



## THE EFFECT OF STAD WITH HANDOUTS VERSUS DIRECT INSTRUCTION ON NAHWU LEARNING OUTCOMES OF GRADE VIII STUDENTS AT SMP IT AL-ISHLAH MAROS

Suci Amalia <sup>1\*</sup>, Muhammad Yaumi <sup>2</sup>, M. Shabir U <sup>3</sup>

<sup>1,2,3</sup> Universitas Islam Negeri Alauddin Makassar, Indonesia

### Abstract

This study aims to investigate the effect of applying the Student Teams Achievement Division (STAD) cooperative learning model assisted by handouts on the *nahwu* learning outcomes of Grade VIII students at SMP IT Al-Ishlah Maros. It also compares the learning outcomes between students who are taught using the STAD cooperative learning model with handout assistance and those who receive direct instruction. The background of this research is based on the low *nahwu* learning outcomes, which are attributed to less varied teaching methods and limited instructional time. The study employed a quantitative approach with a quasi-experimental design, specifically the posttest-only control group design. The population consisted of all Grade VIII students at SMP IT Al-Ishlah Maros in the current academic year, totaling 112 students. The sample, determined through purposive sampling, comprised 42 students divided into two classes: the experimental class, which used the STAD model with handout assistance, and the control class, which used direct instruction. The research instrument was a learning achievement test in the form of multiple-choice items and sentence construction tasks. The results showed a significant difference in learning outcomes between the students taught using the STAD model with handout assistance, who achieved a higher average score of 79.17, and those taught using direct instruction, who obtained a lower average score of 42.17. This finding was confirmed by an independent *t*-test, which produced a *t*-value of 10.208 and a significance value of  $0.000 < 0.05$ . The implications of this study indicate that the STAD cooperative learning model assisted by handouts can serve as an effective alternative to improve students' *nahwu* learning outcomes. Therefore, teachers are encouraged to incorporate this model as part of their instructional strategies.

**Keywords:** STAD, Cooperative Learning Handout, Direct Instruction, Nahwu, Arabic Grammar

\* Correspondence Address: [suciamalia44@gmail.com](mailto:suciamalia44@gmail.com)

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### INTRODUCTION

### مقدمة

Education plays a crucial role in shaping students' intellectual abilities and character amid the dynamics of globalization. Beyond serving as a medium for knowledge transmission, education functions as a platform for developing attitudes, skills, and self-confidence (Pristiwanti et al., 2022). Effective learning processes require meaningful interactions between educators, learners, and learning resources within a supportive environment. Consequently, teachers must systematically design learning—covering organization, instructional materials, delivery, and evaluation—to ensure optimal achievement of learning objectives (Romdomiyah, 2023).

The diversity of students' characteristics necessitates a variety of learning models that can enhance engagement and comprehension. One such model, the Student Teams Achievement Division (STAD) cooperative learning type, emphasizes teamwork, mutual assistance, and individual accountability. This model has been shown to effectively address complex concepts through discussion and collaboration (Slavin, 2016). STAD forms heterogeneous groups that study together and are later assessed individually, so that the combination of individual accountability and group rewards motivates improved learning performance (Juraini et al., 2016)(Purwanti & Gafur, 2018).

In this model, the teacher presents the material, followed by group work to ensure all members understand the lesson before taking individual tests without assistance from peers. This process fosters collaboration and collective problem-solving, creating an active and enjoyable learning atmosphere (Slavin, 2016: 12). Moreover, it enhances students' social and cognitive skills while positioning the teacher as a facilitator (Laa et al., 2017: 142). According to Slavin (2016: 143), STAD consists of five main stages: material presentation, team study, individual quizzes, individual progress scoring, and group recognition. Through teamwork, students are responsible not only for their own learning but also for their peers' progress.

On the other hand, the direct instruction model emphasizes structured teacher-led delivery and step-by-step practice (Priyanto, 2021), proving effective for teaching procedural skills and declarative knowledge (Arends, 1997)(Bahrul Hayat, 2021). Direct instruction is particularly suited for introducing new concepts to a large number of students, with a focus on comprehension checks and guided learning (Rosenshine & Stevens, 1986). Its stages typically include orientation, presentation, practice, comprehension assessment, and independent practice (Ma'arif et al., 2020). Its main goal is to encourage students to remain actively engaged in learning by providing clear instruction, continuous guidance, and opportunities for students to participate in successful practice, with an emphasis on teacher–student interaction (Guzman & Paya, 2020). However, its teacher-centered approach often limits active student engagement (Yudaningsih, 2021) and traditional instruction that is oriented toward the transmission of knowledge (teacher-centered) does not support the construction of meaning and meaningful social interaction (Sharan, 2010).

In the context of *nahwu*—a crucial component of Arabic grammar that requires conceptual understanding rather than rote memorization—the choice of instructional model significantly influences mastery. Preliminary interviews with Arabic language teachers at SMP IT Al-Ishlah Maros revealed that Grade VIII students' *nahwu* mastery remains low, largely due to monotonous learning practices (copying from the board and memorizing) and limited time allocation (one class period), which leaves little room for in-depth explanation.

The effectiveness of STAD can be further enhanced with the use of handouts as supplementary learning media. Handouts are written learning materials that present key concepts in a concise and systematic manner, making it easier for students to grasp the core content (Daryanto, 2016). Using handouts reduces the burden of note-taking (Kosasih, 2021), allowing more time for discussion and exploration. Well-structured handouts serve as a study guide in class and at home (Humaira et al., 2019), helping students focus on essential points. Combining STAD with handouts is expected to create a more active and enjoyable learning environment, ultimately improving students' understanding and learning independence in *nahwu*. Several studies (Sholeha & Muassomah, 2021)(Dewi, 2022) support the effectiveness of combining cooperative learning with handouts to enhance student engagement and comprehension.

Based on the above, this study aims to determine the effect of the STAD cooperative learning model assisted by handouts on *nahwu* learning outcomes among Grade VIII students of SMP IT Al-Ishlah Maros, as well as to compare it with the application of direct instruction. The findings are expected to provide practical contributions for Arabic language teachers in selecting and designing effective instructional strategies to improve *nahwu* mastery at the junior high school level.

## METHOD

## منهج

This research adopted a quantitative approach within a positivist paradigm, employing a quasi-experimental design in the form of a posttest-only control group design. This design involved two non-randomized groups: the experimental class, which received STAD cooperative learning with handout assistance, and the control class, which received direct instruction.

The study was conducted at SMP Islam Terpadu Al-Ishlah Maros. The population comprised all Grade VIII students in the current academic year, totaling 112 students. The sample was selected through purposive sampling based on equivalence in initial ability, consisting of Grade VIII B2 (21 students) as the experimental group and Grade VIII B1 (21 students) as the control group. The research design is illustrated as follows:

Experimental Group	X	O
Control Group		O

### Notation:

O : Post-test score (learning achievement test after treatment)

X : Treatment (STAD cooperative learning model assisted by handouts)

The intervention was conducted over four instructional sessions, each lasting approximately 40 minutes, in accordance with the school's regular Arabic language schedule. The experimental group received instruction using the STAD cooperative learning model assisted by handouts, while the control group was taught using direct instruction during the same number of sessions and time allocation.

Data collection was conducted using two techniques: (1) a learning achievement test consisting of 20 multiple-choice items and 5 sentence-construction items administered after the treatment, and (2) a questionnaire containing 15 items designed to measure students' responses to the implemented learning model, covering aspects of STAD with handouts, direct instruction, and differences in learning experiences. The instruments consisted of the learning achievement test sheets and the questionnaire. The test was used to measure cognitive learning outcomes, while the questionnaire was used to obtain non-test data regarding students' perceptions of the learning process.

For data analysis, the normality test was conducted using the one-sample Kolmogorov–Smirnov test, followed by homogeneity testing, and hypothesis testing using the independent samples t-test to compare the learning outcomes between the experimental and control groups, with a significance level of 0.05.

It should be acknowledged that this study employed a posttest-only control group design without a pretest. As a result, the initial equivalence of students' prior knowledge could not be statistically verified. Although purposive sampling was used to select classes with comparable academic characteristics, this design limitation may affect the interpretation of causal relationships between the instructional model and learning outcomes. Therefore, the findings

should be interpreted with caution, and future studies are encouraged to incorporate a pretest–posttest design to provide stronger control over initial group differences.

## RESULT | نتائج

The normality test was conducted to determine whether the dataset was normally distributed, which is a prerequisite for parametric statistical analysis (Permana & Ikasari, 2023). The one-sample Kolmogorov–Smirnov test was performed using SPSS for Windows. The results showed a significance value of 0.062 (Asymp. Sig., two-tailed) and a significance value based on the Monte Carlo method of 0.060. Both values were greater than 0.05, indicating that the residual data were normally distributed. Therefore, the normality assumption was met, and the data were suitable for analysis using parametric statistical techniques.

Subsequently, a homogeneity test was conducted to determine whether the variances between classes were homogeneous. If the significance value (Sig.) is greater than 0.05, the data are considered to have homogeneous variances. The results indicated significance values of 0.057 (based on mean), 0.069 (based on median), 0.072 (based on median with adjusted df), and 0.054 (based on trimmed mean). All values were greater than 0.05, indicating that the variances between the classes were homogeneous. Moreover, the ANOVA results indicated a significant difference between the experimental and control groups, with an effect size of 0.723, suggesting a large effect of the cooperative learning model.

The next step was hypothesis testing to examine the effect of the STAD cooperative learning model assisted by handouts on students' nahwu learning outcomes, using a significance level of 5% (0.05). The decision criterion was based on comparing the significance value with 0.05: if Sig. < 0.05,  $H_0$  is rejected and  $H_a$  is accepted; if Sig. > 0.05,  $H_0$  is accepted and  $H_a$  is rejected. The hypotheses were formulated as follows:  $H_0$ : There is no significant effect.  $H_a$ : There is a significant effect.

**Table 1.** independent t-test

Independent Samples Test						
		t	df	t-test for Equality of Means		Mean Difference
				One-Sided p	Two-Sided p	
Nilai	Equal variances assumed	10,208	40	<,001	<,001	37,000
	Equal variances not assumed	10,208	30,682	<,001	<,001	37,000

**Tabel 2. Independent Samples Effect Sizes**

Independent Samples Effect Sizes					
		Standardizer <sup>a</sup>	Point Estimate	95% Confidence Interval	
				Lower	Upper
Nilai	Cohen's d	11,746	3,150	2,225	4,057
	Hedges' correction	11,972	3,091	2,183	3,981
	Glass's delta	14,628	2,529	1,532	3,503

The t-test results showed a calculated t-value of 10.208 with 40 degrees of freedom (df = 40) and a significance value (Sig., two-tailed) of 0.000. Since the significance value was less than 0.05,  $H_0$  was rejected and  $H_a$  was accepted. The mean difference between the two groups was 37 points, indicating that the experimental group achieved considerably higher scores than the

control group. This finding was further supported by the effect size calculation (Cohen's  $d = 3.150$ ), which falls into the "very large effect" category.

Therefore, it can be concluded that the STAD cooperative learning model assisted by handouts significantly improves students' *nahwu* learning outcomes. The results provide strong evidence that the use of this model has both a statistically significant and a substantial practical impact on enhancing students' achievement in *nahwu*.

## DISCUSSION | مناقشة

The findings of this study indicate a significant effect of using the STAD cooperative learning model assisted by handouts on *nahwu* learning outcomes. The magnitude of the effect observed in this study is reflected in the effect size value, with Cohen's  $d$  reaching 3.15, which indicates a very large practical impact of the STAD cooperative learning model assisted by handouts on students' *nahwu* learning outcomes. According to Cohen's (1988) classification, an effect size of 0.8 is already considered large. Compared to previous studies on cooperative learning that generally report moderate to large effects, the effect size obtained in this study suggests a substantially stronger instructional impact. This finding indicates that the integration of STAD with structured handouts may provide more effective learning support, particularly for conceptually demanding subjects such as Arabic grammar (*nahwu*).

The improvement was observed in the topics of *mubtada'-khabar*, *jumlah ismiyah*, and *jumlah fi'liyah*. The enhancement in *nahwu* learning outcomes can be attributed to the implementation process of the STAD cooperative learning model with handout assistance, during which students became more actively engaged in discussions and in explaining concepts to one another. The learning model was implemented over four sessions in the experimental class. In the first session, the teacher began the lesson with greetings, attendance checking, and stating the learning objectives, followed by an introduction to the STAD model assisted by handouts. The teacher distributed the *mubtada'-khabar* handouts, which contained grammatical rules, meanings, and examples, and provided a brief explanation while referring to the handout. Students were then divided into small groups to discuss the material and ensure that every member understood the content.

The second session began with a brief review of the previous material, followed by group-based reinforcement exercises on the *mubtada'-khabar* concept, group discussions, and collective reflection. In the third session, the focus shifted to *jumlah ismiyah* and *jumlah fi'liyah*. The teacher distributed handouts containing explanations of sentence structures, distinctions between the two sentence types, and examples. Students again worked in the same groups to understand the content.

The fourth session continued with *jumlah ismiyah* and *jumlah fi'liyah* through review activities, question-and-answer sessions, and additional group exercises. At the end of the session, the teacher reinforced the material, announced the upcoming evaluation, and motivated students by promising rewards to the group with the highest average score.

This process was designed to encourage active interaction, the use of handouts as the primary learning resource, and to foster learning motivation through healthy competition between groups. The classroom atmosphere demonstrated that students became more motivated and actively engaged in solving problems and participating in discussions (Wulandari, 2022), as they recognized the importance of group collaboration and preparation for evaluations.

Despite these positive findings, several limitations should be acknowledged. First, this study employed a posttest-only control group design without a pretest, which limits the ability to statistically control for initial differences in students' prior knowledge. Although purposive sampling was used to select classes with comparable academic characteristics, the possibility of selection bias cannot be entirely ruled out. Second, the relatively short duration of the intervention may limit the generalizability of the findings. Future research is therefore encouraged to employ a pretest–posttest design with longer intervention periods and larger samples to provide more robust evidence regarding the effectiveness of STAD assisted by handouts in nahwu learning.

## CONCLUSSION | خاتمة

Based on the research findings and data analysis, it can be concluded that the STAD cooperative learning model assisted by handouts has a significant effect on nahwu learning outcomes. This is evidenced by the significance value obtained, which was smaller than 0.05. With a significance value (two-tailed) of  $0.000 < 0.05$ ,  $H_1$  was accepted and  $H_0$  was rejected, indicating that there is a significant effect of using the STAD cooperative learning model with handouts on the nahwu learning outcomes of Grade VIII students at SMP IT Al-Ishlah Maros.

Based on these findings, the researcher proposes several suggestions to enhance student activity and learning outcomes in a more effective and enjoyable manner. Teachers are encouraged to apply the STAD cooperative learning model along with handouts as supplementary learning materials. Students, on the other hand, are expected to participate actively and enthusiastically in the learning process, particularly during group work. They should also utilize handouts as a self-learning resource both inside and outside the classroom.

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