The Effect of *Jigsaw* Model on Reading Arabic Narrative Texts at MA Plus Hasyim Asy'ari

أثر استخدام نموذج الجيجشو (Jigsaw) في تنمية مهارة قراءة النصوص السردية العربية لدى طلاب المدرسة الثانوية الإسلامية بلس هاشم أشعري

إعداد:
زهيرينا غزة اليليا
٢٢١١٢١١١٠١٥



TUGAS AKHIR ARTIKEL JURNAL

THE EFFECT OF JIGSAW MODEL ON READING ARABIC NARRATIVE TEXTS AT MA PLUS HASYIM ASY'ARI

Oleh:

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PROGRAM STUDI PENDIDIKAN BAHASA ARAB

FAKULTAS TARBIYAH DAN KEGURUAN (FTK)

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PRASYARAT GELAR

THE EFFECT OF JIGSAW MODEL ON READING ARABIC NARRATIVE TEXTS AT MA PLUS HASYIM ASY'ARI

ARTIKEL

Diajukan Kepada Fakultas Tarbiyah dan Keguruan Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi Untuk Memenuhi Salah Satu Persyaratan Dalam Menyelesaikan Program Sarjana Pendidikan (S.Pd.)

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MOTTO DAN PERSEMBAHAN

Motto:

"sembilan bulan ibuku merakit tubuhku untuk menjadi mesin penghancur badai, maka tak pantas aku tumbang karena hanya mulut seseorang"

"lakukan apa yang kamu mau, sekarang saat hatimu bergerak, jangan kau larang hidup ini tidak ada artinya, maka kau bebas mengarang maknanya"

(hindia – berdansalah, karir tak ada artinya)

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Tugas akhir artikel jurnal ini penulis persembahkan bukan sekadar sebagai pemenuhan syarat akademik, melainkan sebagai refleksi bahwa dalam perjalanan pendidikan, tuntutan sering hadir lebih nyata daripada tuntunan, padahal tuntunanlah yang memberi arah dan makna pada proses belajar.

1. Kepada Allah SWT, sumber segala ilmu dan petunjuk, yang tidak menuntut kesempurnaan hamba-Nya, tetapi senantiasa memberikan tuntunan melalui proses, kesabaran, dan kesempatan untuk terus memperbaiki diri.
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Akhirnya, artikel ini penulis persembahkan kepada setiap insan pendidikan**.** Semoga menjadi pengingat bahwa pendidikan yang bermakna lahir dari tuntunan yang manusiawi dan bernilai, bukan dari tuntutan yang semata-mata administratif.

PERNYATAAN KEASLIAN ARTIKEL JURNAL

Yang bertanda tangan di bawah ini, saya:

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Alamat	: Desa Balak, Kec. Songgon, Kab. Banyuwangi, Jawa Timur

Dengan sungguh-sungguh menyatakan bahwa tugas akhir artikel jurnal dengan judul **"The Effect Of Jigsaw Model On Reading Arabic Narrative Texts At Ma Plus Hasyim Asy'ari"** Yang sudah terbit pada Jurnal Albayan terakreditasi SINTA 2. Secara keseluruhan adalah hasil penelitian/karya sendiri, kecuali pada bagian-bagian yang dirujuk sumbernya.



Banyuwangi, 13 Juni 2026

Yang menyatakan,

Izzatu Lailiyya

2211211015

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Artikel atau jurnal ilmiah ini disusun sebagai salah satu bentuk pemenuhan tugas akhir akademik sekaligus wujud penerapan ilmu yang telah diperoleh selama masa perkuliahan. Dalam proses penyusunannya, penulis memperoleh banyak pengalaman, pengetahuan, serta pelajaran berharga, terutama dalam mengembangkan kemampuan berpikir ilmiah, analisis, dan penyusunan penelitian secara sistematis.

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Penulis menyadari bahwa artikel atau jurnal ilmiah ini masih memiliki kekurangan dan belum mencapai kesempurnaan. Oleh sebab itu, kritik dan saran yang membangun sangat diharapkan guna memperbaiki dan menyempurnakan karya ilmiah ini di masa mendatang.

Penulis menyadari bahwa artikel atau jurnal ilmiah ini masih memiliki kekurangan dan belum mencapai kesempurnaan. Oleh sebab itu, kritik dan saran yang membangun sangat diharapkan guna memperbaiki dan menyempurnakan karya ilmiah ini di masa mendatang.

Semoga artikel/jurnal ilmiah ini dapat memberikan manfaat, menambah wawasan pembaca, serta menjadi kontribusi positif bagi pengembangan ilmu pengetahuan dan dunia pendidikan. Atas segala bantuan dan dukungan yang telah diberikan, penulis mengucapkan terima kasih yang sebesar-besarnya. Semoga Allah Swt. Membalas segala kebaikan dengan pahala yang berlipat ganda.

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The Effect of Jigsaw Model on Reading Arabic Narrative Texts at MA Plus Hasyim Asy'ari

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Abstract: The low ability to read Arabic narrative texts among 11th grade students at MA Plus Keterampilan Hasyim Asy'ari, caused by teacher-centered learning methods that lack active student interaction, serves as the background for this study. Therefore, this study aims to examine the effect of the Jigsaw cooperative learning model on the ability of 11th grade students at MA Plus Keterampilan Hasyim Asy'ari to read Arabic narrative texts. This study aims to examine the effect of the Jigsaw cooperative learning model on the ability of 11th grade students at MA Plus Keterampilan Hasyim Asy'ari to read Arabic narrative texts. Using a quantitative approach with an associative explanatory design, this study involved 60 students divided into experimental and control groups. Data were collected through valid and reliable pretest-posttest tests (α=0.85), then analyzed using simple linear regression after fulfilling the assumption of residual normality (p=0.101). The results showed a regression equation of $\hat{Y} = 1.457 + 0.962X$ with an F value of 402.755 ($p < 0.001$) and a high coefficient of determination (R^2), proving the significant and strong effect of the Jigsaw model. In conclusion, the Jigsaw cooperative model is effective in improving narrative text reading skills with an increase in the average score from 56 to 90, while also developing students' collaborative competencies.

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Introduction

Arabic language learning in Indonesia has experienced rapid development in line with increasing public awareness of the importance of the language of the Qur'an for understanding Islam, global communication, and self-development[1]. Data from the Ministry of Religious Affairs (2024) shows that Arabic has become a compulsory subject in Madrasah Aliyah (MA) with an increase in enrollment in religious programs reaching 15% per year[2]. However, despite this enthusiasm, the reality on the ground reveals serious problems in language proficiency, particularly in reading narrative texts. The ability to read Arabic narrative texts involves not only recognizing letters and vocabulary (*basic qira'ah*), but also understanding complex sentence structures, implicit meanings, cultural contexts, and narrative inferences[3], such as in the stories of the prophets or "*qishshah*" in classical Arabic literature. National research reports that the average reading ability score of MA students only reaches 62.5 on a scale of 100, far below the Minimum Passing Criteria (KKM) of 70 set by the Merdeka Curriculum. Initial observations at MA Plus Keterampilan Hasyim Asy'ari, Tegaldlimo, show a similar phenomenon: only 45% of 10th-grade students are able to understand simple narrative texts such as *Qishshah Ashab al-Kahf* with an accuracy of 70% or more. This problem is caused by the dominance of

[1] Muhammad Azram et al., "The Influence of Language Proficiency, Acculturation Stress, and Institutional Support in Enhancing Personal Development of International Students in China," *PloS One* 20, no. 4 (2025): 1-21.

[2] Cassandra Vieten and David Lukoff, "Spiritual and Religious Competencies in Psychology.," *American Psychologist* 77, no. 1 (2022): 26.

[3] Gilberto Gauche and Eileen Pfeiffer Flores, "The Role of Inferences in Reading Comprehension: A Critical Analysis," *Theory & Psychology* 32, no. 2 (2022): 326–343.

conventional teaching methods[4] (teacher-centered lectures and rote learning), which emphasize narrow linguistic aspects without involving higher-order cognitive processes such as narrative analysis and collaborative discussion[5].

Amid these challenges, the Jigsaw cooperative learning model emerges as an innovative alternative[6]. Developed by Aronson and colleagues in 1978 at the University of California, the Jigsaw technique divides students into "home groups" (4-6 heterogeneous individuals) and "expert groups" (one member from each home group

meets to master a specific text segment)[7]. After becoming experts, they return to their home groups to teach each other[7]. This approach is based on the theory of positive interdependence[8], where individual success depends on group contributions, thereby promoting shared responsibility,

[4] M Aravindan et al., "Fuelling the Future: A Review of Non-Renewable Hydrogen Production and Storage Techniques," *Renewable and Sustainable Energy Reviews* 188 (2023): 113791.

[5] Alexandra List and Yuting Sun, "To Clarity and beyond: Situating Higher-Order, Critical, and Critical-Analytic Thinking in the Literature on Learning from Multiple Texts," *Educational Psychology Review* 35, no. 2 (2023): 40.

[6] Xigui Yang, "A Historical Review of Collaborative Learning and Cooperative Learning," *TechTrends* 67, no. 4 (2023): 718–728.

[7] Karen E Till, "Returning Home and to the Field," *Geographical Review* 91, no. 1–2 (2001): 46– 56.

[8] Simon Columbus et al., "Interdependence and Cooperation in Daily Life.," *Journal of Personality and Social Psychology* 120, no. 3 (2021): 626.

intrinsic motivation, and deep information processing[9]. A meta-analysis of 67 cooperative studies found that the Jigsaw model improved academic achievement with an effect size of d = 0.25–0.35, particularly in reading and language subjects. In the context of EFL (English as a Foreign Language), studies by Gillespie (2006) and Harper and colleagues (2022)[10] reported an increase in reading comprehension of up to 28% in high school students. However, the application of Jigsaw in Arabic, especially narrative texts, is still limited. Research in Saudi Arabia shows the effectiveness of Jigsaw in "*qira'ah*" (reading) with a gain score of 22%, but it does not emphasize complex narratives. In Indonesia, a study by Alhamdi and Afril (2025) on MA in Aceh found an 18% increase in "*maharatul lughah*" in general, although not specifically in narrative texts[11].

This gap is even more relevant at MA Plus Keterampilan Hasyim Asy'ari, a pesantren-based school that integrates the national curriculum with vocational skills[12]. Eleventh-grade students encounter narrative texts such as "*Sirah Nabawiyah*" or "*Qishshah Yusuf*". Student comprehension is emphasized not only in terms of semantic and morphological understanding (*nahwu* and *sharaf*), but also narrative comprehension to

[9] Adam M Grant and Marissa S Shandell, "Social Motivation at Work: The Organizational Psychology of Effort for, against, and with Others," *Annual Review of Psychology* 73 (2022): 301–326.

[10] So Yoon Kim et al., "Time to Level up: A Systematic Review of Interventions Aiming to Reduce Stigma toward Autistic People," *Autism* 28, no. 4 (2024): 798–815.

[11] Raymond A Mar et al., "Memory and Comprehension of Narrative versus Expository Texts: A Meta-Analysis," *Psychonomic Bulletin & Review* 28, no. 3 (2021): 732–749.

[12] John E Mitchell et al., "Faculty Wide Curriculum Reform: The Integrated Engineering Programme," *European Journal of Engineering Education* 46, no. 1 (2021): 48–66.

draw moral lessons[13]. Conventional methods fail to accommodate the diversity of student abilities and high heterogeneity:[14] 30% come from Islamic boarding schools,

[7] Sarah Hurwitz, Blaine Garman-McClaine, and Kane Carlock, "Special Education for Students with Autism during the COVID-19 Pandemic:'Each Day Brings New Challenges,'" *Autism* 26, no. 4 (2022): 889–899.

70% are beginners, causing 55% of students to be passive and lose motivation. The Jigsaw model has the potential to overcome this through active[15], inclusive, and contextual learning with Islamic values[16]. Based on the above background, the research problems are as follows: (1). Does the Jigsaw cooperative model have an effect on the Arabic narrative text reading skills of 11th-grade students at MA Plus Keterampilan Hasyim Asy'ari? (2). Is there an increase in Arabic narrative text reading skills at MA Plus Keterampilan Hasyim Asy'ari? This study aims to: (1) Reveal the effect of the Jigsaw cooperative model on improving the ability to read Arabic narrative texts (Insaniyah & Kumala, 2022[17]) of 11th-grade students at MA Plus Keterampilan Hasyim Asy'ari. (2) Reveal the improvement in ability.

[13] Luciano Gasser, Yvonne Dammert, and P Karen Murphy, "How Do Children Socially Learn from Narrative Fiction: Getting the Lesson, Simulating Social Worlds, or Dialogic Inquiry?," *Educational Psychology Review* 34, no. 3 (2022): 1445–1475.

[14] Zeiburhanus Saleh et al., "The Analysis of Arabic Learning Error in Student of Madrasah Tsanawiyah," *Al-Ishlah: Jurnal Pendidikan* 16, no. 3 (2024): 4096–4107.

[15] Ashok Kumar Jeppu, Kavitha Ashok Kumar, and Ahsan Sethi, "'We Work Together as a Group': Implications of Jigsaw Cooperative Learning," *BMC Medical Education* 23, no. 1 (2023): 734.

[16] Natnael Terefe Arega and Tigist Shiferaw Hunde, "Constructivist Instructional Approaches: A Systematic Review of Evaluation-based Evidence for Effectiveness," *Review of Education* 13, no. 1 (2025): e70040.

[17] Anyes Lathifatul Insaniyah and Umi Yurika Nur Kumala, "Analisis Kesalahan Menulis Bahasa Arab Dalam Pembelajaran Imla," *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 2, no. 1 (2022): 47–60.

Theoretically, this research enriches Arabic pedagogy literature with empirical evidence of the adaptation of the Jigsaw model to narrative texts[18], integrating Western cooperative theory (Aronson, Slavin) with the Indonesian Islamic context (maharatul *lughah*). This contribution complements previous studies such as Triandani and colleagues (2024) and reinforces the Merdeka Curriculum framework that emphasizes collaborative project-based learning[19].

Practically, for Arabic teachers at MA Plus Hasyim Asy'ari, the research results provide ready-to-use Jigsaw lesson plans (RPP), with guidelines for dividing expert groups for narrative texts such as "*Qishshah Maryam*." Students gain an increase in narrative literacy of up to 25–30%. At the micro level, the Jigsaw model not only improves cognitive abilities in reading Arabic narrative texts, but also builds essential soft skills such as "*ta'awun*" (Islamic collaborative values) and critical thinking[20]. For educational institutions, the results provide recommendations for an inclusive curriculum

proven effective for heterogeneous classes[21]. At the macro level, these findings have the potential to be adopted by the Ministry of Religious

[18] Tika Fitriyah, "Improving Quality of Arabic Translation Course through Jigsaw Cooperative Learning," 2021.

[19] Dodi Irawan, "Project-Based Learning and Its Contribution to Student Character Development in Secondary Education," *BRIDGE: The Multidisciplinary Research Portal* 3, no. 1 (2025): 262–272.

[20] Suhaimi Mhd Sarif and Yusof Ismail, "Effect of Ta'awun (Mutual Cooperation) and Sejahtera Leadership on Sustaining Community Engagement," *Online Journal of Islamic Management and Finance (OJIMF)* 2, no. 2 (2022): 1–21.

[21] Johanna L Donath et al., "Does Professional Development Effectively Support the Implementation of Inclusive Education? A Meta-Analysis," *Educational Psychology Review* 35, no. 1 (2023): 30.

Affairs as a national learning model for more than 15,000 Madrasah Aliyah, in line with the 2025–2029 agenda for improving the quality of religious education[22]. Furthermore, this research contributes to scientific development as an academic reference for PGMI/PBA students and lecturers, as well as opening opportunities for publication in reputable Q1 international journals such as the Journal of Arabic Language Teaching[23].

Here is the English version of the background phenomenon in one or two sentences before stating the research objectives:

Arabic language learning in madrasah remains largely teacher-centered with conventional methods, resulting in low proficiency in reading narrative texts among 11th-grade students, particularly in aspects of structure, vocabulary, and inference. This phenomenon underlies the need for implementing the Jigsaw cooperative model as a collaborative, humanistic, and effective solution. This research is limited to 11th-grade students of MA Plus Keterampilan Hasyim Asy'ari in the 2025/2026 academic year (n=60, experimental=30, control=30), focusing on Arabic narrative text reading skills (structure, vocabulary, inference) over 6 meetings (3 weeks). Independent variable: Jigsaw model; dependent variable: reading test scores; control: standard texts from the Merdeka Curriculum[24]. Thus, this study not only answers empirical needs but also contributes to the transformation of Arabic language education in

[22] Antonella Poncini, "Standards Setting in Religious Education: Addressing the Quality of Teaching and Assessment Practices," *Religions* 14, no. 3 (2023): 315.

[23] Yuni Lestari and Yusuf Muhtarom, "Implementing the Humanistic Approach in 21st-Century Interactive Arabic Language Learning at Madrasah Ibtidaiyah," *Language, Technology, and Social Media* 1, no. 2 (2023): 65–71.

[24] Tiara Eka Putri, Sugeng Widodo, and Rahma Kurnia Sri Utami, "The Effect of the Jigsaw Cooperative Learning Model within the Kurikulum Merdeka on Students' Geography Learning Outcomes," *Journal Learning Geography* 6, no. 1 (2025): 31–38.

madrasahs towards a collaborative model that is humanistic and effective[25].

Methods

Research Approach and Design, This study uses a quantitative approach with an explanatory associative design[27] through simple linear regression analysis[26]. The quantitative approach was chosen because it allows for objective measurement of variables and statistical analysis of causal relationships between independent and dependent variables (Creswell & Creswell, 2018)[27]. This design aims to test the influence and predict the magnitude of the contribution of one predictor variable[28] to the outcome variable[29]. Research Variables Independent Variable (X): The application of the Jigsaw cooperative learning model during six meeting cycles, measured as a dummy variable (0 = control group, 1 = experimental group) or as a total implementation score from the

[25] MUZAMIL PAWI and Abul Ma'ali, "Humanistic Approach And Academic Subjects In Learning Arabic Language," *International Journal Of Science Education* 1, no. 2 (2025): 74–84.

[26] Narges Roustaei, "Application and Interpretation of Linear-Regression Analysis," *Medical Hypothesis, Discovery and Innovation in Ophthalmology* 13, no. 3 (2024): 151.

[27] Carillon J Skrzynski and Kasey G Creswell, "A Systematic Review and Meta-analysis on the Association between Solitary Drinking and Alcohol Problems in Adults," *Addiction* 116, no. 9 (2021): 2289–2303.

[28] Mariella Gregorich et al., "Regression with Highly Correlated Predictors: Variable Omission Is Not the Solution," *International Journal of Environmental Research and Public Health* 18, no. 8 (2021): 4259.

[29] Yogesh K Dwivedi et al., "Opinion Paper:'So What If ChatGPT Wrote It?' Multidisciplinary Perspectives on Opportunities, Challenges and Implications of Generative Conversational AI for Research, Practice and Policy," *International Journal of Information Management* 71, no.102642 (2023):1-63.

observation sheet[30] Dependent Variable (Y): Ability to read Arabic narrative texts, operationalized as a normalized gain score (N-Gain) calculated from the difference between the posttest and pretest scores Population and Sample The research population consisted of all 120 students in four parallel classes of the 11th grade of MA Plus Keterampilan Hasyim Asy'ari for the 2025/2026 academic year. The sampling technique used purposive sampling with the following criteria: (1) active students, (2) pretest reading scores below 75, and (3) willingness to participate in the entire intervention series. The final sample consisted of 60 students, divided into 30 students as the experimental group and 30 students as the control group. The equivalence of the two

[27] José Antonio Domínguez González et al., "The Mediating Role of Achievement Goal Orientations on the Associations between Empowering/Disempowering Climates and the State of Flow in Young Soccer Players," *International Journal of Sports Science & Coaching*, (2025): 1-10, 17479541251395894.

groups before the treatment was tested using an independent samples t-test on the pretest scores[33], which showed no significant difference ($p > 0.05$).

Instruments and data collection techniques in this study were reading ability test[31] consisting of Arabic narrative texts in essay and multiple-choice formats (20 items) that had been tested for content validity (Aiken's $V \geq 0.70$ based on the assessment of three experts) and reliability

[30] Muhammad Misbahudholam Ar and Kurratul Aini, "The Implementation of Ecoliteracy as a Learning Resource to Improve Environmental Care Attitudes in Elementary Schools.," in *Elementary School Forum (Mimbar Sekolah Dasar)*, vol. 10 (ERIC, 2023), 122–134.

[31] Ro'fat Hizmatul Himmah et al., "'Shawer' Program to Strengthen the Arabic Language Skills: Education in Heritage Books Study in the Arabic Language Community l Barnamij 'Syawir' Fi Taqwiyati Al-Lughoh Al-'Arabiyah: Al-Ta'Lim Fi Dirasati Kutubi Al-Thurats Fi Mujtama'al-Lughoh Al-'Arabiyah," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 16, no. 2 (2024): 300–322.

(Cronbach's alpha = 0.85). Data were collected through: Pretest: Conducted in the first week to measure initial ability[32]. Posttest: Conducted at the end of the fourth week after the intervention, using equivalent instruments. The normalized gain score (N-Gain) of each student was calculated using Hake's formula (1999) and used as the dependent variable (Y) in the regression analysis[33].

The data analysis was carried out in the following stages: Descriptive Analysis: Calculating the mean, standard deviation, and N-Gain to describe the data[34]. Prerequisite Analysis Tests: These included: Normality Test using Kolmogorov-Smirnov to test the normality of the residual distribution. Linearity Test using the Test for Linearity [35] to ensure that the relationship between variables X and Y was linear. Heteroscedasticity test with the Glejser Test was carried out to ensure constant residual variance. Inferential Analysis[36] (Simple Linear Regression Analysis): This analysis is used to test research hypotheses[40]. The procedure includes: Creating a Regression Line Equation: $\hat{Y} = a + bX$

[32] Joseph A Durlak, Joseph L Mahoney, and Alaina E Boyle, "What We Know, and What We Need to Find out about Universal, School-Based Social and Emotional Learning Programs for Children and Adolescents: A Review of Meta-Analyses and Directions for Future Research.," *Psychological Bulletin* 148, no. 11–12 (2022): 765.

[33] Seung Won Lee, "Regression Analysis for Continuous Independent Variables in Medical Research: Statistical Standard and Guideline of Life Cycle Committee," *Life Cycle* 2 (2022).

[34] Ageng Triyono et al., "The Level of Effectiveness of Tps and Conventional Methods Judging from Students' Geometry Learning Results Using the N-Gain Test," *AlphaMath: Journal of Mathematics Education*, 2024, 142–156.

[35] Satyendra Nath Chakrabartty, "Improving Linearity in Health Science Investigations," *Health Science Journal* 17, no. 4 (2023): 1–6.

[36] Irena Đalić and Svetlana Terzić, "Violation of the Assumption of Homoscedasticity and Detection of Heteroscedasticity," *Decision Making: Applications in Management and Engineering* 4, no. 1 (2021): 1– 18.

Model Significance Test (F Test): To test whether the regression model is significant in predicting Y. Regression Coefficient Significance Test (t Test): To test whether the independent variable (X) significantly affects the dependent variable (Y). Calculating the Coefficient of Determination (R^2): To determine the percentage of variation in the Y variable that can be explained by the X variable.

[33] Scott J Dankel and Jeremy P Loenneke, "Effect Sizes for Paired Data Should Use the Change Score Variability Rather than the Pre-Test Variability," *The Journal of Strength & Conditioning Research* 35, no. 6 (2021): 1773–1778.

Results and Discussion The Effect of the Jigsaw Cooperative Model

Normality test

Based on the results of the One-Sample Kolmogorov-Smirnov Test for normality on the Unstandardized Residual, the following information was obtained: The amount of data (N) analyzed was 30. The normal distribution parameter used as a comparison has a mean of 0.0000000 and a standard deviation of 0.78539710. In the most extreme differences measurement, the highest absolute value is 0.146. The highest positive value is 0.143, while the lowest negative value is -0.146. The test statistic produced is 0.146. Based on the asymptotic significance level (Asymp. Sig. 2-tailed) of 0.101 after Lilliefors correction, it can be concluded that there is insufficient evidence to reject the null hypothesis that the residuals are normally distributed. In other words, the Unstandardized Residual is statistically normally distributed (\(p > 0.05\)), so the assumption of normality in the analysis is satisfied.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	,78539710
Most Extreme Differences	Absolute	,146
	Positive	,143
	Negative	-,146
Test Statistic		,146
Asymp. Sig. (2-tailed)		,101[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

T-test ANOVA

[40] Edward Barroga and Glafera Janet Matanguihan, "A Practical Guide to Writing Quantitative and Qualitative Research Questions and Hypotheses in Scholarly Articles," *Journal of Korean Medical Science* 37, no. 16 (2022): 1-18.

The dependent variable in this analysis is Y. The regression model uses one predictor, namely X From the ANOVA table, we can see that: The Regression Sum of Squares is 257.311 with a degree of freedom (df) of 1, so that the Mean Square is 257.31. The Residual Sum of Squares is 17.889 with 28 degrees of freedom, so the Mean Residual Square is 0.639. The Total Sum of Squares is 275.200 with 29 degrees of freedom. Based on these calculations, the F value is 402.755 with a significance level (Sig.) of 0.000.

With a significance level well below 0.05 ($p < 0.001$), it can be concluded that the regression model is statistically significant in predicting variable Y. This means that there is a significant effect of the predictor variable X

on the dependent variable Y. In other words, the regression model formed can be considered valid and meaningful in explaining the relationship between X and Y.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	257,311	1	257,311	402,755	,000[b]
	Residual	17,889	28	,639		
	Total	275,200	29			

a. Dependent Variable: Y
b. Predictors: (Constant), X

Regression test

Regression Equation:$\hat{Y}$ = 1.457 + 0.962X Coefficient Interpretation: The constant (Constant) of 1.457 shows the predicted value of variable Y when variable X is zero. However, based on the value t = 1.526 and the significance level (Sig.) 0.138 ($p > 0.05$), this constant is not statistically significant. This may indicate that the value of Y when X = 0 is not significantly different from zero in this model, or the interpretation of the constant should be done with caution because it may be outside the range of observed data.

The Regression Coefficient for X has an Unstandardized Coefficient (B) value of 0.962. This means that for every one-unit increase in the X variable, the Y variable is predicted to increase by 0.962 units. This coefficient has a Standardized Coefficient (Beta) of 0.967, which indicates that X has a very strong and dominant influence on Y. Significance Test of Coefficient X: The regression coefficient for X was tested for significance and produced a value of t = 20.069 with a

significance level of 0.000 ($p < 0.001$). This proves that the effect of variable X on variable Y is statistically significant.

Thus, it can be concluded that X is a very significant and strong predictor in predicting the value of Y.

In summary, the regression model formed is valid and the predictor variable (X) coefficient is significant, so that the equation $\hat{Y} = 1.457 + 0.962X$ can be used to predict the value of Y based on the value of X.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1,457	,955		1,526	,138
	X	,962	,048	,967	20,069	,000

a. Dependent Variable: Y

Ability to Read Arabic Narrative Texts

Based on the pretest and posttest scores of the two groups, there was a difference in the improvement of Arabic narrative text reading ability. The control group scored a total of 1910 on the pretest, with an average of 63.7, while the experimental group scored 2150, with an average of 71.7. After the learning process, the control group scored a total of 2240 on the posttest (average of 74.7), while the experimental group jumped significantly to 2800 (average of 93.3). The average increase for the control group was only 11 points, while the experimental group jumped 21.6 points.

Table 1.
Comparison of Pretest and Posttest Scores in Arabic Narrative Text Reading Skills between Control and Experimental Groups

1	Total pretest score of control group	1910
2	Mean pretest score of control group	63.7

3	Total pretest score of experimental group	2150
4	Mean pretest score of experimental group	71.7
5	Total posttest score of control group	2240
6	Mean posttest score of control group	74.7
7	Total posttest score of experimental group	2800
8	Mean posttest score of experimental group	93.3

1	Total pretest score of control group	1910
2	Mean pretest score of control group	63.7
3	Total pretest score of experimental group	2150
4	Mean pretest score of experimental group	71.7
5	Total posttest score of control group	2240
6	Mean posttest score of control group	74.7
7	Total posttest score of experimental group	2800
8	Mean posttest score of experimental group	93.3
9	Mean gain of control group	11 points
10	Mean gain of experimental group	21.6 points

Based on Table 1, the following observations can be made:

a. Initial Condition (Pretest):

The mean pretest score of the experimental group (71.7) was higher than that of the control group (63.7). This indicates that before the treatment,

the initial reading abilities of the two groups were not completely equal, although the difference was relatively small (8 points).

b. Final Condition (Posttest):

After the treatment, the mean posttest score of the experimental group (93.3) was significantly higher than that of the control group (74.7). The difference in posttest scores reached 18.6 points.

c. Improvement (Gain):

The experimental group showed a mean gain of 21.6 points, while the control group only gained 11 points. In other words, the improvement in the experimental group was nearly double that of the control group.

d. Preliminary Conclusion:

The application of the Jigsaw cooperative learning model in the experimental group demonstrated higher effectiveness in improving Arabic narrative text reading skills (structure, vocabulary, and inference) compared to conventional instruction in the control group. The findings of this study demonstrate that the Jigsaw cooperative learning model is significantly more effective than conventional instruction in improving Arabic narrative text reading ability. This result aligns with Vygotsky's theory of the Zone of Proximal Development (ZPD), where students in Jigsaw groups help each other and learn from more competent peers in expert groups, leading to collaborative knowledge construction.

Furthermore, this finding reinforces Slavin's (2011) research that the Jigsaw model promotes positive interdependence and individual accountability. In the context of

reading Arabic narrative texts, students become more responsible for understanding text structure, vocabulary, and making inferences. The nearly double improvement in the experimental group (21.6 points) compared to the control group (11 points) indicates that the Jigsaw model does not merely add knowledge but builds deeper understanding through discussion and peer teaching.

Although the experimental group already had a higher mean pretest score (71.7 vs. 63.7), the significant regression result ($p < 0.001$) with a very strong coefficient (Beta = 0.967) shows that after statistical control, the treatment effect remains dominant and is not solely due to initial differences. In other words, the significant posttest increase in the experimental group (93.3) is a real contribution of the Jigsaw model.

Conclusion

This study examines the effect of the Jigsaw cooperative learning model on the Arabic narrative text reading skills of 11th grade students at MA Plus Keterampilan Hasyim Asy'ari, specifically measuring its contribution to improving students' understanding of sentence structure, vocabulary mastery, and the ability to infer implicit meaning in narrative texts, while also analyzing how the collaborative mechanism of home groups, expert groups, and teaching back mediates learning improvement beyond mere pretest and posttest comparison. Practically, the findings recommend that Arabic language teachers integrate the Jigsaw model into their lesson plans, particularly by designing expert cards with different narrative text segments, and that schools adopt Jigsaw as a superior strategy for advanced Arabic curriculum development, as it enhances both cognitive outcomes and social-collaborative competencies such as communication, individual responsibility, and positive interdependence. For future research, it is recommended to conduct experiments with broaer sample coverage across

different educational levels and geographical regions, apply stricter control variables including learning motivation and text difficulty through true experimental designs with control groups taught using conventional methods, explore whether learning styles or selfefficacy moderate the model's effectiveness and whether the teaching back mechanism mediates reading improvement, and develop equivalent but different forms of narrative reading tests for pretest and posttest along with observation sheets to monitor the systematic implementation of Jigsaw syntax..

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Author Contributions Statement

The authors contributed as follows: DA was responsible for research conceptualization and study design. RH was responsible for collecting pretest and posttest data from both groups. JL was responsible for statistical analysis, interpretation of findings, as well as drafting the manuscript and final revision. All authors reviewed and approved the final version of the manuscript.

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No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20251	03 Juni 2026	03 Juni 2026	artikel terpublish	artikel sudah terbit pada jurnal sinta 2
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3	20251	03 Mei 2026	03 Mei 2026	mendiskusikan hasil temuan dengan temuan sebelumnya	penambahan ditulis pada bagian discussion
4	20251	26 April 2026	26 April 2026	doi artikel harus ada di footnote	merevisi footnote di sambungkan deng doi
5	20251	06 April 2026	06 April 2026	footnote menggunakan mendelay	direvisi memakai mendelay
6	20251	30 Maret 2026	30 Maret 2026	penambahan literature review pada artikel jurnal yang dituju	cari yang sesuai untuk dijadikan literture review
7	20251	22 Maret 2026	22 Maret 2026	perlu menambahi penulis yang kuliah di luar negri	sdah mendapatkan penulis ke3 yang kuliah di libya
8	20251	10 Maret 2026	10 Maret 2026	pada kesimpulan lebih di peringkas	kesimpulan lebih dperingkas
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13	20251	05 Januari 2026	05 Januari 2026	Abstark	Abstrak perlu revisi
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The Effect of Jigsaw Model on Reading Arabic Narrative Texts at MA Plus Hasyim Asy'ari

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International Islamic Call College, Libya

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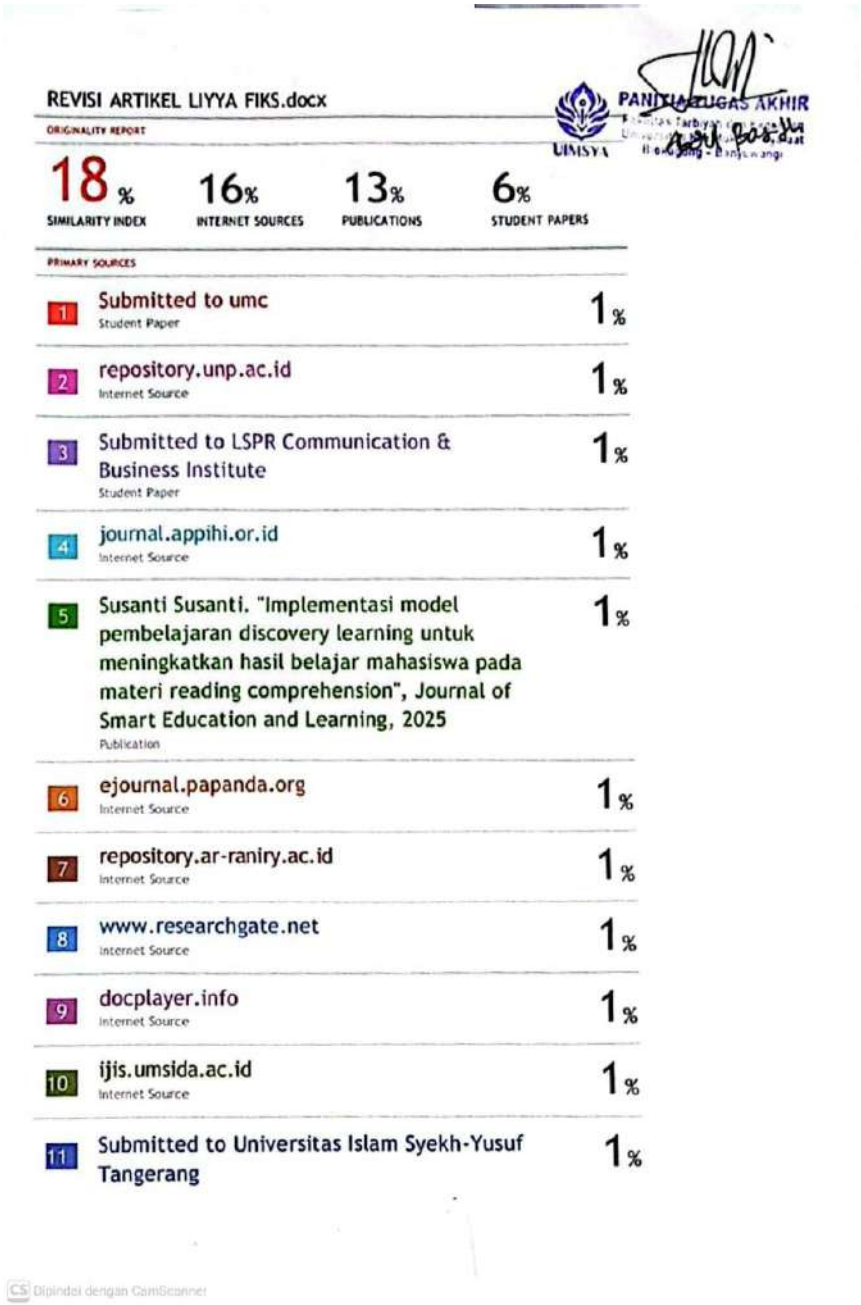

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UNIVERSITAS ISLAM NEGERI (UIN)
MAULANA MALIK IBRAHIM MALANG

UMSYA

شهادة

اختبار اللغة العربية المعياري

يشهد مركز اللغات بأن السيد/ة

جوهيرينا عزة الليليا

(JUAHAIRINA IZZATU LAILIYA)

مكان وتاريخ الميلاد

بانيوانجي، ٢٥ أبريل ٢٠٠٤م

قد حصل/ت على تقدير

متقدّم (٥٦٠ درجة)

في

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Gambar 5. Bukti LOA



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Dear Juhairina Izzatu Lailiyya, Ro'fat Hizmatul Himmah, Muhammad Dini Syauqi Al Madani

We are pleased to inform you that our reviewers have accepted and recommended your manuscript entitled **The Effect of Jigsaw Model on Reading Arabic Narrative Texts at MA Plus Hasyim Asy'ari** for publication in the forthcoming issue of Jurnal Al Bayan (E-ISSN: 2549-1229; P-ISSN: 2086-9282). Your paper is accepted to be published in Vol. 18, No 1 (2026).

Thank you very much for your contribution.

Bandar Lampung, Juni 2026

Editor in Chief

Dr. Muhammad Afif Amrulloh

RIWAYAT HIDUP



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