a pre-experimental design, specifically the One-Group Pretest-Posttest Design. This design involves administering a pretest and posttest to compare scores before and after treatment, allowing researchers to determine the significance of the difference in scores after treatment. This design is useful for studying academic performance and determining the effectiveness of a particular treatment or intervention.

In this study, the population taken by the researcher is all 2nd-grade students of Madrasah Mu'allimin Mu'allimat Sunan Drajat Banjarwati Paciran Lamongan, totaling 115 students, while the sample consists of 21 students. In this case, the researcher uses purposive sampling, which aims to select subjects based on specific objectives rather than random or stratified sampling. An instrument is a tool used to collect data or information related to the research.

In this study, the researcher uses quantitative methods, and to analyze the data using experimental research data analysis, the technique used is percentage analysis of questionnaires.

Results and Discussion

This study aims to improve the writing skills (Maharah Kitabah) of 2nd-grade students at Madrasah Mu'allimin Mu'allimat Sunan Drajat Banjarwati Paciran Lamongan. This study consists of one independent variable and one dependent variable, namely:

1. Round Table Cooperative Learning Model (X)

2. Improving Writing Skills (Maharah Kitabah) (Y)

The data was obtained using quantitative methods through observation, interviews, tests, questionnaires, and documentation. Here is the presentation of data from the research results:

1. Observation

The data from the observation as secondary data will support the results of the primary data, namely the test results. To obtain information about the Arabic language learning process, specifically Maharah Kitabah, in writing Arabic dictation material using the Round Table cooperative learning model, observations were conducted by the observer. In this case, the researcher conducted several meetings with the students.

2. Interview

The researcher conducted an interview with the Arabic teacher of 2nd-grade students at Madrasah Mu'allimin Mu'allimat Sunan Drajat Banjarwati Paciran Lamongan. The interview was held to gather data or answers regarding the learning process of 2nd-grade students and their reactions after implementing the Round Table cooperative learning model to improve Maharah Kitabah.

The interview, conducted on Thursday, February 27, 2025, concluded that the implementation of the Round Table cooperative learning model effectively improved several aspects of learning, including:

- Increasing student interest in learning

- Enhancing student activeness

- Facilitating vocabulary learning

- Boosting student motivation and enthusiasm during Arabic language lessons

3. Test

To analyze the research results from the pre-test and post-test, the researcher used a pre-experimental design with a one-group t-test paradigm. The data analysis aimed to determine the

effectiveness of the Round Table cooperative learning model in improving Maharah Kitabah among 2nd-grade students at Madrasah Mu'allimin Mu'allimat Sunan Drajat Banjarwati Paciran Lamongan for the 2024/2025 academic year.

Based on the calculation of the percentage above, the researcher can conclude that the effectiveness of the Round Table cooperative learning model in improving Maharah Kitabah among 2nd-grade students at Madrasah Mu'allimin Mu'allimat Sunan Drajat Banjarwati Paciran Lamongan for the 2024/2025 academic year reaches 91%, which falls into the category of 81%-100% = Very Good.

Therefore, it can be concluded through the questionnaire data that there is a significant influence of the Round Table cooperative learning model in improving Maharah Kitabah among 2nd-grade students at Madrasah Mu'allimin Mu'allimat Sunan Drajat Banjarwati Paciran Lamongan. The percentage of the average student assessment shows that students are enthusiastic about learning.

Conclusion

Based on the data collection and analysis conducted by the researcher regarding the effectiveness of the Round Table cooperative learning model in improving Maharah Kitabah among 2nd-grade students at Madrasah Mu'allimin Mu'allimat Sunan Drajat Banjarwati Paciran Lamongan for the 2024/2025 academic year, the following conclusions can be drawn:

1. The implementation of the Round Table cooperative learning model in improving Maharah Kitabah among 2nd-grade students at Madrasah Mu'allimin Mu'allimat Sunan Drajat Banjarwati Paciran Lamongan was successful. The research was conducted over five meetings. In the implementation of the model, the researcher explained the material, grouped students into 4-5 groups, and guided them during discussions. Each group representative took an envelope containing cards and vocabulary related to occupations, and they competed to arrange the cards into perfect sentences. This activity aimed to help students master Maharah Kitabah in Arabic. The implementation of the model increased student enthusiasm, activeness, and motivation, making Arabic learning more engaging and enjoyable.

2. The effectiveness of the Round Table cooperative learning model in improving Maharah Kitabah among 2nd-grade students at Madrasah Mu'allimin Mu'allimat Sunan Drajat Banjarwati Paciran Lamongan was evident. The pre-test scores totaled 1310, with an average score of 62.38, while the post-test scores totaled 1775, with an average score of 84.52, indicating a significant improvement of 465 points. The implementation of the Round Table cooperative learning model had a significant impact on improving Maharah Kitabah among 2nd-grade students. This was supported by the results of the t-test analysis, which showed that the calculated t-value (10.018)

was higher than the t-table value at a significance level of 0.05 and 0.01 (1.725 and 2.528, respectively). Additionally, the percentage calculation of the questionnaire results showed a score of 91%, indicating a very good outcome.

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