



CIRC Type Cooperative Learning Model in Learning Arabic Rules

Received :	2 th November 2021	Revised :	22 th February 2022	Accepted :	24 th April 2022
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Abstract

Arabic rules are one of the elements of language other than sounds (al-Aswat) and vocabulary (al-Mufrodat) and are important in learning sentence structure in Arabic. Without it, Arabic would not be understood, because it could not determine subjects, predicates, objects, and descriptions. However, most students have difficulty in understanding it, in addition to many new terms that are unfamiliar when compared to terms in Indonesian or English also changes at the end of words (i'rob) whether the change is in the form of letters or letters. Based on that problem, the right learning model is needed in its delivery. This article will discuss one of the models for learning Arabic rules, namely the CIRC (Cooperative Integrated Reading And Composition) learning model. This article uses the Library Research method, with data sources in the form of books, and journals, both online and offline, to obtain information relevant to the problem discussed, especially to describe theoretical studies that have been determined. The findings of this article explain that the CIRC learning model is more appropriate in improving reading and writing skills because the rules of Arabic are only limited to being a medium, not a goal, learning it is more appropriate by using direct methods by providing exercises related to the number of sentences in Arabic. The implication of this article states that CIRC is one of the learning models that can be developed to achieve competency in understanding the Arabic rules of students.

Keywords: CIRC Type Cooperative Learning Model, Learning Arabic Rules, Cooperative Learning in Arabic Education.

Introduction

Arabic is one of the languages that is still used by humans and will remain in use as long as Muslims study the Qur'an and the hadith of the Prophet (peace be upon him) as a guide to their lives.¹ On the other hand, in the context of the globalized world, Arabic is also important to learn for the following reasons; Arabic is a language in great demand today, especially in Middle Eastern countries.² Arabic has become the *lingua franca* for 25 countries in the Middle East.³ In terms of the number of *native speakers*, Arabic ranks fifth out of 20 world languages. The ranking order is (1) Chinese with more than 1 billion native speakers, (2) English (more than 400 million speakers), (3) Spanish (about 250 million speakers), (4) Indian languages (about 200 million), and (5) Arabic (with more than 150 million speakers) In terms of its users as an official language (*lughah rasmiyyah*), Arabic ranks seventh (spoken by more than 170 million people) after English (ranked first because it is spoken by more than 1.5 billion people), Chinese (more than 1 billion), Indian languages (more than 700 million), Spanish (280 million), Russian (270 million), French (220 million). The data has also increased significantly, where at present, Arabic is the language spoken by more than 300 million people worldwide.⁴ Meanwhile, in terms of the number of countries that establish Arabic as an official language, Arabic ranks third after English and Spanish. Arabic also ranks fourth in terms of *prevalence* (distribution) of its users after Chinese, English, and Spanish).⁵

¹ MuhMuhbib Abdul Wahab, "Stigma Tak Logis Di Pernyataan Bahasa Arab Ciri-Ciri Teroris," *Republika*, n.d., <https://news.republika.co.id/berita/qz617f282/stigma-tak-logis-di-pernyataan-bahasa-arab-ciri-ciri-teroris>. Retrieved Saturday, October 21, 2023, at 8:00 AM.

² "10 Alasan Untuk Mulai Belajar Bahasa Arab Sekarang - Arab Academy," accessed November 6, 2023, <https://www.arabacademy.com/10-reasons-start-learning-arabic-right-now/>. Retrieved Sunday, October 15, 2023, at 9:15 AM.

³ Mustofa Abdurrahman, *Why Arabs Are Down* (Jakarta.: Kompas, 2022).2

⁴ "Why Study Arabic?," accessed November 6, 2023, <https://warwick.ac.uk/fac/arts/languagecentre/academic/arabic/whystudyarabic/>. Retrieved Sunday, October 15, 2023, at 9:15 AM.

⁵ Abdul Majid Al-Shaghir, *Al-Ma'rifah Wa as-Sulthah Fi at-Tajribah al-Islamiyyah*, 2010th ed. (Kairo: al-Hai'ah al-Mishriyyah al-'Ammah, 2010).

The ability to speak Arabic can provide advantages in many fields, such as business, engineering, medicine, non-profit, and international relations.⁶ After the tragedy of September 11, 2001, Arabic was among the most popular to learn in Western countries, especially America. Why? Because the American government in particular and the West in general point out that the human tragedy stems from the teachings of the Muslim holy book, the Qur'an, with Arabic as the language.⁷ All of this shows that Arabic in this era of globalization is still able to exist and even tends to experience significant development in non-Arab countries.

Theoretically, there are at least four orientations of Arabic language education as follows⁸1. Religious orientation, i.e. learning Arabic for understanding and understanding the teachings of Islam (*fahm al-Maqrû'*). This orientation can include learning passive skills (listening and reading, both referred to as receptive skills), and can also be learning active skills (speaking and writing, referred to as productive skills). 2. Academic orientation, i.e. learning Arabic to understand the sciences and skills of Arabic (*istima', kalam, qira'ah, and kitabah*). 3. Professional / Practical and Pragmatic orientation, namely learning Arabic for professional purposes, practical or pragmatic, such as being able to communicate orally (*muhadatsah*) in Arabic to be able to become a migrant worker, diplomat, tourist, trade mission, or to continue studies in one of the Middle Eastern countries, and so on. 4. Ideological and Economic Orientation, namely learning Arabic to understand and use Arabic as a medium for the interests of orientalism, capitalism, imperialism, and so on.

This orientation, among other things, can be seen from opening several Arabic language course institutions in Western countries.⁹ Although this orientation has begun to decline because, the physical activity of imperialism no longer exists and even if it is related to orientalism, this study is only limited to

⁶ "Seven Reasons Why Now Is the Time to Learn Arabic | American Councils," accessed November 6, 2023, <https://www.americancouncils.org/news/language-news/seven-reasons-why-now-time-learn-arabic>. Diakses pada minggu, 15 Oktober 2023, pukul 09.15.

⁷ Norshahril Saat, *Religious Authority and Institutions in Southeast Asia*, makalah disampaikan pada International Postgraduate Conference of Islamic Studies UIN SA, 2023.

⁸ Muhibb Abdul Wahab, *Epistemology and Methodology of Arabic Language Learning*, 2008th ed. (Jakarta: UIN Press, 2008). 76

⁹ Ubaid Ridlo, "Arabic in the Whirlpool of Globalization: Between Pesism and Optimism," *Ihya' al-Arabiyyah* Volume 2 D, no. No. 1 (2015).

deepening Islamic teachings to compare with similar concepts in the West without overthrowing each other let alone colonizing.

Arabic is a language with a rich history and culture, so learning it can help one understand and appreciate the contribution of Arabic culture to the development of the world.¹⁰ Arabic is an important language in international relations, especially in the Middle East and North Africa region. The ability to speak Arabic can help one build strong business relationships with people in wealthy Middle Eastern countries such as Qatar and the United Arab Emirates.¹¹ Moreover, Qatar can host the 2022 World Cup and the ¹² United Arab Emirates¹³ with several characteristics, the *Burj al-Khalifah* building is the tallest skyscraper in the world to date, and Emirates airline is one of the best airlines in the world. Of course, people hope to get the blessings of fortune from the two countries. Not to mention, the pilgrimage and Umrah, to the two holy cities, Makkah and Medina in Saudi Arabia¹⁴ are considered the largest "tourist" visits in the history of mankind beating religious tourism of other religions and this activity takes place every year with a very significant increase. Learning Arabic can help one to understand Arabic culture, including the religion of Islam, to broaden one's horizons and understanding of the world. The ability to speak Arabic can open up opportunities to travel and explore the world.¹⁵ Thus, learning Arabic can provide significant benefits to individuals in a global context, whether in terms of career, business relationships, or understanding of world culture and history. In daily

¹⁰ "Why Learn Arabic: The Economic Advantages | Superprof," accessed November 6, 2023, <https://www.superprof.com/blog/business-benefits-knowing-modern-standard-arabic/>. Retrieved Sunday, October 15, 2023, at 9:17 AM.

¹¹ "How Learning Arabic Helps You Learn about Arab Cultures? • Alif Arabic," accessed November 6, 2023, <https://alifarabic.com/how-learning-arabic-helps-you-learn-about-arab-cultures/>. Retrieved Sunday, October 15, 2023, at 9:18 AM.

¹² "Kucurkan Dana Terbesar Dalam Sejarah, Ini Alasan Qatar Jadi Host Piala Dunia," accessed November 6, 2023, <https://www.detik.com/edu/detikpedia/d-6423037/kucurkan-dana-terbesar-dalam-sejarah-ini-alasan-qatar-jadi-host-piala-dunia>. Retrieved Wednesday 18 October 2023 at 02:37 AM.

¹³ "10 Maskapai Terbaik Di Dunia, Asia Selalu Terdepan," accessed November 6, 2023, <https://www.cnbcindonesia.com/research/20230622113504-128-448272/10-maskapai-terbaik-di-dunia-asia-selalu-terdepan>. Retrieved Wednesday 18 October 2023 at 02:43.

¹⁴ "Mengintip Keuntungan Arab Saudi Dari Ibadah Haji, Indonesia Sumbang Berapa?," accessed November 6, 2023, <https://www.idxchannel.com/economics/mengintip-keuntungan-arab-saudi-dari-ibadah-haji-indonesia-sumbang-berapa>. Retrieved Wednesday 18 October 2023 at 02:50.

¹⁵ "Five Reasons Why You Should Study Arabic! -," accessed November 6, 2023, <https://blogs.bsu.edu/csh/2019/10/15/five-reasons-why-you-should-study-arabic/>. Retrieved Sunday, October 15, 2023, at 9:19 AM.

practice, the thing that is considered difficulty learning Arabic is the use of language rules, *nahwu shorof* not to mention *balaghoh*.¹⁶ Students also find it difficult to speak Arabic and are even embarrassed when the language is wrong in sentence structure.¹⁷ Among the mistakes that often occur include: structural errors, semantic errors, and errors in writing.¹⁸

The rules of the nahwu/shorof language are very concerned about changes in sentence patterns. Nahwu is very concerned about the relationship between the elements of quantity such as their relationship to *the tarakib* technique after understanding the sound system well, it is impossible to understand a word if it does not understand the sound system before, which will eventually understand a sentence pattern. This syntactic problem is not as severe as morphological problems. Some syntactic problems, including: 1. The difference in the number pattern in Arabic from the number pattern learned by students in other foreign language learning. Examples are in Arabic, and in other foreign languages (English). Using the verb to be (*am, is, are*): *Muhammad is Student*. Or Total Fi'liyah in Arabic: but in English, it does not begin with fi'il, although it remains the number of fi'liyah: *Muhammad came*. And so on. 2. I'rab or the characteristics of I'rab that are not found in other foreign languages, Give the impression of difficulty in understanding Arabic. 3. Differences in sentence structure with other languages. In Arabic, the *gandam* form is known while other languages, Indonesian and English only recognize the singular and plural forms. In the arrangement of verbal sentences, the predicate must match the subject in terms of gender. While in the nominal sentence pattern, the predicate must adjust in terms of gender and count.¹⁹ While in the study of shorof there are different studies, namely about *tashghir*, *ibdal*, *i'lal*, *idghom* and *tanwin*.²⁰

¹⁶ Melinda Yunisa, "Problems of Arabic Language Learning in Aspects of Nahwu and Sharaf Science in Class X Students of Madrasah Aliyah Jamb Laboratory," *Journal of Arabic Language Education and Islamic Culture AD-DHUHA* VOL 03, no. No. (2) (2022): 8.

¹⁷ Nurkholis, "Analysis of Language Errors in Arabic," *Al-Fathin* Vol. 1 Jan, no. Issue 8 (2018).

¹⁸ Aliyatul Wahidah, "Analysis of Language Errors in the Nahwu Exam for Class VII Students of SBM Ar Fachruddin Yogyakarta for the 2020/2021 Academic Year," *Journal of Arabic Language Education* Volume 4, no. No. 1 (2021): 58.

¹⁹ Sakholid Nasution, *Arabic Linguistics* ((Malang: Lisan Araby, 2017).

²⁰ Abdul Haris, *Basic Theory of Nahwu and Shorof* (Jember: al-Bidayah, 2017).

Ainul Yakin said that the problems of learning Arabic related to language are sound grammar, vocabulary, grammar, and writing.²¹ To overcome these challenges, appropriate strategies and efforts are needed, such as: Increasing students' appreciation and application of Arabic through more interactive and fun learning, Increasing understanding of *Ammiyah* Arabic, and integrating it in learning. Using appropriate learning methods, such as the CIRC model, to improve students' ability to understand Arabic rules. Using the right technology and learning media to facilitate online Arabic learning. Improve the quality of teaching and training of Arabic teachers to improve the quality of learning. Increase students' awareness and interest in learning Arabic through appropriate campaigns and programs. Thus, challenges in learning Arabic rules can be overcome with the right strategies and efforts, so that students can get optimal benefits from learning Arabic.

Learning models have an important role in the learning process, therefore, educators must be able to choose the right learning model to match the material to be delivered, so that learning is more effective and able to improve learning outcomes for students.

In the curriculum there are several aspects, one of which is the learning model, there are so many learning models that we know, one of which is the model CIRC type cooperative learning (*Cooperative Integrated Reading And Composition*). This type of learning model is a learning model with a group system, without distinguishing any element in students, either intelligence or gender.²²

Arabic rules (*Qowaid Lughoh Arabiyah*) are an element that must be learned in learning Arabic.²³ Arabic rules are the most important element in learning Arabic, in addition to vocabulary and sound, but in its implementation,

²¹ Ainul Yakin, "Problems of Arabic Language Learning," *Dirosat Journal of Islamic Studies* Volume 7, no. No. 1 June (2022).

²² Supangat, ... *Model Pembelajaran Kooperatif Tipe Circ (Cooperative Integrated Reading and Composition) Solusi Cepat Membaca Dan Menulis Kitab Kuning*, pertama (surabaya: CV. Global Aksara Pers, 2020).

²³ Ikhwani Nur Rois and Riska Izani, "IMPLEMENTASI ATH-THARIQAH AL-INTIQAIYYAH DALAM MEMAHAMI KAIDAH BAHASA ARAB BAGI PEMULA," *International Conference of Students on Arabic Language* 3, no. 0 (2019): 132–48.

many still use conventional learning models, so they tend to make students feel bored and make learning less effective.²⁴ Therefore, in learning the rules of Arabic, a relevant learning model is needed so that the presentation of the material can be conveyed well and more efficiently.

Method

Method What is used in writing this article uses a qualitative approach using a descriptive method. Data collection using literature review (*library research*) as a staple source. By collecting expert opinions and previous research related to the CIRC-type cooperative learning model. The results of this research can be used as a reference in the process of learning Arabic rules.

Results and Discussions

CIRC Type Cooperative Learning Model

CIRC is a type of learning model *Cooperative Learning*.²⁵ By using a grouping system, this learning model can make students active and make students actualize themselves in the form of small groups.²⁶ Because in small groups, students experience a social interaction between themselves and their group mates.

The CIRC-type Cooperative Teaching Model was developed in 1987 by Stevans, Salvin, Maden, and Farins.²⁷ The CIRC model was first applied in language learning. A broad and complete learning model in learning through writing and reading at basic to higher levels.

²⁴ Cahya Edi Setyawan Dosen STAIMS Yogyakarta, "PEMBELAJARAN QAWAID BAHASA ARAB MENGGUNAKAN METODE INDUKTIF BERBASIS ISTILAH-ISTILAH LINGUISTIK," *AL-MANAR: Jurnal Komunikasi Dan Pendidikan Islam* 4, no. 2 (December 1, 2015).

²⁵ Studi Perbedaan et al., "Studi Perbedaan Keefektifan Pembelajaran LC-5E Dan CIRC Terhadap Kemampuan Pemecahan Masalah Matematika," *Kreano, Jurnal Matematika Kreatif-Inovatif* 6, no. 1 (June 30, 2015): 26–33, <https://doi.org/10.15294/KREANO.V6I1.4452>.

²⁶ Yandry Niak et al., "PERBEDAAN HASIL BELAJAR SISWA PADA MODEL PEMBELAJARAN KOOPERATIF TIPE CIRC DAN MODEL PEMBELAJARAN KONVENSIONAL," *Journal of Honai Math* 1, no. 2 (August 27, 2018): 67–80, <https://doi.org/10.30862/JHM.V1I2.1040>.

²⁷ Titiana Nurjani Nasution et al., "Pengaruh Model Pembelajaran CIRC Dengan Strategi MURDER Terhadap Kemampuan Koneksi Matematis Peserta Didik Di SMA Negeri 1 Sungkai Utara," *Jurnal Cendekia: Jurnal Pendidikan Matematika* 5, no. 2 (July 16, 2021): 1992–2000, <https://doi.org/10.31004/CENDEKIA.V5I2.679>.

Implementation of the CIRC learning model in understanding Arabic language rules involves a series of structured steps to achieve learning objectives. Initially, focus is given to the preparatory stage, which includes selecting appropriate teaching materials and forming groups of students. In this phase, the roles and responsibilities of each group member are defined to ensure active and balanced involvement. This role determination becomes the basis for students to take part in integrated reading sessions as the second step.²⁸

The next step, namely the integrated reading session, involves groups of students in reading together Arabic texts. Through group discussions, they explore the general meaning of the text and analyze the rules that emerge. The focus in the third stage is on joint writing activities, where students jointly create content that applies the rules they have learned. Each group then presents their work, opening up space for feedback from the whole class.

It then involves individual and group reflection, providing opportunities for students to evaluate their learning and acknowledge each individual's contribution. The importance of cooperative principles is not only limited to learning, but is integrated into students' daily routines. Periodic evaluation and adjustments are the final steps to ensure continued improvement and development in implementing the CIRC model. Overall, this process is designed to create a learning experience that is collaborative, interactive, and comprehensive in understanding Arabic language rules.²⁹

In its implementation, the CIRC learning model has four steps *first*, the teacher randomly divides the groups by the number of each group of 4-5 people. *Second*, the teacher provides material in the form of reading text to each group to discuss and find the main idea in each reading then conclude using their language in front of their respective groups. *Third*, the group representative presented the results of his discussion in front of other groups with the guidance of the teacher.

²⁸ M. Masrur Huda et al., "Strategi Pembelajaran CIRC (Cooperative Integrated Reading and Composition Dalam Meningkatkan Pembelajaran Bahasa Arab Di MI Darul Ulum Tambak Osong)," *EDU-RELIGIA : Jurnal Keagamaan Dan Pembelajarannya* 4, no. 2 (September 2, 2021): 1–13, <https://doi.org/10.52166/EDU-RELIGIA.V4I2.3204>.

²⁹ Jurnal Pendidikan and Islam Al, "Penerapan Model Pembelajaran CIRC (Cooperative Integrated Reading And Composition) Untuk Meningkatkan Kemampuan Membaca Dan Menulis Siswa Pada Mata Pelajaran Kitab Kuning Di Pondok Pesantren," *Al-I'tibar : Jurnal Pendidikan Islam* 2, no. 1 (August 1, 2016): 124–42, <https://doi.org/10.30599/JPIA.V2I1.181>.

Fourth, in closing, the teacher gives a conclusion, as well as gives *Rewards* to students for their learning achievements, and do not forget to motivate to continue to be enthusiastic about learning.³⁰

Understanding Arabic Rules

Every learning process in every institution, certainly does not always run perfectly. Every institution will be faced with some problems in the learning process, especially in the process of learning Arabic rules, many students are less interested in learning Arabic rules or what we often know as learning the science of *nahwu sharaf*.³¹

Rules in language Arabic can be called *Qowaid* which means rules are rules for constructing a sentence in Arabic, branch *Qowaid* in Arabic itself is more often heard with knowledge *nahwu* and *Sharf*.³² By learning the rules of Arabic properly and correctly, it is hoped that students will find it easy to practice good Arabic skills *Hosted by Qiro'ah* and *Maharoh kitabah* well and correctly.

Language rules Arabic or often we call it science *nahwu* and *Sharf* is the main reliance in Arabic grammar both orally and in writing.³³ These two sciences are tools for communicating and obtaining information either through writing in the form of newspapers, or other print and non-print media or orally.

Seeing the importance of learning language rules In Arabic, an educator should be as progressive as possible in delivery. Therefore, to make it easier for teachers to deliver material so that students can understand what is conveyed properly and correctly, a method of teaching is needed *Qowaid*.

The use of the CIRC (Cooperative Integrated Reading and Composition) type learning model in learning Arabic language rules opens up new opportunities for learning experiences that focus on collaboration and active student

³⁰ Huda et al., "Strategi Pembelajaran CIRC (Cooperative Integrated Reading and Composition Dalam Meningkatkan Pembelajaran Bahasa Arab Di MI Darul Ulum Tambak Osong)." *Al-Lahjah* 4, no. 2 (2021): 18–30, <https://doi.org/10.32764/ALLAHJAH.V4I2.2529>.

³¹ Siti Sulaikho et al., "PENGEMBANGAN BUKU AJAR NAHWU TSIMARUL JANIYAH BERBASIS MIND MAPPING UNTUK MENINGKATKAN QOWAID PADA SANTRI TPQ NURUL HIKMAH TANGGAN SRAGEN," *Al-Lahjah* 4, no. 2 (2021): 18–30, <https://doi.org/10.32764/ALLAHJAH.V4I2.2529>.

³² Zakiyah Arifa et al., "Pengembangan Bahan Ajar Qawaid Bahasa Arab Berbasis Mind Map Untuk Tingkat Perguruan Tinggi," *El-Qudwah*, 2011, 242402.

³³ M.Pd Asep Rahman Sudrajat, S.Pd., "Urgensi Ilmu Nahwu Dan Sharaf Sebagai Asas Penulisan Karya Ilmiah Bahasa Arab," *Al-Lisān Al-‘arabi - Jurnal Program Studi Pendidikan Bahasa Arab* 1, no. 1 (December 15, 2021): 31–41.

involvement. This model carries the concept of cooperation in small groups, where students can interact, discuss and support each other in understanding complex language rules. This process not only creates a dynamic learning environment, but also helps students understand the rules of Arabic in more depth through social interaction.

Integrated reading sessions are a key component in the CIRC model, where students read Arabic texts together. Group discussions after the reading session allow students to identify and analyze the use of rules in the text. In this way, students can see the relationship between the language rules they learn and their application in real linguistic contexts. This helps improve students' contextual understanding of learning material.

Furthermore, writing together in groups allows students to apply the Arabic language rules they have learned. The collaborative writing process facilitates discussion and mutual improvement, resulting in a deeper understanding of Arabic language structure and grammar. Apart from that, the CIRC model also plays a role in developing students' social skills, such as the ability to work together, communicate and solve problems together.

In the context of learning Arabic, students are not only expected to understand the rules theoretically, but also apply them in everyday life. Teachers can encourage students to use the concepts they have learned in everyday conversations or write short notes. Applying these concepts in practical situations helps students strengthen their understanding and mastery of Arabic language rules in real life.

Finally, continuous evaluation and development is an important step to assess the effectiveness of learning with the CIRC model. Evaluation results are used to adapt learning methods to suit student needs, ensuring continuous improvement in understanding and application of Arabic language rules. Thus, the use of the CIRC learning model in learning Arabic language rules is not just a learning approach, but also an effort towards a deep and relevant understanding.

CIRC Type Cooperative Learning in Arabic Language Rules Learning

The CIRC (Cooperative Integrated Reading and Composition) type cooperative learning model offers an innovative approach to the process of learning Arabic language rules. Its focus on collaboration between students and the integration of reading and writing makes it an effective tool for improving language comprehension and mastery. In this discussion, we will explore the application of the CIRC model, especially in the context of learning Arabic language rules.

1. Introducing the CIRC Model in Arabic Language Learning

First of all, we introduce the CIRC model and how this model is applied specifically in learning Arabic rules. A brief explanation of the concept of cooperative learning, student grouping, and the role of each group member is the basis of this discussion.

2. Integrated Reading in Arabic Language Learning

Integrated reading sessions are an important step in the CIRC model. How do students read together Arabic texts and then discuss to understand the context of the use of Arabic rules in the text. The discussion will highlight the importance of this session in improving students' understanding of Arabic language rules contextually.

3. Group Composition in Writing: Applying Arabic Language Rules

The next focus is on joint writing activities in groups. How students, after reading and discussing, can apply the Arabic language rules learned in writing activities. Practical application in writing helps strengthen students' understanding of language rules.

4. Social Skills Development through Collaborative Learning

The discussion will include how the CIRC model not only improves understanding of Arabic language rules but also develops students' social skills. The process of interaction, communication and collaboration in groups creates an inclusive learning environment and supports students' social development.

5. Continuous Evaluation and Improvement

The discussion will discuss the role of evaluation in measuring learning effectiveness using the CIRC model. How teachers can use evaluation results to

adjust learning approaches, ensuring that each student gets the maximum benefit from this learning model.

The application of the CIRC model in learning Arabic language rules is not just a teaching method, but a collaborative journey that takes students beyond conceptual understanding to practical mastery of Arabic language rules in everyday life situations.

Conclusion

The application of the CIRC type cooperative learning model in understanding Arabic language rules offers an innovative approach and focuses on active student involvement. By forming small groups, this model not only builds social interaction between students but also introduces a dynamic learning process. Integrated reading sessions and joint writing activities provide a foundation for students to understand and apply Arabic language rules in practical contexts. Through ongoing evaluation, the CIRC model allows adjustments to meet students' individual needs, taking Arabic language learning beyond theoretical boundaries to real and relevant mastery in everyday life.

Implementing the CIRC model not only creates an immersive learning environment, but also plays a role in developing students' social skills. Collaboration in groups, discussions, and the process of co-writing provide students with collaborative experiences that support their social development. Thus, the CIRC learning model not only teaches Arabic language rules effectively, but also forms students who are able to apply their knowledge in various life situations.

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