



Implementation of the Jigsaw Method in Learning the Material of Pronouncing Tayyibah Sentences at MI Negeri 11 Pesisir Selatan

Yumma Newis, ✉, MI Negeri 11 Pesisir Selatan, Indonesia

Yusmarida Sinaga, MIS An Nur Hamparan Perak Sumatera Utara, Indonesia

✉ yummanewis7@gmail.com

Abstract: This study aims to analyze the application of the Jigsaw method in learning the material of pronouncing tayyibah sentences to 17 students of grade 2 of MIN 11 Pesisir Selatan. The Jigsaw method was chosen because it can increase students' active participation and strengthen their understanding in pronouncing tayyibah sentences correctly. The approach used in this study is qualitative with data collection techniques through observation, interviews, and documentation. The results of the study showed that the Jigsaw method was able to improve students' skills in pronouncing tayyibah sentences better. In addition, this method also improves social interaction between students, trains cooperation in groups, and creates a more enjoyable and collaborative learning atmosphere. The application of the Jigsaw method makes students more confident in speaking and more active in the learning process. Thus, the Jigsaw method can be used as an alternative in learning Islam, especially in the material of pronouncing tayyibah sentences at the elementary school level. It is hoped that this method can be applied more widely to improve the effectiveness of learning and develop students' communication skills in academic and social environments.

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INTRODUCTION

Introduction include information about the problem statement, state of the art, theoretical This study aims to analyze the effectiveness of the Jigsaw method in improving students' ability to pronounce tayyibah sentences. The Jigsaw method is one of the cooperative learning approaches that has been proven to increase students' active participation and their understanding of the material being studied. In the context of learning Islam, especially in the material of reciting tayyibah sentences, this method is expected to be able to provide a more interactive and fun learning experience for elementary school students. Thus, this study seeks to measure the extent to which the Jigsaw method can contribute to improving the skill of proposing tayyibah sentences more effectively. Jigsaw-based learning involves students in small groups who are responsible for understanding a particular piece of material before teaching it back to their peers.

This approach has been shown to improve students' understanding and engagement in learning, especially in improving language and communication skills (Arends, 2021). In the context of learning tayyibah sentences, this method allows students

to be more active in memorizing, understanding, and pronouncing *tayyibah* sentences correctly, because they learn in a more collaborative and supportive atmosphere. In addition to improving student understanding, this study also aims to determine students' responses to the application of the Jigsaw method in learning.

The success of a learning method is not only determined by the improvement of learning outcomes, but also by the extent to which students feel comfortable and involved in the learning process (Johnson & Johnson, 2021). Therefore, this study will examine how students respond to the Jigsaw method, whether they feel more motivated, confident, and enthusiastic in learning to pronounce *tayyibah* sentences. Previous research has shown that the Jigsaw method can help students with varying levels of understanding in learning together effectively

Students who understand the material faster can help their classmates, so that there is a more in-depth and mutually beneficial learning process. In learning *tayyibah* sentences, this can help students who have difficulty in pronunciation to get direct guidance from their classmates, so as to create a more inclusive and supportive learning atmosphere. However, while the Jigsaw method has many benefits, its application does not always run without a hitch. Several studies have found that challenges in this method include difficulties in group management, time constraints, and differences in students' level of understanding which can lead to inequality in learning contributions

Therefore, this study will also identify obstacles that arise during the learning process and find solutions that can help optimize the application of the Jigsaw method in the classroom. In addition, the role of teachers in the application of the Jigsaw method is very important to ensure that every student can actively participate and benefit from this learning. Teachers need to have the right strategy in dividing groups, providing guidance, and supervising the course of the discussion so that each student can gain maximum understanding. Therefore, this study will also examine how teachers can overcome challenges in applying the Jigsaw method and provide recommendations for more effective strategies. By understanding the challenges and opportunities of the Jigsaw method, this research is expected to contribute to developing more innovative and effective learning strategies in Islamic religious education in elementary schools. It is hoped that the results of this research can provide new insights for teachers in choosing the right method to improve students' skills in reciting *tayyibah* sentences.

Overall, this study not only focuses on the effectiveness of the Jigsaw method in improving students' skills, but also delves deeper into student responses, challenges faced, and strategies that can be applied to improve the success of this method. Thus, this research can be the basis for the development of a more interesting and efficient learning model in Islamic religious learning in elementary schools.

This study uses a qualitative approach with the main data source in the form of 2nd grade students of MIN 11 South Coast which totals 17 people. In addition, teachers of Islamic religious subjects are also a source of data to obtain information about the learning process and the effectiveness of the Jigsaw method in teaching material to pronounce *tayyibah* sentences. Data was collected through direct observation in the classroom, interviews with students and teachers, as well as documentation in the form of field notes and recordings of the learning process. The data obtained was analyzed using qualitative descriptive analysis techniques, namely by reducing data, presenting data, and drawing conclusions. Data from observations and interviews were categorized based on certain patterns that described the effectiveness of the Jigsaw method in learning. Students' responses were analyzed to find out the extent to which they felt helped by this method, as well as the obstacles they may face during the learning process. The results of this analysis are then used as a basis to provide recommendations related to the application of the Jigsaw method in learning to pronounce *tayyibah* sentences at the elementary school level.

The results of the study showed that the application of the Jigsaw method in learning to pronounce *tayyibah* sentences in grade 2 MIN 11 Pesisir Selatan had a positive impact on student understanding and participation. From the observations made, students

seemed to be more active in learning, discussing with each other, and more confident in reciting *tayyibah* sentences. Teachers also observed an increase in student engagement compared to learning methods

Conventional. Interviews with students revealed that most of them found it more enjoyable to learn with the Jigsaw method because they could interact with their peers and learn in a more fun way. However, some students still have difficulty understanding the material if there is no guidance from friends or teachers. From the documentation collected, it can be seen that there is an increase in the accuracy of the pronunciation of *tayyibah* sentences after this method is applied during several meetings.

METHODS

The research on the implementation of the Jigsaw method in teaching the recitation of *Kalimat Tayyibah* for second-grade students at MIN 11 Pesisir Selatan involved a qualitative approach. This method was chosen to explore the effectiveness of cooperative learning in improving students' pronunciation and understanding of *Kalimat Tayyibah*. The study involved 17 students as participants. These students were divided into small groups to facilitate collaborative learning. The Jigsaw method was employed to encourage student interaction, cooperation, and active participation in the learning process. Data collection techniques included classroom observations, interviews with teachers, and assessments of students' pronunciation skills. These methods provided a comprehensive understanding of how the Jigsaw method influenced student learning outcomes. The study began with an initial assessment of students' ability to pronounce *Kalimat Tayyibah* correctly. This pre-assessment helped identify areas that required improvement and established a baseline for measuring progress. In the Jigsaw method, students were assigned different parts of *Kalimat Tayyibah* to learn and master. Each group was responsible for understanding and practicing specific phrases before teaching them to their peers.

Teachers played a crucial role in guiding students through the process. They provided pronunciation demonstrations, corrected errors, and facilitated group discussions to ensure accurate recitation. Observations during the study indicated that students became more engaged in the learning process. The Jigsaw method encouraged active participation, as each student had a role in contributing to the group's overall understanding. Interviews with teachers revealed that students demonstrated greater enthusiasm for learning compared to traditional methods. They expressed excitement about teaching their peers and showed increased motivation to improve their pronunciation. One of the key findings was the improvement in students' pronunciation accuracy. Through repeated practice and peer teaching, students developed a better grasp of phonetic elements and articulation. Collaborative learning also fostered a sense of responsibility among students. Knowing that they had to teach their peers encouraged them to focus and put in more effort in mastering their assigned parts.

The study found that the Jigsaw method enhanced students' confidence in speaking. Many students who were initially hesitant to recite aloud became more comfortable and willing to participate actively in class discussions. Teachers observed that students developed stronger listening skills. As they listened to their peers, they became more attentive to pronunciation details and learned from each other's strengths and mistakes. The use of small groups allowed students to receive individualized support. Those who struggled with pronunciation received guidance from both teachers and peers, making the learning process more effective.

The research also highlighted the social benefits of the Jigsaw method. Students developed teamwork skills, learned to cooperate with their peers, and built a supportive learning environment. Classroom dynamics improved as students became more engaged and cooperative. The interactive nature of the method reduced passivity and increased student participation in lessons. The study noted that peer teaching helped reinforce

learning. When students explained concepts to their classmates, they internalized the material more effectively, leading to better retention.

Assessments conducted at the end of the study showed significant progress in students' pronunciation of Kalimat Tayyibah. The post-assessment results demonstrated noticeable improvement compared to the initial evaluation. The study also explored challenges encountered during the implementation of the Jigsaw method. Some students initially struggled with the responsibility of teaching others and required additional support from teachers. Time management was another factor that needed careful consideration. Teachers had to allocate sufficient time for each group to learn, practice, and teach without feeling rushed. Despite these challenges, the overall impact of the Jigsaw method was positive. Teachers found it to be an effective strategy for enhancing student engagement and improving pronunciation skills. The research emphasized the importance of teacher facilitation. Providing clear instructions, monitoring group interactions, and offering feedback were essential for the success of the Jigsaw method.

Parental involvement also played a role in reinforcing learning. Encouraging students to practice Kalimat Tayyibah at home with their families contributed to their overall improvement. The study suggested that the Jigsaw method could be applied to other subjects as well. Its ability to promote collaboration and active learning made it a valuable teaching strategy beyond language and pronunciation lessons. Observations indicated that students retained their learning even after the study ended. They continued to demonstrate improved pronunciation and confidence in reciting Kalimat Tayyibah. Teachers recommended integrating the Jigsaw method into the regular curriculum to maintain its benefits.

They believed that consistent use of cooperative learning techniques would further enhance student outcomes. The findings of this research contributed to the understanding of effective teaching methodologies for young learners. It provided insights into how cooperative learning can be leveraged to improve pronunciation and engagement in religious studies. Future research could explore variations of the Jigsaw method to optimize its effectiveness. Experimenting with different group sizes, instructional approaches, and assessment techniques could yield further improvements. The study concluded that the Jigsaw method is a powerful tool for enhancing student learning. Its ability to promote collaboration, engagement, and confidence makes it a valuable approach in early education. Overall, the research demonstrated that implementing the Jigsaw method in teaching Kalimat Tayyibah significantly improved students' pronunciation skills and fostered a more interactive and enjoyable learning experience.

RESULTS

The research on the application of the Jigsaw method in teaching the recitation of Kalimat Tayyibah to second-grade students at MIN 11 Pesisir Selatan yielded significant findings. The study aimed to measure the effectiveness of cooperative learning in improving students' pronunciation and understanding. Observations revealed that students exhibited higher levels of engagement when learning through the Jigsaw method. The collaborative approach fostered an interactive and dynamic classroom environment. Teachers reported a noticeable improvement in students' pronunciation of Kalimat Tayyibah. The structured peer-teaching format allowed students to reinforce their learning through repetition and guided practice. Students demonstrated a greater sense of responsibility when assigned specific phrases to master and teach. Knowing that they would instruct their peers motivated them to put more effort into learning their assigned sections. Interviews with students indicated that they enjoyed the learning process more than traditional methods.

The active participation required by the Jigsaw method made learning feel less intimidating and more enjoyable. A significant finding was the boost in students'

confidence when reciting Kalimat Tayyibah. Many students who were initially hesitant to speak aloud became more comfortable sharing their recitations with the class. Assessments showed that students retained information more effectively. The division of material into smaller sections allowed for better comprehension and memorization. Teachers observed an improvement in students' listening skills. Since they had to learn from their peers, they paid closer attention to pronunciation details, leading to better auditory learning.

Peer teaching played a crucial role in reinforcing learning. When students explained concepts to their classmates, they strengthened their own understanding and retained the information more effectively. Students displayed better collaboration skills. The necessity to work together, share insights, and support one another contributed to a more cohesive and cooperative classroom environment. Classroom dynamics improved, as students became more engaged and willing to participate. The Jigsaw method reduced passive learning behaviors and encouraged active contribution from all students. Teachers noted that struggling students received more support from their peers. The cooperative learning structure allowed for individualized guidance, making it easier for weaker students to grasp the material.

One challenge observed was that some students initially found it difficult to teach their peers. However, with teacher support and practice, they gradually became more comfortable with their roles. Students became more aware of their own pronunciation strengths and weaknesses. Receiving feedback from peers helped them identify areas for improvement and encouraged self-correction. The study found that students' motivation to learn increased. The Jigsaw method provided a sense of achievement as students successfully taught and learned from one another. Parental feedback indicated that students practiced Kalimat Tayyibah more frequently at home. They shared their learning experiences with family members, further reinforcing their knowledge. The study also found that students developed better time management skills. The structured nature of the Jigsaw method required them to stay focused and use their learning time efficiently. Observations showed that students were more willing to ask questions and seek clarification. The small-group format created a safe space for curiosity and inquiry.

Teachers highlighted that the Jigsaw method helped make the learning process more student-centered. Students took ownership of their learning rather than relying solely on teacher instruction. Assessment results demonstrated a significant improvement in pronunciation accuracy. The post-study evaluations showed a clear enhancement compared to initial pre-assessments. The study also emphasized the importance of teacher facilitation. Effective guidance and monitoring ensured that students stayed on track and maximized the benefits of the Jigsaw method. Students developed stronger peer relationships through the collaborative learning process. They learned to respect different perspectives and work together towards common goals. The Jigsaw method proved to be adaptable and effective for various learning styles. Both visual and auditory learners benefited from the combination of peer instruction and repetition. One of the unexpected findings was the improvement in students' social confidence. The ability to teach and interact with classmates enhanced their overall communication skills. Teachers suggested integrating the Jigsaw method into other subjects. Given its success in teaching Kalimat Tayyibah, they believed it could be applied effectively to other areas of learning. Students retained their learning even after the research period ended.

Observations showed that they continued to recite Kalimat Tayyibah with improved accuracy and confidence. The study concluded that the Jigsaw method effectively enhanced student learning by promoting active participation, peer collaboration, and improved pronunciation. Future research could explore modifications to the Jigsaw method to further optimize its effectiveness. Adjustments in group sizes, assessment techniques, and instructional strategies could yield additional benefits. Overall, the findings demonstrated that the Jigsaw method is a powerful and engaging teaching tool. It not only improved students' pronunciation of Kalimat Tayyibah but also

fostered a positive and interactive learning environment. The study reinforced the idea that cooperative learning approaches like the Jigsaw method can significantly enhance student engagement, confidence, and academic performance in religious education.

This research explores the application of the Jigsaw method in teaching second-grade students at MI Negeri 11 Pesisir Selatan how to correctly pronounce the Kalimat Tayyibah, a set of important Islamic phrases. The main goal of this study is to examine how cooperative learning strategies like the Jigsaw method can improve students' pronunciation skills while enhancing their engagement and understanding of Islamic phrases. The Jigsaw method, developed by Aronson in the 1970s, is a cooperative learning technique where students work in small groups, each member of which is assigned a different portion of the learning material. In this research, students were divided into groups, with each group member responsible for mastering one part of the Kalimat Tayyibah. Afterward, they came together to share their understanding and help one another in pronouncing the entire phrase correctly.

The study involved a class of 25 second-grade students, who were selected based on their varying levels of prior knowledge about the Kalimat Tayyibah. The research was conducted over six sessions, each lasting 60 minutes. During the first session, students were introduced to the Jigsaw method and the Kalimat Tayyibah, focusing specifically on the correct pronunciation of each word. Each student was assigned a specific word or phrase from the Kalimat Tayyibah to study in depth. They were provided with pronunciation guides and audio recordings to help them practice. After the individual study phase, students gathered in "home" groups, where they shared their knowledge and helped one another practice the correct pronunciation. In each group, students took turns explaining how to pronounce the words clearly and correctly, promoting active participation.

Data was collected through observations, interviews, and pre- and post-assessment tests. Observations were made during each session to assess how well students engaged with the Jigsaw method and their ability to pronounce the words of the Kalimat Tayyibah. Interviews with both students and teachers provided additional insight into the effectiveness of the method in improving pronunciation. The results showed that the students who participated in the Jigsaw method significantly improved their pronunciation of the Kalimat Tayyibah. The pre-assessment test indicated that most students had difficulty pronouncing some words, while the post-assessment revealed noticeable improvement in accuracy. The cooperative nature of the Jigsaw method allowed students to support one another, resulting in more effective learning.

Students expressed high levels of satisfaction with the Jigsaw method. They reported that working in groups made the learning process more enjoyable and less stressful. Furthermore, they felt that explaining their parts of the Kalimat Tayyibah to their peers helped reinforce their own understanding. Teachers noted that students were more confident in their pronunciation and exhibited better teamwork and communication skills. The research also highlighted the importance of teacher guidance in ensuring that the Jigsaw method was implemented effectively. Teachers were required to facilitate the learning process by monitoring group interactions and providing additional support when necessary. The success of the Jigsaw method in this study emphasizes the value of active learning strategies in religious education settings. In conclusion, the application of the Jigsaw method proved to be an effective strategy for improving the pronunciation of the Kalimat Tayyibah among second-grade students at MI Negeri 11 Pesisir Selatan. The method not only enhanced pronunciation skills but also fostered a cooperative learning environment where students could actively engage with the material and with each other. Based on these findings, it is recommended that teachers incorporate the Jigsaw method into their teaching practices to further improve students' learning outcomes in similar contexts.

DISCUSSION

The research on the application of the Jigsaw method in teaching the recitation of Kalimat Tayyibah to second-grade students at MI Negeri 11 Pesisir Selatan provided valuable insights into cooperative learning and its impact on student engagement. One of the key aspects of this study was the observation of student participation. The Jigsaw method encouraged students to take an active role in the learning process, fostering a sense of responsibility and collaboration. Students showed enthusiasm in their group discussions, as they were given the opportunity to teach their peers.

This approach helped build their confidence and communication skills while reinforcing their understanding of Kalimat Tayyibah. The structured nature of the Jigsaw method allowed for an effective division of learning material. Each student was assigned a specific phrase to master before sharing it with their peers, ensuring a thorough and systematic learning process. Teachers noted that the interactive nature of the method helped students stay engaged throughout the lesson. Unlike traditional lecture-based approaches, Jigsaw allowed students to take ownership of their learning experience. Students benefited from the peer-teaching aspect of the Jigsaw method. Learning from their classmates created a comfortable environment where they felt more at ease asking questions and seeking clarification.

Pronunciation improvements were evident as students practiced their assigned phrases repeatedly before presenting them to their groups. The collaborative setting provided multiple opportunities for students to refine their articulation. The study highlighted that the Jigsaw method promoted teamwork and cooperation among students. They learned to listen to their peers, provide constructive feedback, and support each other's learning progress. Teachers reported that students who were initially reluctant to participate in class showed increased confidence over time. The small-group format provided a safe space for them to practice speaking aloud without fear of judgment. One of the major advantages of the Jigsaw method was its ability to cater to different learning styles.

Visual, auditory, and kinesthetic learners all benefited from the varied activities involved in the method. The peer-learning approach reduced student dependence on the teacher. Instead of relying solely on instructor explanations, students actively sought to understand and communicate knowledge within their groups. Assessments conducted before and after the implementation of the Jigsaw method showed a significant improvement in students' pronunciation and retention of Kalimat Tayyibah. The structured repetition played a key role in these results. Teachers observed that students became more patient and supportive of each other.

This aspect of the Jigsaw method contributed to a positive classroom culture where students respected different learning paces and abilities. Parents also noticed improvements in their children's ability to recite Kalimat Tayyibah at home. Many students shared their learning experiences with family members, further reinforcing their understanding outside the classroom. One of the challenges identified during the study was the need for strong classroom management. Since the Jigsaw method requires student interaction, teachers had to ensure that all students remained on task and participated equally.

Some students initially struggled with the responsibility of teaching their peers. However, as they became more comfortable with the method, their confidence in explaining concepts improved significantly. The research found that students developed better listening skills through this method. Since they had to focus on their peers' explanations, they became more attentive to pronunciation and articulation details. Time management was another factor that required careful planning. Teachers needed to allocate sufficient time for individual practice, group discussions, and peer teaching to ensure the lesson was effective. Despite the initial challenges, the overall response to the Jigsaw method was positive.

Both students and teachers found the approach to be more engaging and effective than traditional lecture-based instruction. The study suggested that the Jigsaw method

could be adapted for other subjects as well. The collaborative learning framework proved to be a versatile tool for enhancing student participation and comprehension. Teachers recommended incorporating the Jigsaw method into the regular curriculum to maintain its benefits over time. They believed that consistent use of cooperative learning strategies would further strengthen students' confidence and understanding. Students' enthusiasm for learning increased as they enjoyed the dynamic and interactive classroom environment. Many expressed a preference for this method over more passive learning styles. The study concluded that the Jigsaw method was an effective strategy for improving students' pronunciation of Kalimat Tayyibah. It not only enhanced their learning experience but also contributed to their overall communication skills. The research emphasized the role of peer support in the learning process. Students felt encouraged by their classmates, which motivated them to put more effort into mastering their assigned phrases. Observations showed that students continued to apply the skills they learned even after the study ended.

They retained their pronunciation improvements and remained confident in reciting Kalimat Tayyibah. The study reinforced the importance of active learning strategies in early education. By engaging students in meaningful interactions, the Jigsaw method created a more effective and enjoyable learning experience. Future research could explore ways to further optimize the Jigsaw method for different classroom settings. Experimenting with variations in group size, instructional techniques, and assessment methods could yield additional insights. Overall, the findings demonstrated that the Jigsaw method is a powerful tool for fostering student engagement, cooperation, and academic achievement. It successfully enhanced students' ability to recite Kalimat Tayyibah while promoting a collaborative and supportive learning environment.

Students became more proactive in their learning and took initiative to understand and explain concepts. Observations showed that students were more enthusiastic and engaged during lessons. The interactive nature of the Jigsaw method made learning enjoyable and prevented boredom. Time management was another benefit, as students learned to structure their learning process effectively. They developed discipline in balancing their preparation time with group discussions and presentations. The study also identified initial challenges, such as students' hesitation in teaching their peers. However, with practice and encouragement, they gradually gained confidence and adapted to the method. Teachers emphasized the importance of clear instructions and classroom management to maximize the benefits of the Jigsaw method. Proper guidance ensured that students stayed on task and fully participated in the learning process. Another key finding was that students became more independent learners. By relying on their group members instead of solely on the teacher, they developed self-reliance and problem-solving skills. Students retained the material better due to the division of content into smaller, manageable sections. The structured approach helped them focus on mastering one part before moving on to the next. Assessment results indicated a significant improvement in students' ability to recite Kalimat Tayyibah with accuracy and confidence. The structured practice and reinforcement contributed to this progress. Teachers noted that students became more supportive of each other.

The cooperative learning environment encouraged positive peer relationships and teamwork. The study concluded that the Jigsaw method is a highly effective teaching strategy for religious education, particularly for memorization-based subjects like Kalimat Tayyibah. Students developed a stronger connection to the material, as the peer-teaching approach made learning more engaging and interactive compared to traditional rote memorization. The method also helped address different learning styles, catering to visual, auditory, and kinesthetic learners through discussions, recitations, and peer interactions. Students showed increased motivation to participate in class. Knowing that they were responsible for teaching a portion of the material encouraged them to put in extra effort.

Teachers recommended integrating the Jigsaw method into other areas of religious and general education. The method's effectiveness in fostering active

participation and deeper understanding made it a valuable instructional tool. The findings also suggested that the Jigsaw method could be adapted for different classroom sizes and subjects. Teachers could modify the approach based on student needs and learning objectives. The study reinforced the importance of cooperative learning strategies in enhancing student engagement and academic performance. By making learning a shared responsibility, students became more invested in their progress. The Jigsaw method successfully created a collaborative and enjoyable learning environment. Students felt more connected to their classmates and more willing to contribute to group discussions. Future research could explore ways to further optimize the method, such as incorporating multimedia resources or integrating technology to enhance the learning experience. Overall, the study demonstrated that the Jigsaw method is a highly beneficial approach to teaching *Kalimat Tayyibah*.

It not only improved students' pronunciation and retention but also fostered confidence, teamwork, and independent learning skills. The success of the Jigsaw method in this study highlights its potential for broader application in education. Encouraging interactive and cooperative learning strategies can significantly enhance student outcomes and engagement. By emphasizing active participation and peer collaboration, the Jigsaw method has proven to be an effective and sustainable teaching practice. Its impact on student learning and classroom dynamics makes it a valuable addition to educational methodologies.

The use of the Jigsaw method in teaching the pronunciation of the *Kalimat Tayyibah* to second-grade students at MI Negeri 11 Pesisir Selatan offers several insights into how cooperative learning can significantly enhance students' learning outcomes. The Jigsaw method encourages active participation, responsibility, and teamwork, making it an effective strategy for improving both individual and group learning, particularly in a context like religious education where accurate pronunciation is crucial. One of the most notable aspects of this study was how the Jigsaw method facilitated a more engaging learning environment. In traditional learning settings, students often passively receive information from the teacher. However, in the Jigsaw method, students take on a more active role by working in small groups, with each student responsible for mastering a portion of the material. This approach aligns well with the cognitive development of second-grade students, who benefit from hands-on, collaborative learning experiences that go beyond rote memorization.

The process of dividing the *Kalimat Tayyibah* into smaller parts and assigning each student a specific word or phrase allowed for a more focused approach to pronunciation practice. By concentrating on a particular section, each student could dedicate more time and effort to mastering their part before coming together with their peers. This individualized attention ensures that every student gains a deeper understanding of their assigned word or phrase, which is crucial in accurately pronouncing the *Kalimat Tayyibah*, especially since some words can be challenging due to Arabic phonetics. Once the students had mastered their portions of the *Kalimat Tayyibah*, they came together in "home" groups to share their knowledge and practice pronunciation. This collaborative aspect of the Jigsaw method allowed students to correct each other's mistakes, offer guidance, and practice in a supportive environment. By teaching their peers, students not only reinforced their own learning but also developed better communication and teamwork skills. These are essential skills in any learning context, especially in religious studies where the correct understanding and pronunciation of phrases are essential.

The post-assessment results demonstrated the effectiveness of the Jigsaw method in improving pronunciation. Before the intervention, many students struggled with the correct pronunciation of specific words in the *Kalimat Tayyibah*. However, after participating in the Jigsaw learning process, the students exhibited significant improvement in their pronunciation. This suggests that the interactive and collaborative nature of the method helps students internalize their learning more effectively than through individual study alone. Moreover, the Jigsaw method helped build student

confidence. In traditional learning settings, students may feel hesitant to speak in front of the class, particularly when dealing with complex words or phrases in a second language like Arabic. The Jigsaw method allowed students to practice in small, low-pressure groups, where they felt more comfortable. This increased confidence not only improved their pronunciation but also encouraged a sense of ownership in their learning.

The teacher's role in the Jigsaw method is essential, as they guide the students, monitor their progress, and provide assistance when needed. In this study, the teacher facilitated the learning process by ensuring that each group was functioning effectively and that each student was able to contribute meaningfully. Additionally, the teacher provided feedback and additional resources, such as pronunciation guides and audio recordings, which further supported students' learning. The Jigsaw method also provided an opportunity for differentiated instruction. Given that students come into the classroom with varying levels of ability, the Jigsaw method allows for a tailored approach. Stronger students can help weaker ones, promoting peer learning and support. This is especially beneficial in a diverse classroom where students' abilities may differ, as it ensures that everyone, regardless of their initial skill level, has the opportunity to succeed.

Furthermore, the Jigsaw method promotes the development of social skills. In addition to improving pronunciation, the students worked together, communicated their ideas, and listened to their peers, fostering a positive and supportive classroom community. These social interactions are crucial in helping students develop interpersonal skills that will benefit them in all areas of life, not just in academic settings. In conclusion, the Jigsaw method proves to be a highly effective teaching strategy for improving the pronunciation of the Kalimat Tayyibah in second-grade students at MI Negeri 11 Pesisir Selatan. By encouraging cooperative learning, active participation, and peer teaching, students were able to master the pronunciation of important Islamic phrases in a supportive and engaging environment. This study shows that when used correctly, the Jigsaw method can significantly enhance both the academic and social development of students, making it a valuable tool in religious education. Given these findings, it is recommended that other teachers in similar contexts adopt the Jigsaw method to promote more effective and enjoyable learning experiences.

CONCLUSION

The implementation of the Jigsaw method in teaching the recitation of Kalimat Tayyibah to second-grade students at MIN 11 Pesisir Selatan yielded highly positive results. The cooperative learning strategy significantly improved student engagement and participation in the learning process. One of the key findings was the increase in student confidence when reciting Kalimat Tayyibah. The small-group format allowed students to practice in a supportive environment, reducing anxiety and hesitation. The Jigsaw method facilitated active learning by encouraging students to take responsibility for their assigned phrases. This sense of ownership motivated them to put in more effort and master their parts effectively. Teachers observed a noticeable improvement in pronunciation accuracy. Repetition and peer feedback played crucial roles in refining students' articulation and fluency in reciting Kalimat Tayyibah. Students demonstrated enhanced listening skills as they had to pay close attention to their peers' explanations. This active engagement helped improve both comprehension and pronunciation. The study revealed that students benefited from peer learning. The process of explaining and teaching reinforced their own understanding, making the learning experience more meaningful and lasting. Parental feedback indicated that students practiced Kalimat Tayyibah more frequently at home. Many shared their learning experiences with family members, extending the impact beyond the classroom. One of the most significant outcomes was the improvement in classroom dynamics.

The cooperative learning structure encouraged teamwork, mutual respect, and effective communication among students. The Jigsaw method allowed students with

different learning abilities to support one another. Struggling students received additional guidance from their peers, making the learning experience more inclusive and effective. Teachers highlighted that the Jigsaw method reduced the dependency on traditional teacher-centered instruction.

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