EXPLORING THE EXPERT GROUP COOPERATIVE LEARNING MODEL FOR ARABIC *QIRĀ'AH* MATERIAL ACQUISITION

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ABSTRACT

The proficiency of students in pronouncing sentences and comprehending their meanings poses a significant challenge in acquiring linguistic and non-linguistic Arabic reading skills. This study aimed to assess the effectiveness of the "Expert Group" method in improving the reading skills of ten-grade students at MA Subulussalam. Employing a quasi-experimental design with a one-group pretest-posttest approach, data were collected through observations, interviews, tests, and documentation. The sample comprised 22 tenth-grade students, assessed before and after implementing the Expert Group method. Before the intervention, students demonstrated a moderate level of proficiency in *qirā'ah* learning, with an average score of 75.9, falling within the (70-80) range on standardized interpretation. Following implementing of the Expert Group method, students exhibited a notable improvement in *qirā'ah* learning, with an average score of 89.5 falling within the (80-90) range on standardized interpretation. The observed increase in post-test scores, with an effect size (N-Gen) of 0.69 or 69%, signifies a substantial enhancement in students' *qirā'ah* learning abilities post-intervention, as evidenced by the interpretation of results. This study stands out for its innovative use of the "Expert Group" method. It fosters collaborative learning and enhances Arabic *qirā'ah* learning outcomes among tenth-grade students, advancing effective pedagogical practices in Arabic language education. This study underscores the efficacy of the Expert Group method in fostering *qirā'ah* learning proficiency among students, highlighting its potential as a valuable instructional approach in Arabic language education.

Keywords: Arabic Learning, Cooperative Learning Model, Expert Group, Qirā'ah Acquisition

ABSTRAK

Kemampuan siswa dalam melafalkan kalimat dan memahami maknanya merupakan tantangan signifikan dalam memperoleh keterampilan membaca bahasa Arab, baik yang bersifat linguistik maupun non-linguistik. Penelitian ini bertujuan untuk menilai efektivitas metode "Expert Group" dalam meningkatkan keterampilan membaca siswa kelas sepuluh di MA Subulussalam. Dengan menggunakan desain quasi-eksperimental dengan pendekatan pretest-posttest satu kelompok, data dikumpulkan melalui observasi, wawancara, tes, dan dokumentasi. Sampel terdiri dari 22 siswa kelas sepuluh, dinilai sebelum dan sesudah menerapkan metode Kelompok Ahli. Sebelum intervensi, siswa menunjukkan tingkat kemampuan sedang dalam pembelajaran *qirā'ah*, dengan rata-rata skor 75,9, berada dalam rentang (70-80) pada interpretasi standar. Setelah menerapkan metode Kelompok Ahli, siswa menunjukkan peningkatan yang signifikan dalam pembelajaran *qirā'ah*, dengan rata-rata skor 89,5 berada dalam rentang (80-90) pada interpretasi standar. Peningkatan yang diamati dalam skor post-test, dengan efek size (N-Gen) sebesar 0,69 atau 69%, menunjukkan peningkatan yang signifikan dalam kemampuan pembelajaran *qirā'ah* siswa pasca-intervensi, sebagaimana dibuktikan oleh interpretasi hasil. Penelitian ini memiliki kebaruan karena penggunaan inovatif metode "Kelompok Ahli". Metode ini mendorong pembelajaran kolaboratif dan meningkatkan hasil pembelajaran *qirā'ah* bahasa Arab di kalangan siswa kelas sepuluh, yang memajukan praktik pedagogis efektif dalam pendidikan bahasa Arab. Penelitian ini menegaskan efektivitas metode

Kelompok Ahli dalam meningkatkan kemampuan pembelajaran *qirā'ah* di kalangan siswa, menyoroti potensinya sebagai pendekatan instruksional berharga dalam pendidikan bahasa Arab.

Kata Kunci: Pembelajaran Bahasa Arab, Pembelajaran Kooperatif, Kelompok Ahli, *Qirā'ah*

INTRODUCTION

Arabic language acquisition, particularly in *qirā'ah* (reading), presents a multifaceted challenge for educators worldwide (Mustiah et al., 2024). The intricacies of Arabic script, pronunciation, and comprehension necessitate innovative pedagogical approaches to facilitate effective learning (Nurabianti & Farah, 2024). In response to this imperative, educational researchers have increasingly focused on cooperative learning models, recognizing their potential to foster collaborative engagement and enhance learning outcomes. One such model that has gained traction is the Expert Group Cooperative Learning Model, which emphasizes peer collaboration and expertise sharing within the learning process (Jannah, 2018). This approach combines cooperative learning elements with a focus on developing students' skills in reading and understanding Arabic texts (Utami, 2020). In this context, this research aims to explore the effectiveness of the Expert Group Cooperative Learning Model in acquiring *qirā'ah* material. Through this exploration, it is hoped that new insights can be gained into how this approach can improve students' understanding and reading skills in Arabic.

The Expert Group Cooperative Learning Model represents a departure from traditional teacher-centered instructional methods, offering a dynamic framework wherein students actively participate in their learning journey (Murdani et al., 2019). Through collaborative group work, students acquire subject matter knowledge and develop essential interpersonal skills such as communication, teamwork, and problem-solving. In Arabic language education, where mastering *qirā'ah* material is paramount, integrating the Expert Group model holds promise for cultivating a deeper understanding and appreciation of Arabic texts (Husna et al., 2022).

Central to the effectiveness of the Expert Group Cooperative Learning Model is its emphasis on leveraging group members' diverse strengths and expertise. By organizing students into heterogeneous groups and assigning them specific roles based on their skills, the model fosters a supportive environment wherein each student contributes meaningfully to the collective learning process (Nugrawiyati, 2017). This collaborative dynamic promotes a sense of ownership and accountability and encourages active engagement with Arabic *qirā'ah* material, leading to more profound learning outcomes. Moreover, the Expert Group Cooperative Learning Model aligns closely with contemporary educational theories emphasizing student-centered, constructivist approaches to learning (Munawaroh, 2016). The model promotes more profound levels of comprehension and retention by encouraging students to take ownership of their education and actively construct meaning through collaboration and dialogue (Marougkas et al., 2023). In Arabic language acquisition, where cultural and linguistic factors intersect, this learner-centered approach fosters a holistic understanding of *qirā'ah* material and its cultural significance (Omar, 2017).

Several research studies on using expert group methods in Arabic language learning include research conducted by Ana Kurniati & Retno Purnama Irawati. The results show improvements in both groups, with the experimental group showing more significant improvement than the control group. The working hypothesis that the expert group method and the *Lomba Cerdas Cermat* (LCC) model are effective for improving Arabic reading skills in class XI IPA MAN Kendal can be accepted based on these research findings (Kurniati & Irawati, 2015). Furthermore, a study conducted by Junaidi et al. yielded results indicating that the learning process can be considered quite successful using the expert group method with the assistance of Quizizz as one of the

methods that need to be developed and quite successful in the learning process, especially in the Islamic education course. This method can increase learning motivation to enhance the quality of the learning process (Junaedi et al., 2022). Another study by Nur Amalia found that students' reading abilities improved after using the "Expert Group" method, with the average score rising from 53.3 (on a scale of 0-59) to 89 (on a scale of 80-90). This improvement is significant, as indicated by the substantial difference between the calculated "t" value (15.34) and the tabulated "t" value (2.09). The improvement is also verified based on the N - D and N - D % standard results with consecutive criteria of sufficient and moderate (Amalia, 2022). Additionally, research conducted by Muhammad Syaifullah indicates that through cooperative learning with the jigsaw method, Arabic qowa'id learning becomes more enjoyable and more accessible for students to grasp (Syaifullah, 2017).

The innovation in this research, "Exploring the expert group cooperative learning model for Arabic *qirā'ah* material acquisition," emphasizes implementing the expert group method in acquiring Arabic *qirā'ah* materials. Unlike previous studies, which generally focus on improving reading skills, my research will specifically concentrate on mastering *qirā'ah* materials. In the research scope, I will limit the study to utilizing the expert group method within the context of class X MA Subulussalam to ensure the relevance and applicability of the research findings within that specific context.

METHOD

This research uses a quantitative approach, reflecting a positivist philosophy and focusing on specific populations or samples. Data collection involves using research instruments, and quantitative/statistical analysis is conducted to test predetermined hypotheses. The research adopts a Pre-Experimental Design, often called a "quasi-experiment," with a one-group design comparing pre-test and post-test results. Data is gathered through observations, interviews, tests, and documentation. The study includes a class X sample of 22 students, Consisting of 15 males and seven females, and employing a pre-test and post-test design. The primary data source comprises tests, encompassing both pre-test and post-test assessments with identical question characteristics, differing only in their timing—the pre-test was administered before treatment. In contrast, the post-test was conducted after treatment completion. Research using quantitative data analysis techniques in a quantitative approach has stages: 1) Data is taken from respondents using quantitative research instruments, usually questionnaires or tests. 2). The data that has been collected from the field is then tabulated based on variables; this is done to simplify the data analysis stage process. 3). Using statistical formulas, the data analysis process begins by sorting the data based on variables, sorting the numbers, and then grouping the data in a frequency distribution table. Additionally, in quantitative research, data analysis involves several stages. Firstly, data is collected from respondents using instruments such as questionnaires or tests. Secondly, the collected data is tabulated based on variables, facilitating the simplification of the data analysis process. Thirdly, utilizing statistical formulas, the data analysis process commences with sorting the data based on variables, arranging the numbers, and subsequently grouping the data into a frequency distribution table.

RESULTS AND DISCUSSION

Expert Group Learning Method

The Expert Group method is a dynamic approach to learning that organizes students into groups comprising individuals skilled in discussing the subject matter. Implemented through a heterogeneous group work system, this method harnesses the positive dynamics among group members to cultivate cooperation, mutual assistance, and encouragement in tackling specific challenges. Collaboration within these groups is pivotal as it allows students to hone their problem-solving skills across various scenarios. By actively engaging students in the learning process, the Expert Group method aims to foster the development of individuals capable of constructing their understanding and knowledge base (Christensen & Hesstvedt, 2024).

Through the Expert Group approach, students benefit from the collective expertise within their groups and learn to leverage diverse perspectives to arrive at comprehensive solutions. The method encourages an environment where students feel empowered to voice their opinions, share insights, and contribute meaningfully to discussions. Moreover, active group activity participation instills a sense of ownership and responsibility among students as they work collaboratively towards common goals. This method underscores the importance of teamwork and collaboration in enhancing the overall learning experience and preparing students for real-world challenges they may encounter beyond the classroom setting.

Furthermore, the Expert Group method promotes a culture of continuous learning and growth among students. By engaging in group discussions, problem-solving tasks, and collaborative projects, students are exposed to new ideas, perspectives, and approaches to learning. This fosters a spirit of curiosity, exploration, and intellectual curiosity, driving students to expand their horizons and delve deeper into their areas of interest. Additionally, the method encourages students to take ownership of their learning journey, empowering them to proactively seek out resources, ask questions, and pursue avenues for personal and academic development. Students acquire subject-specific knowledge through the Expert Group method and cultivate essential critical thinking, communication, and teamwork skills, preparing them to thrive in an ever-evolving global landscape.

An all-inclusive instrument for fostering pupils' holistic development is the Expert Group method. Using cooperative projects fosters accountability on both an individual and group level. It also promotes discipline by stressing following rules and deadlines, which improves targeted learning opportunities (Rohman & Rosyadi, 2021). In addition, it develops critical thinking abilities through cooperative problem-solving and courage by giving kids the confidence to express themselves (Sholihah, 2023). The method ensures inclusive participation, fostering a sense of belonging and encouraging mutual motivation among peers. It also facilitates equitable task distribution, promotes independence, and emphasizes respect for diverse perspectives, fostering an inclusive and respectful learning environment.

The expert group method comprehensively underscores philosophical perspectives to enhance student learning experiences. Firstly, it emphasizes the importance of creating diverse learning opportunities that enable students to acquire and master various skills. By engaging in multiple activities and tasks within the group setting, students are afforded the chance to deepen their understanding and proficiency across different domains. Secondly, the method prioritizes the development of correct thinking skills among students. Students are encouraged to refine their cognitive processes and logical and critical reasoning through structured discussions, problem-solving exercises, and critical analysis (Rorimpandey et al., 2022).

The expert group approach also nurtures students' intellectual abilities, fostering a culture of intellectual curiosity, creativity, and innovation. Students are empowered to expand their knowledge base and explore new ideas by providing challenging tasks and encouraging intellectual exploration. Furthermore, the method aims to improve students' communication skills, instill caring social attitudes, and promote active participation in social life. Through collaborative activities and interactions within the group, students learn to express themselves effectively, empathize with others, and engage positively in social settings, thereby fostering holistic development and well-rounded individuals (Sutarjo, 2022).

The expert group method offers several benefits to students. Firstly, it helps them cultivate a sense of responsibility within the group setting. Students learn to take ownership of their roles and actions by actively participating and contributing to group tasks. Secondly, this method fosters the development of a disciplined attitude among students. Through structured group activities and functions, students learn the importance of adhering to deadlines and following instructions diligently. The expert group method encourages students to enhance their focus and concentration skills during learning. As they collaborate with peers and engage in group discussions, students learn to focus on the task at hand, improving their overall learning experience (Wahyudin et al., 2020).

Additionally, the expert group method makes it easier for pupils to develop courage. Encouraging active involvement and idea-sharing within the group helps students express their ideas more comfortably. Moreover, this method promotes the development of critical thinking skills among students. Students learn to analyze situations, identify issues, and propose practical solutions through discussions and problem-solving activities. Additionally, the expert group method ensures the involvement of all students in the learning process. By creating an inclusive environment where every student's voice is valued, this method fosters a sense of belonging and encourages collaboration.

Implementation of Expert Group Learning Activities

Expert Group learning was carried out in preparation through activities such as typical routines, including Quranic readings and prayers, led by one of the students. This initial phase fosters a sense of spiritual grounding and sets the tone for the learning environment (Wahyudi & Hidayat, 2021). Additionally, teachers play a crucial role in motivating students to embrace the upcoming learning session by elucidating the learning objectives and activities that will be undertaken. This preparatory phase aims to ensure that students are mentally prepared and fully engaged in learning, laying the foundation for effective collaboration and participation within the Expert Group framework.

The teacher motivates students to actively participate by contributing *Mahfudāt* (words) during the preliminary activity, encouraging them to engage with the subject matter from the outset. Following this, a pre-test is administered to assess students' baseline knowledge, with questions presented on a prepared answer sheet for students to complete. Subsequently, students are divided into two main groups: expert and non-expert. The expert group comprises two students per sub-material, specifically selected for their advanced comprehension of the material. This intentional grouping strategy ensures that the expert group possesses the necessary expertise to guide and facilitate discussions effectively, optimizing the learning experience for all students involved.

In the core activity and learning process, the focus shifts to the expert group, who convene to receive the primary material and guidance. Each subgroup of experts takes turns presenting their assigned portion of the material, such as reading specific paragraphs from the Arabic text. This

structured approach ensures comprehensive material coverage and encourages active participation from all group members. Meanwhile, non-expert students are encouraged to submit questions to the expert group, fostering an interactive learning environment where inquiries are addressed promptly and thoroughly. This iterative process of questioning and explanation promotes a more profound understanding and reinforces critical concepts among all students involved.

In the closing activity, the teacher revisits any material that may have remained unclear or insufficiently discussed during the session, ensuring that students grasp key concepts before concluding the lesson. Additionally, the teacher summarizes the key takeaways from the learning activities, either through direct instruction or collaborative discussion with students. This reflective process allows students to consolidate their understanding and reinforce learning outcomes. Furthermore, the teacher previews the material covered in the next session, allowing students to mentally prepare and anticipate upcoming topics. Finally, a post-test is administered to assess students' comprehension and retention of the material covered, providing valuable feedback for both students and teachers to inform future instruction and learning strategies.

Application of Methods in *Expert Groups* in *Qirā'ah* Learning

Applying methods in Expert Groups in *qirā'ah* learning is a strategic approach to enhance students' recitation skills through collaborative and focused group activities. One key aspect of this method involves grouping students based on their proficiency levels, allowing for targeted instruction tailored to individual needs (Mei et al., 2022). By grouping students with similar skill levels together, instructors can provide more personalized guidance and support, thereby maximizing the effectiveness of the learning process. The Expert Group method also encourages peer interaction and cooperation, fostering a supportive learning environment where students can learn from each other's strengths and experiences (Fitriyah & Fauzi, 2020).

Another essential feature of the Expert Group method is its emphasis on active engagement and participation. Rather than relying solely on traditional lecture-based instruction, this approach incorporates hands-on activities and interactive exercises to stimulate students' involvement in the learning process (Noor et al., 2023). Through group discussions, role-playing exercises, and practical applications of *qirā'ah* principles, students are encouraged to actively apply their knowledge and skills, leading to a deeper understanding of the material. This active learning approach promotes retention and comprehension and cultivates critical thinking and problem-solving abilities essential for mastering *qirā'ah*.

Furthermore, the Expert Group method fosters a sense of ownership and accountability among students for their learning outcomes. By actively participating in group discussions and activities, students take on a more active role in their education, assuming responsibility for their progress and development (Primaningtyas, 2016). This sense of ownership can lead to increased motivation and engagement as students recognize the direct impact of their efforts on their learning journey. Moreover, the Expert Group method's collaborative nature promotes camaraderie and mutual support among students, fostering a positive learning community where individuals feel empowered to strive for excellence in their *qirā'ah* studies.

The expert group method procedure is a method using a group of experts that is included in cooperative learning, which has the following stages:

1. The first stage of the Expert Group method involves assigning each student a unique number, facilitating the formation of expert groups. This numbering system ensures equitable distribution and creates diverse groups, fostering collaborative learning environments where students can leverage each other's strengths and expertise.

2. Once the groups are formed, the teacher provides discussion materials about the learning objectives. Students then engage in group discussions, delving into the assigned topics and sharing their perspectives and insights. Students collectively analyze and interpret the material through these discussions, enhancing their understanding and critical thinking skills.

3. Subsequently, each group assumes the role of experts on the topics discussed. They meticulously examine and internalize the material, preparing to elucidate it to their peers. This phase consolidates their understanding and hones their presentation and communication skills as they prepare to convey complex concepts clearly and concisely.

4. After mastering the material, the teacher facilitates a feedback session where students or groups present their interpretations and analyses. Peers provide constructive feedback, offering insights and suggestions to refine and augment each other's understanding. This collaborative feedback loop fosters a dynamic learning environment where students actively engage with the content and contribute to each other's learning journey. Through this iterative process, students deepen their comprehension and develop a sense of collective ownership over their learning outcomes.(Junaedi et al., 2022)

Results of Applying the Method in *the Expert Group* in *Qirā'ah* Learning

The results of applying the Expert Group method in *qirā'ah* learning have been promising, showcasing notable improvements in students' recitation skills and comprehension. Through the strategic formation of expert groups and targeted instruction, students have demonstrated enhanced proficiency in various aspects of *qirā'ah*, including pronunciation, tajwīd rules, and text interpretation. By engaging in collaborative discussions and activities within their groups, students have deepened their understanding of *qirā'ah* principles while benefiting from peer support and feedback.

Furthermore, applying the Expert Group method has fostered a conducive learning environment characterized by active participation and mutual collaboration. Students have shown increased motivation and engagement in their *qirā'ah* studies, driven by a sense of ownership over their learning outcomes. Additionally, the method's emphasis on peer interaction and collective learning has promoted a sense of camaraderie and shared responsibility among students. As a result, not only have individual students experienced academic growth but the overall dynamics of the classroom have been enriched, creating a supportive community where students thrive academically and personally.

Implementing learning by applying the Expert Group method can increase *qirā'ah* learning significantly. Data from the test results shows an average *qirā'ah* learning score of 89.4. This average value is 84-92, which means it is good.

In learning Arabic using the Expert Group method, students can understand the material taught by the teacher well. *qirā'ah* learning is said to increase and can be marked by students' ability to understand *qirā'ah* material. The increase in students' *qirā'ah* learning abilities is due to the application of the *Expert Group method,* where students are taught the process of students being able to read Arabic texts with the correct reading, students being able to understand the reading correctly, and students being able to translate the reading correctly. Using the *Expert Group method,* students can read Arabic texts in oral form.

a. **Pre-test**

Before applying the Expert Group method, the author conducted a pre-test to determine the reality of students' *qirā'ah* learning abilities. The author gave a written test to

students in class ten MA Subulussalam with ten questions. The author performs the following steps:

1.   Determine the average result of the pre-test

The following is a table of pre-test results:

Table 1.1
Pre-Test Results

NO.	NAME	RESULTS
1.	Abul Alim Zauhar	70
2.	Adlin Nur Jailani	60
3.	Ahmad Ahsan Ridwan	90
4.	Alvaro Syamsul Ulum	90
5.	Andini Fauziah	90
6.	Asep Muhammad Amin	90
7.	Dini Nurul Syarifa	90
8.	Dini Oktafiani	50
9.	Eko Permana	70
10.	Farhan Fikri Ramdani	70
11.	Iis Istiqomah	70
12.	Kinanti Fauziatul Maola	60
13.	M. Akhsan Siddiq	80
14.	M. Fikri Saiful Iman	90
15.	M. Jaidan Harun	80
16.	Masrul Anwar	80
17.	Melisa Adiba Rahma	80
18.	Muhammad Ahsanuddin Umar	90
19.	Ramadhanti	80
20.	Rasya Abdu Zuhud	60
21.	Rina Sri Mulyani	70
22.	Salsabila Aulia Putri	70
Overall Results		**1670**
Average value		**75.9**

From the previous statement, it is known that the results of students' *qirā'ah* learning before applying the Expert Group method were sufficient, as shown by obtaining an average score of 75.9, falling within the (70-80) range on the interpretation standard. However, it's essential to delve deeper into what these scores genuinely signify. While the average score may indicate a level of competence, it doesn't necessarily capture the depth of understanding or excellence in *qirā'ah* proficiency. Scores, at times, can be deceptive reflections of actual achievement, mainly if they are solely numerical representations. True mastery in *qirā'ah* involves not just meeting a benchmark but demonstrating a profound comprehension of the intricacies of recitation, including proper pronunciation, tajwīd rules, and the ability to evoke the intended emotions through one's recitation. Hence, while the initial scores may suggest adequacy, they should be viewed as a starting point rather than a definitive measure of proficiency.

Table 1.2
Interpretation Standards

Results	Tiers
90-100	Very good
80-90	Good
70-80	Enough

60-70		Low
0-59		Very low

2. Determine the standard deviation with the following equation:
   This table will show the standard deviation of the pre-test:

Table 1.3
The standard deviation of the pre-test (first x)

No.	x-1 Avg	x	F	x*f	x-average	x-average ^2	f*x-average^2
1.	50	50	1	50	-25.90909091	671.2809917	671.2809917
2.	60	60	3	180	-15.90909091	253.0991736	759.2975207
3.	60	70	6	420	-5.909090909	34.91735537	209.5041322
4.	60	80	6	480	4.090909091	16.73553719	100.4132231
5.	70	90	6	540	14.09090909	198.553719	1191.322314
6.	70	50	1	50	-25.90909091	671.2809917	671.2809917
7.	70	60	3	180	-15.90909091	253.0991736	759.2975207
8.	70			**Sum *(x1-x)2**			2931.82
9.	70						
10.	70						
11.	80						
12.	80						
13.	80						
14.	80						
15.	80						
16.	80						
17.	90						
18.	90						
19.	90						
20.	90						
21.	90						
22.	90						

$$\text{standard deviation} = \text{FKum}\sqrt{\frac{(x1 - x)2}{n\,(n-1)}}$$

$$\text{standard deviation} = \sqrt{\frac{2931.82}{22-1}}$$

$$\text{standard deviation} = \sqrt{\frac{2931.82}{21}}$$

$$\text{standard deviation} = \sqrt{139.6104}$$

Standard deviation = 10.14836

1. Test data level
   The data in this research is single data; the researcher used the Leliforce equation with the following steps:
   a) Determine the hypothesis

Null hypothesis: pre-test of a neutral sample

Hypothesis proposed: pre-test from a non-neutral sample

b) Determine the significance level of 5%.

c) Statistical exam

l = greater |f(x) – s(x)|

d) Determine the data flatness test using the Leliforce equation

Table 1.4
The standard deviation of the pre-test (second x)

No.	Xi	Fi	FKum	F.S	Z	FT		FT-FS
1.	50	1	3	0.136363636	-2.55	0.0053	-0.1310	0.1310
2.	60	3	6	0.272727273	-1.57	0.0585	-0.2142	0.2142
3.	60	6	12	0.545454545	-0.58	0.2802	-0.2653	0.2653
4.	60	6	18	0.818181818	0.40	0.6566	-0.1616	0.1616
5.	70	6	24	1.090909091	1.39	0.9175	-0.1734	0.1734
6.	70	1	3	0.136363636	-2.55	0.0053	-0.1310	0.1310
7.	70	3	6	0.272727273	-1.57	0.0585	-0.2142	0.2142
8.	70							
9.	70							
10.	70							
11.	80							
12.	80							
13.	80							
14.	80							
15.	80							
16.	80							
17.	90							
18.	90							
19.	90							
20.	90							
21.	90							
22.	90							

l = greater |f(x) – s(x)|

= 0.2653

From the previous statement, the result of the data evenness test using the Leliforce equation is 0.2653, the most significant result of the prior table—this result of "t" arithmetic.

e) T account table

Table "v" = l α: n

= for 5%: 22

= 0.190

f) Determine hypothesis testing decisions

Based on previous calculations, it is known that the calculated value "v" is smaller than the tabular value "v." This means that the null hypothesis is accepted.

g) Collection of conclusions

The null hypothesis may be accepted depending on the testing decision, indicating that the sample comes from a moderate population.

b. Post-test

After applying the Expert Group method, the author conducted a post-test to determine the reality of students' *qirā'ah* learning abilities. The author gave a written test to students in class ten MA Subulussalam with ten questions. The author performs the following steps:

1. Determine the average results of the post-test

The following is a table of post-test results:

Table 1.5
Post-Test Results

NO.	NAME	RESULTS
1.	Abul Alim Zauhar	80
2.	Adlin Nur Jailani	70
3.	Ahmad Ahsan Ridwan	100
4.	Alvaro Syamsul Ulum	100
5.	Andini Fauziah	100
6.	Asep Muhammad Amin	100
7.	Dini Nurul Syarifa	100
8.	Dini Oktafiani	70
9.	Eko Permana	90
10.	Farhan Fikri Ramdani	80
11.	Iis Istiqomah	100
12.	Kinanti Fauziatul Maola	80
13.	M. Akhsan Siddiq	100
14.	M. Fikri Saiful Iman	100
15.	M. Jaidan Harun	90
16.	Masrul Anwar	90
17.	Melisa Adiba Rahma	90
18.	Muhammad Ahsanuddin Umar	100
19.	Ramadhanti	90
20.	Rasya Abdu Zuhud	90
21.	Rina Sri Mulyani	80
22.	Salsabila Aulia Putri	90
Overall Results		**1970**
Average value		**89.5**

The following statement shows that the results of students' *qirā'ah* learning after applying the Expert Group method are good, as indicated by the average score of 89.5, falling within the (80-90) range on the interpretation standard. This notable improvement suggests the effectiveness of the Expert Group method in enhancing students' *qirā'ah* skills. The significant increase in the average score from 75.9 to 89.5 demonstrates a substantial advancement in students' comprehension and application of *qirā'ah* principles. Analyzing this improvement further, it can be inferred that the Expert Group method fosters a more conducive learning environment, possibly through peer collaboration, focused guidance from instructors, or tailored teaching strategies that cater to individual student needs. Additionally, this enhancement could signify a deeper engagement with the material, indicating that students are not just meeting standards but

are grasping the nuances of *qirā'ah* with more excellent proficiency. Furthermore, the consistency of scores within the (80-90) range suggests a thorough understanding across the student cohort, indicating that the method effectively facilitates uniform progress among students. Overall, the significant improvement in scores post-implementation of the Expert Group method underscores its efficacy in elevating students' *qirā'ah* proficiency.

Table 1.6
Interpretation Standards

Results	Tiers
90-100	Very good
80-90	Good
70-80	Enough
60-70	Low
0-59	Very low

2. Determine the standard deviation with the following equation:
   This table will show the standard deviation of the pre-test:

Table 1.7
The standard deviation of the pre-test (first x)

No.	x-1 Avg	x	F	x*f	x-average	x-average ^2	f*x-average^2
1.	70	70	2	140	-19.54545455	382.0247934	764.0495868
2.	70	80	5	400	80	6400	32000
3.	80	90	7	630	90	8100	56700
4.	80	100	8	800	100	10000	80000
5.	80				**Sum *(x1-x)2**		
6.	80						
7.	80						
8.	90						
9.	90						
10.	90						
11.	90						
12.	90						
13.	90						
14.	90						
15.	100						
16.	100						
17.	100						
18.	100						
19.	100						
20.	100						
21.	100						
22.	100						

$$\text{standard deviation} = F_{kum} \sqrt{\frac{(x1 - x)2}{n(n-1)}}$$

$$\text{standard deviation} = \sqrt{\frac{169.464}{22-1}}$$

$$\text{standard deviation} = \sqrt{\frac{169.464}{21}}$$

$$\text{standard deviation} = \sqrt{8069.716647}$$

$$\text{standard deviation} = 4.63844$$

1. Test data level

The data in this research is single data; the researcher used the Leliforce equation with the following steps:

a) Determine the hypothesis

Null hypothesis: pre-test of a neutral sample

Hypothesis proposed: pre-test from a non-neutral sample

b) Determine the 5% significance level.

c) Statistical exam

$l = \text{greater } |f(x) - s(x)|$

d) Determine the data flatness test using the Leliforce equation

Table 1.8
The standard deviation of the pre-test (second x)

No.	Xi	Fi	FKum	F.S	Z	FT		FT-FS
1.	70	2	2	0.090909091	-4.2137964	1.25557E-05	-0.090896535	0.090896535
2.	70	5	7	0.318181818	-2.0579006	0.019799839	-0.298381979	0.298381979
3.	80	7	14	0.636363636	0.09799527	0.539031974	-0.097331663	0.097331663
4.	80	8	22	1	2.25389111	0.987898491	-0.012101509	0.012101509
5.	80							
6.	80							
7.	80							
8.	90							
9.	90							
10.	90							
11.	90							
12.	90							
13.	90							
14.	90							
15.	100							
16.	100							
17.	100							
18.	100							
19.	100							
20.	100							
21.	100							
22.	100							

$l = \text{greater } |f(x) - s(x)|$

$= 0.298381979$

From the previous statement, the result of the data evenness test using the Leliforce equation is 0.298381979, which is taken from the most significant result of the prior table. This result of "t" arithmetic.

e) T account table

Table "v" = l α: n
= for 5%: 22
= 0.190

f) Determine hypothesis testing decisions

Based on previous calculations, it is known that the calculated value "v" is smaller than the tabular value "v." This means that the null hypothesis is accepted.

g) Collection of conclusions

The null hypothesis may be accepted depending on the testing decision, indicating that the sample comes from a moderate population.

c. **N-gene test**

After applying the Expert Group method, the author conducted the N-Gen Test to determine the increase in students' *qirā'ah* learning abilities. The author performs the following steps:

1. Determine N-Gen Results

The following is the N-Gen results table:

Table 1.9
Calculating N-Gen Results

No.	Name	Pre-test Results	Post-test results	N-Gen	Standard
1.	Abul Alim Zauhar	70	80	0.33	Currently
2.	Adlin Nur Jailani	60	70	0.25	Low
3.	Ahmad Ahsan Ridwan	90	100	1.00	Tall
4.	Alvaro Syamsul Ulum	90	100	1.00	Tall
5.	Andini Fauziah	90	100	1.00	Tall
6.	Asep Muhammad Amin	90	100	1.00	Tall
7.	Dini Nurul Syarifa	90	100	1.00	Tall
8.	Dini Oktafiani	50	70	0.40	Currently
9.	Eko Permana	70	90	0.67	Currently
10.	Farhan Fikri Ramdani	70	80	0.33	Currently
11.	Iis Istiqomah	70	100	1.00	Tall
12.	Kinanti Fauziatul Maola	60	80	0.50	Currently
13.	M. Akhsan Siddiq	80	100	1.00	Tall
14.	M. Fikri Saiful Iman	90	100	1.00	Tall
15.	M. Jaidan Harun	80	90	0.50	Currently
16.	Masrul Anwar	80	90	0.50	Currently
17.	Melisa Adiba Rahma	80	90	0.50	Currently
18.	Muhammad Ahsanuddin Umar	90	100	1.00	Tall
19.	Ramadhanti	80	90	0.50	Currently
20.	Rasya Abdu Zuhud	60	90	0.75	Tall
21.	Rina Sri Mulyani	70	80	0.33	Currently
22.	Salsabila Aulia Putri	70	90	0.67	Currently
				15.23	

This table explains the increase in students' *qirā'ah* learning before and after using the *Expert Group method.* The conclusion from the previous table is as follows:

Table 2.1
Standards For N-Gen Results

N-Gen Results	Standard

Gene > 0.7	Tall
0.3 < Gene ≤ 0.7	Currently
Gene ≤ 0.3	Low

Conclusion From the previous table as follows:

Table 2.2
N-Gen Results

N-Gen Results	Standard	The number of students	Per cent (%)
Gene > 0.7	Tall	11	55%
0.3 < Gene ≤ 0.7	Currently	10	54%
Gene ≤ 0.3	Low	1	1%

The Average Score is:

$$\text{N-Gen Results} = \frac{\text{Overall Results}}{\text{The number of students}}$$

$$= \frac{15.23}{22}$$

$$= 0.69$$

From the previous table, the author knows that the number of students who obtained high N-Gen results was 11 (55%), and the number of students who obtained medium N-Gen results was 10 (54%). The number of students who obtained low N-Gen results was one student (1%). The author also notes that the average N-Gen score is 0.69 or 69%, indicating a moderate classification within the interpretation criteria. This data provides insight into the distribution of N-Gen results among the student population, revealing that most students achieved either high or medium N-Gen scores. The fact that 55% of students attained high N-Gen scores suggests that a considerable portion of the cohort possesses strong genetic predispositions related to the traits measured by the N-Gen assessment.

Conversely, only one student with low N-Gen scores highlights the rarity of such occurrences within the group. However, it's crucial to note that while the average N-Gen score falls within the moderate classification, this doesn't necessarily imply mediocrity. Instead, it suggests a balanced distribution of genetic traits across the student body, with a substantial number exhibiting traits associated with moderate genetic predispositions. This analysis underscores the importance of considering both individual and collective N-Gen results when evaluating the genetic characteristics of the student population and their potential implications on various aspects of learning and development.

CONCLUSION

Based on the existing problems and alternative solutions provided, this research is supported by relevant theories, including Arabic language learning, *qirā'ah* learning, and teaching methods. The study concludes that using the Expert Group method in *qirā'ah* learning is effective. This method motivates students to actively engage and collaborate as they learn from a group of peers who are experts, facilitated by direct evaluation from the teacher. The pre-test average in the experimental class was 75.9, while the post-test average was 89.5, indicating a significant

improvement. The average N-Gen result was 69%, supporting the method's effectiveness. The Expert Group method fosters a collaborative approach that encourages active student participation and mutual reinforcement of understanding, creating a dynamic learning environment conducive to academic growth. The substantial improvement from the pre-test to the post-test demonstrates the method's effectiveness in enhancing students' comprehension and skills in *qirā'ah*. Therefore, the Expert Group method can effectively model Arabic language and *qirā'ah* learning contexts.

However, this research also highlights the need for further studies to understand better the long-term factors influencing the effectiveness of this method and to evaluate the sustainability of the achieved learning outcomes. Despite providing valuable insights into the effectiveness of the Expert Group method in *qirā'ah* learning, this study has some limitations that warrant attention, such as the limited sample size and short duration, potentially overlooking the long-term effects and the variability in students' skill levels and motivations that could affect learning outcomes. Expanding the sample size and duration and conducting further studies to understand contextual factors affecting the method's effectiveness are recommended for future research. Additionally, comparative research on different teaching methods and diverse data collection methods can deepen our understanding of the learning experience with the Expert Group method in Arabic language learning contexts.

AUTHOR CONTRIBUTIONS STATEMENT

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