Enhancing Students' Reading Comprehension Quality Using the Jigsaw Method: A Case Study of Students in Universities

Suryanti[1], Jefriyanto Saud[2], M. Syahrul Izomi[3], Saepulloh[4], Ahmad Hariyadi[5]

[1]Universitas Muhammadiyah Buton, [2]Universitas Negeri Gorontalo, [3]Universitas Muhammadiyah Mataram, [4]STAI Darul Falah Bandung Barat, [5]Universitas Muria Kudus
Email: suryanti042516@gmail.com, jefri.saud@ung.ac.id, izomimsyahrulizomi@gmail.com, saepullohma33@gmail.com, ahmad.hariyadi@umk.ac.id

Abstract-This study explored the enhancement of students' reading comprehension in language learning through the application of the Jigsaw method in university environments. Employing a qualitative research approach, data regarding the improvement of students' reading comprehension quality were gathered from students enrolled at Muhammadiyah Bhuton University, Gorontalo State University, and Muhammadiyah Mataram University. Data collection utilized the observe-participant conversation method, wherein the researcher observed the enhancement of students' reading abilities across multiple campuses. Additionally, interviews with students and lecturers were conducted to investigate research problems, with recording and note-taking techniques employed to ensure data accuracy. Reflective introspective methods were further employed, engaging both the researcher and informants in discourse based on their respective experiences. The collected data underwent reduction, classification, and verification based on their types. Subsequently, the data were tabulated through the assignment of codes to each piece of information, followed by interpretation. The research findings revealed that the improvement of students' reading abilities in Indonesian language courses at Muhammadiyah Bhuton University progressed smoothly and effectively. Furthermore, the enhancement of Arabic language reading abilities at Muhammadiyah Mataram University was broader and more intensive, while the improvement of English language reading abilities at Gorontalo State University contributed to enhanced comprehension of English texts. The practical implications of these findings suggest that cooperative approaches like the Jigsaw method can serve as effective alternatives for enhancing students' reading comprehension abilities in university settings.

Keywords: Reading Comprehension, Jigsaw Method, Language Learning, University Environments, Qualitative Research

I. INTRODUCTION

In the classroom, the assessment of learning achievements tends to prioritize outcomes, often overlooking the practical application of language skills (Sukwantini, 2020). Despite investing time in studying, many language learners struggle to communicate effectively. This discrepancy between language knowledge and language skills highlights a common issue in language learning: an overemphasis on theoretical aspects at the expense of practical application (Setiyawan, 2018). Learners are frequently inundated with grammar-related assignments but lack

opportunities for speaking practice, leading to limited language proficiency. However, language encompasses more than just theoretical knowledge; fundamentally, it serves as a tool for practical communication (Devianty, 2017). Language learning programs that overly focus on grammar encounter obstacles because they fail to equip learners with functional language skills necessary for daily communication.

True language proficiency entails mastery of listening, speaking, reading, and writing (Perayani & Rasna, 2022). Thus, language learning efforts should aim to cultivate proficiency in all these areas. Practically, language proficiency can be divided into two domains: passive and active. Passive language skills involve listening and reading, while active skills involve speaking and writing. This differentiation is based on whether the language action involves receiving or transmitting information. Therefore, a comprehensive language learning approach should address both passive and active language skills to ensure learners can effectively understand and communicate in their target language.

All language skills are interrelated in a series of phases that begin with listening, followed by speaking, reading, and finally writing (Sari, 2018). These phases form a hierarchy that logically indicates that human language proficiency starts with the ability to hear and listen. In this context, listening is distinguished from hearing based on the level of intensity and the subject's understanding, where the activity of listening involves more comprehension and intensity than just hearing. From the listening phase, one can then develop speaking skills. Although almost everyone is capable of hearing, not everyone can speak without difficulty. After passing through these two phases, reading becomes the next step before writing. Reading is understood as a process of gathering knowledge and information, while writing is understood as a process of formulating and disseminating knowledge and information (Gunawan & Hastuti, 2018). Although speaking essentially is also a way to disseminate knowledge and information, logically, speaking will be more structured if based on organized written notes. Therefore, fundamentally, reading is the foundation in building a systematic tradition of knowledge and information.

One of the sharpening intellectual challenges in higher education today is the lack of awareness of the importance of reading and comprehension skills (Permatasari, 2015). This phenomenon is caused by instability in the foundation of academic tradition, which is disrupted both internally and externally. Internally, it is related to psychological and personality aspects, where students tend to have a pragmatic mindset that emphasizes on utility and instant function, while reading requires patience and deeper reflection. Materialism also reinforces this view, as reading is seen as not yielding immediate material value, especially in monetary terms. On the other hand, psychologically, students are often more interested in pleasure and hedonistic pursuits, which contradict the concentration and deep thinking required for reading activities. Therefore, it is not surprising that awareness of the importance of reading is very low among students, which ultimately results in shallow understanding when they are forced to read a text.

To address the existing challenges, language learning requires a holistic system, encompassing policy-making, curriculum, instructors, learners, teaching materials, and learning media. The goal is to build effective and efficient learning processes capable of achieving adequate outcome standards in cognitive, affective, and psychomotor aspects (Basar, 2021). The primary focus in language learning is to develop awareness and proficiency in reading and understanding texts effectively and with quality. One supportive system that has proven effective in building quality reading comprehension is the Jigsaw method. Originating from the Cooperative Learning model, this method involves the collaboration of all learners to achieve optimal learning outcomes. In the context of language learning, especially in developing reading skills, the communal and social approach embraced by this method is highly relevant. Therefore, enhancing the quality of reading comprehension among students through the Jigsaw method holds significant promise for further investigation. This will not only improve students' reading abilities but also enrich their overall learning experiences.

Although there hasn't been specific research examining the improvement of students' reading comprehension quality in language learning through the Jigsaw method at Universitas Muhammadiyah Bhuto, Universitas Muhammadiyah Mataram, and Universitas Negeri Gorontalo, several studies have findings relevant to this research. Research conducted by Cita (2009) indicates that the use of the Jigsaw

method can enhance active, creative, and enjoyable learning across various subjects. Similarly, Awaludin's study (2019) found that the implementation of the Jigsaw method was highly effective in enhancing students' abilities to comprehend reading texts, particularly in Arabic language classes at MTs Hasanah Pekanbaru. Another finding from the research conducted by Supeno & Suseno (2020) also supports this, where the application of the Jigsaw learning technique improved reading comprehension skills in English. While these findings are not directly related to the learning contexts in the mentioned universities, they provide support for the potential effectiveness of the Jigsaw method in enhancing students' reading comprehension across various learning contexts. Therefore, specific research on the application of the Jigsaw method in improving students' reading comprehension at these universities could be a valuable contribution to further research.

The mentioned studies indicate various findings relevant to enhancing students' language skills and critical thinking through various teaching methods. Firstly, research by Rahmiati, Sunarko, & Rois (2022) found that the use of the Jigsaw puzzle-based model in teaching qira'ah skills at SMP Takhasus Al Qur'an could enhance students' qira'ah skills. Secondly, research by (Suryanti et al., 2023) highlights the ability of 2-year-old children to express and acquire words accurately, as well as to differentiate words through actions, demonstrating significant language acquisition development at an early age. Thirdly, research by (Irsyadi, 2023) found that offline learning is more effective and efficient compared to online learning, providing valuable insights into the effectiveness comparison of both teaching methods. Fourthly, research by (Karuru et al., 2023) indicates a positive correlation between the application of question-answer methods and significant progress in students' critical thinking abilities. Fifthly, research by (Merizawati & Munawir, n.d.) found a positive correlation between the use of storytelling techniques and the improvement of students' speaking abilities, emphasizing the importance of narrative methods in language learning. These findings affirm that various teaching methods, from Jigsaw to storytelling and question-answer methods, can be effective means to enhance students' language skills and critical thinking in various learning contexts.

The mentioned studies provide rich insights into the function, usage, and role of language in various contexts, as well as exploring its benefits in learning, understanding, acquisition, education, and other contexts. Firstly, research by (Muta'allim et al., 2020); (Mut'allim et al., 2021); (Irsyadi et al., 2022); (Muta'allim at al., 2022); (Yudistira et al., 2022); (Sofyan, Badrudin, et al., 2022); (Akhmad Sofyan et al., 2022); (Haryono et al., 2023); & (Yudistira, R., 2023) discuss the various benefits of language contexts in various aspects of life and learning. Secondly, research on intercultural communication, language in the context of Islamic boarding schools, and the unique linguistics of the boarding school landscape conducted by (Sofyan, Firmansyah, et al., 2022); (Muta'allim et al., 2021); & (Hairus Salikin et al., 2021) explores the uniqueness of language use in Islamic boarding schools, education, learning, and literature. Thirdly, research conducted by (Julhadi et al., 2023); (Mahardhani et al., 2023); & (Dumiyati et al., 2023) discusses educational diversity, curriculum development, religious moderation, and tolerance, highlighting the importance of a deep understanding of cultural and social contexts in educational contexts. This collection of research significantly contributes to enriching understanding of the role of language in various aspects of life, education, and culture, and demonstrates its relevance in the context of social and academic progress.

This research delves into the audacious implementation of the Jigsaw method to bolster reading comprehension within university settings. This endeavor marks a departure from conventional practices in higher education, where the utilization of the Jigsaw method is relatively uncommon. Through a comprehensive case study conducted within the university milieu, this research endeavors to uncover the untapped potential of this method in tackling the intricate challenges associated with reading comprehension, particularly among mature students. By shining a spotlight on the efficacy of the Jigsaw method in enhancing reading comprehension, this study goes beyond mere pedagogical techniques to underscore the elevation of comprehension quality itself. Within the multifaceted landscape of higher education, this research serves as a beacon for augmenting the caliber of learning experiences. Introducing the Jigsaw method into this mature and complex educational ecosystem not only showcases the power of innovative learning methodologies but also underscores their profound impact, even within tertiary education.

Hence, the overarching goal of this research extends beyond the mere improvement of reading comprehension; it aspires to foster a culture of innovation within higher education. By embracing novel approaches like the Jigsaw method, universities can transform into dynamic hubs where fresh ideas and methodologies flourish, equipping students with the requisite tools to navigate an increasingly intricate world. Against this backdrop, the researcher formulates a pivotal research question: How does the quality of student reading comprehension in language learning evolve through the implementation of the Jigsaw method within university settings?

To address various educational challenges effectively, the application of the Jigsaw theory emerges as a valuable solution. The Jigsaw method, rooted in cooperative learning principles, offers a structured approach for students to collaboratively engage with and master presented material (Nuraeni, 2019). In this method, students work in small groups, with each member assigned a specific portion of the material to understand thoroughly. Subsequently, these students convene with peers from other groups who have studied similar sections, facilitating the exchange of information and mutual teaching (Wardana, 2015; Supeno & Suseno, 2020; Dwijayanti et al., 2013).

The overarching goal of the Jigsaw method is multifaceted. Firstly, it aims to enhance comprehension of the material by fostering active engagement and peer-to-peer teaching. Through this collaborative process, students not only deepen their own understanding but also contribute to their peers' learning experiences. Secondly, the method promotes the development of essential social skills and strengthens interaction among students within the learning environment. By working together towards a common goal, students learn the value of cooperation, communication, and teamwork. Additionally, the Jigsaw method instills a sense of individual responsibility for learning, as each student plays a crucial role in contributing to the collective understanding of the material. This sense of ownership encourages students to take initiative in their learning journey and actively participate in the learning process. Overall, the Jigsaw method emerges as a powerful tool for fostering a dynamic and collaborative learning environment that promotes both academic achievement and interpersonal growth.

Effective language learning cannot be confined to monologue lectures, as language requires dialogic interaction for the comprehensive development of language skills, both in Indonesian and foreign languages such as Arabic and English (Apriani, 2018). One effective alternative is to use the Jigsaw method, which promotes active interaction among students and solves language learning problems more efficiently than lecture methods. In lecture methods, teachers often act as the active center while students only play a role as passive listeners, leading to learning that is limited to cognitive aspects alone. This phenomenon is common, even in higher education environments, where students often only have knowledge of language without adequate language proficiency.

Higher education emphasizes the importance of language learning, both in national and international contexts, as a foundation for accessing broader knowledge and transcending local or national boundaries towards the international level (Arif, 2015). Language proficiency helps students broaden their perspectives and avoid being trapped in narrow thinking based on doctrinal and ideological claims. Along with this, many fundamental theories in various fields of study use an international language that covers global scope. However, problems arise when language learning is conducted using conventional monologic methods, such as material explanations in other courses (Fadly, 2022). In this situation, language learning only involves understanding language structures and word meanings through memorization, without the development of practical skills such as listening, speaking, reading, and writing. Consequently, students may be able to construct sentences correctly in theory but may not be able to apply them effectively in real-life situations. Therefore, a cooperative learning paradigm approach, especially through peer-to-peer learning processes or peer-teaching, becomes a highly effective option for enhancing language proficiency (Fadly, 2022). This method enables active interaction among students, encourages direct practice, and expands their language experiences in various communicative contexts.

Language proficiency, especially in foreign language learning, requires a focused social space known as a language area (Wekke, 2016). This is crucial to facilitate the development of language skills without interference from other language activities outside of that scope. Therefore, language learning at the higher education level requires

limited social spaces, both at the classroom level and within larger communities. It's important to note that language learning doesn't solely depend on the role of the teacher but also on the supportive environment, especially through peer interaction and everyday language practice (Rosada & Albertus, 2019). This indicates that language learning is more effective when conducted in a course environment or language center that provides closed and focused social spaces, as found in Pare, Kediri. Here, short-term course programs have proven to be more effective in shaping language proficiency than learning that occurs in school environments with longer durations but less focus on language practice. Therefore, it's essential for educational institutions to explore alternative methods in language learning, where language practice has adequate and effective space, similar to what occurs in course institutions or language centers. This enables students to engage in more intensive and in-depth interactions in developing their language skills.

Learning is a complex reality aimed at developing human potential in all its aspects, including cognitive, affective, and psychomotor domains (Sabda, 2018). To achieve optimal results, various learning methods are applied, tailored to the characteristics of the learning material and the learners themselves. In the context of language learning, where language is a natural human ability in social interaction, its practical or psychomotor aspects play a crucial role compared to its cognitive aspect (Ambarita et al., 2023). Language use involves various forms of interaction with humans through symbols that carry meaning. Humans are the only beings that use symbols in their interactions with others. In the process of learning these symbols, humans acquire the historical products passed down from generation to generation in the form of language.

Language learning requires adequate social space so that the practical aspects of language learning can be effectively applied (Thohir et al., 2021). The importance of actualizing the language taught conceptually, procedurally, and theoretically is emphasized to achieve practical function in the social reality of society. In terms of listening, speaking, reading, and writing, the conceptual understanding gained in language learning must be applied functionally. All four language skills operate within a social dimension, involving interaction with others in communicative contexts. Therefore, language learning must provide adequate social space to facilitate the development not only of conceptual or cognitive aspects but also the real practice of language proficiency. In this context, teaching techniques that encourage dialogue and interaction among students are highly relevant to enrich the language learning process.

Language skills, such as listening and speaking, are the main foundation in communication. These two skills complement each other in forming dynamic dialogical relationships. Similarly, reading and writing are both crucial elements in the process of effective communication. In language learning, it's important for an individual to develop all four of these skills together, as each skill plays a distinct role in enriching everyday communication. Although their usage may vary depending on the context, these four skills remain necessary in various communication situations. Language learning divides language skills into two categories: receptive and productive skills. Receptive skills involve passive information intake, such as listening and reading, while productive skills involve active actions in providing information, such as speaking and writing. The language learning process should ideally begin by building receptive skills first before deepening productive skills. This is because active skills in speaking or writing require a strong foundation in passive skills such as listening and reading. Therefore, to develop good speaking skills, solid listening skills are needed, and similarly, to enhance quality writing skills, extensive and proficient reading skills are required.

The implementation of the Jigsaw learning technique relies on a cooperative approach with prioritizing groups as the main element. This process begins with the identification and mapping of the abilities of all students in the class, selecting students with specific strengths to form expert groups that match the number of groups to be formed. These expert teams are led in discussions by educators to address the material and learning orientation, ensuring uniform understanding. Subsequently, the remaining students are divided into groups, with members of the expert teams becoming the leaders of their respective groups. In the context of language learning, this group approach forms a small social environment that develops language abilities cognitively and psychomotorically, while also preparing for broader social interactions in the future.

II. METHODS

This qualitative research endeavor is dedicated to unraveling the nuances of enhancing reading comprehension quality among students. The study draws its data from a diverse pool of students hailing from Muhammadiyah Bhuton University, Gorontalo State University, and Muhammadiyah Mataram University. To capture a comprehensive understanding, the researchers employ the participant observation method, meticulously observing the evolution of students' reading proficiencies across different campuses. In addition to observation, researchers engage in in-depth interviews with students and pertinent lecturers, leveraging recording and note-taking techniques to ensure precision and fidelity in data capture. The adoption of the reflexive introspection method adds another layer of depth to the analysis, incorporating the personal insights and experiences of both researchers and participants.

Following data collection, a rigorous process of data reduction is undertaken to distill key insights pertaining to the enhancement of students' reading comprehension. Subsequently, data categorization is performed to facilitate systematic analysis, with meticulous verification measures in place to uphold the integrity and reliability of findings. The tabulation of data involves the strategic assignment of codes to each datum, enabling the synthesis of complex information into digestible formats for readers.

Finally, data interpretation is conducted with utmost attention to context and typology, ensuring that insights gleaned resonate authentically with the lived experiences of students and educators alike. Through this meticulous methodological approach, the research endeavors to shed light on effective strategies for bolstering reading comprehension quality in academic settings.

III. RESULT AND DISCUSSION
1. Result

The research findings indicated that Indonesian language learning at Muhammadiyah Bhuthon University proceeded smoothly and effectively. There was a broader and more intensive improvement in Arabic reading proficiency at Muhammadiyah Mataram University. Meanwhile, the enhancement of English reading skills at Gorontalo State University significantly improved students' comprehension of English texts. The practical implications of these findings suggested that cooperative approaches such as the Jigsaw method could be effective alternatives in enhancing students' reading comprehension abilities in university settings. Thus, the researcher summarized the improvement in the quality of students' reading comprehension in language learning at several universities in the table below:

Table 1. Improvement of Students' Reading Comprehension Quality

Code	Learning	Place	Reading Proficiency Improvement
(IILRS)	Indonesian Language	Muhammadiyah Bhuthon University	Smooth and effective in Indonesian language learning
(IALRS)	Arabic Language	Muhammadiyah Mataram University	Broader and more intensive in Arabic language learning
(ERSEP)	English Language	Gorontalo State University	Enhanced reading and comprehension of English texts

The table above provides a brief overview of the research findings regarding the improvement in the quality of students' reading comprehension at various universities.

2. Discussion
Reading Skills in Foreign Language Learning (RSFLL)

The language category is divided into four: listening, speaking, reading, and writing. This division is based on the hierarchy in children's language learning, where they begin by imitating sounds to listen and speak, then develop reading and writing skills as they enter school. Language learning in children is often focused on the mother tongue used in the family. However, the process of learning a second language, such as Indonesian or a foreign language, usually begins

with reading. From the reading process, listening, speaking, and writing skills can be built. Various types of reading, such as reading for main ideas, specific information, detailed comprehension, and conveying information, are important for language development. Therefore, reading is an important foundation in language learning to build other skills.

Reading is a fundamental activity in language learning because through reading, individuals acquire conceptual and procedural understanding that is crucial in developing language proficiency (Samsiyah, 2016). Typically, in language learning, especially in foreign languages, individuals start by memorizing vocabulary. This vocabulary serves as a foundation for constructing sentences with correct structures and for understanding how to arrange sentences functionally in speaking and writing. Reading skills at this stage are related to understanding words as basic components in sentence formation. Understanding sentences themselves is fundamental for speaking and writing correctly, while comprehension of paragraphs or discourse is essential for capturing the essence of a thought or idea. Therefore, comprehension of reading materials becomes the most crucial aspect of the language learning process in general and becomes the primary focus in formal education, both in schools and at higher education levels.

In the context of foreign language learning, especially Arabic and English, reading proficiency is the primary foundation that must be mastered (Syamaun, 2016). Reading proficiency encompasses two important aspects: the ability to pronounce words accurately in Arabic or English, and the ability to comprehend texts effectively. In Arabic, the concept of reading is translated into two similar but significantly different terms: Qiraah and Tilawah. Qiraah refers to reading performed with an understanding of the text's content, while Tilawah refers to reading that only focuses on correct pronunciation without considering text comprehension. In the context of this research, the focus on reading proficiency is the ability to comprehend texts thoroughly, which in Arabic is referred to as Qiraah.

The complex process involving both aspects, namely the accuracy of pronunciation and the precision of comprehension, in reading proficiency poses a major challenge, especially in the context of foreign languages. The phenomenon of low comprehension of reading meaning, particularly in foreign languages, often occurs, even in higher education settings. Therefore, foreign language learning that provides adequate attention to improving comprehension of texts becomes extremely important. Reading proficiency in foreign languages at the university level demands deep theoretical and conceptual understanding, as texts in foreign languages tend to have a broader vocabulary capacity than everyday speech.

Improving Reading Comprehension Skills (IRCS)

Improving reading comprehension skills is an important aspect of language learning, especially in foreign languages, which combines pronunciation and text comprehension abilities. One effective approach to enhancing reading and text comprehension skills is through cooperative learning, as revealed by Cholifah et al. (2022). A cooperative technique proven to be effective is the Jigsaw technique. In the context of foreign language learning in higher education, the use of the Jigsaw technique involves collaborative learning that empowers each participant equally. All learners have equal roles in creating an active, conducive, and effective learning environment to achieve common goals: not only mastering the language but also being able to read and comprehend foreign language texts effectively. Although not easy, shared perceptions about the learning technique to be used, the material to be studied, and the common goals to be achieved will determine the effectiveness of the learning process.

The basic elements of the Jigsaw technique in enhancing reading and comprehension skills, especially in language learning, revolve around student engagement. This means that every student is psychologically encouraged to be active and open in conveying their thoughts and opinions during the learning process, including issues, descriptions, and arguments within the conceptual, procedural, and practical contexts of language understanding. This engagement also creates a foundation where each student feels comfortable practicing and expressing their reading abilities in front of their classmates. Language problems often arise from a lack of language practice, which in turn depends on the courage to practice and express oneself in front of the public, at least within small groups in the class. In the context of reading, public reading is crucial for building confidence and testing pronunciation and text comprehension. With this

open and democratic psychological atmosphere, students are motivated to develop reading and text comprehension skills in small social environments, such as in class groups. At this point, language learning is not only focused on cognitive development but also enters the psychomotor domain, where language practice and application become highly important.

One key to effective understanding in group discussions, which is a crucial stage of the Jigsaw technique in language learning, is through the selection of a group leader from pre-designated expert group members. These expert groups are formed through student mapping in the class, which is done by administering a pretest by the educator. From the results of this test, the educator can identify students who already have prior knowledge or mastery beyond the required standards. Then, several students who are deemed to have adequate understanding of the topic and material to be learned are selected to join the expert group. The discussions conducted within the expert group aim to align perceptions about the material, methods, orientation, and learning objectives to be achieved. It is important to ensure that these discussions proceed strictly and in a controlled manner, as their outcomes will affect the subsequent process, namely the discussions within the class groups.

After aligning perceptions and solidifying the understanding of each member within the expert group, the next step is for the educator to divide the students in the class into small groups consisting of around 4 or 5 members. After this division, the expert group members will become group leaders and discussion facilitators within the small groups according to the number of class groups. In the context of enhancing comprehension of readings, discussions proceed gradually, starting from understanding the meanings of words, then understanding sentences, the main points of sentences within a paragraph, and finally understanding the core ideas within a discourse. These four stages comprehensively reflect the structure of the text that needs to be understood in the reading process. The level of comprehension achieved will impact overall reading ability. Structured reading processes like this will train students in constructing strong and systematic arguments, both orally and in writing. At a more technical stage, each group is provided with reading facilitation where they are given reading texts to analyze. After studying the text, each group

member presents their reading results alternately in a presentation within the small group.

During the presentation, a dialogue takes place among group members to understand the reasons and processes behind each reading result. Once all presentations are complete, the reading results from each group are recorded in a group summary. This summary is then presented among the class groups. Thus, through cooperative reading using the Jigsaw technique, there is an improvement in the quality of students' understanding in language learning at the college level. Language learning through the Jigsaw technique offers a refreshing alternative to the conventional, monotonous approach based on monologic lecture methods. Through the Jigsaw technique, language learning provides ample social space for students to build the practical aspects of language. This allows the potential of language to be applied tangibly in listening, speaking, reading, and writing skills. In the context of enhancing reading and comprehension abilities, the Jigsaw technique has proven to be highly effective. This approach creates a structural process that aids students in better understanding texts. Thus, language learning using the Jigsaw technique fosters more interactive, dynamic learning that is aligned with students' actual needs in mastering the language.

The Improvement of Indonesian Language Reading Skills (IILRS)

The improvement of Indonesian language reading skills at Muhammadiyah Buthon University (MBU) involves a language faculty forum comprised of Indonesian, Arabic, and English language instructors. This forum, referred to as the Language Faculty Focus Group Discussion (FGD), is an initiative by the curriculum department aimed at enhancing the learning process in all its aspects, including instructional materials, teaching techniques, and learning objectives. In this FGD, the six language instructors gather to strengthen shared perceptions regarding the learning process, particularly in setting achievable objectives and selecting appropriate techniques. Despite using different languages, namely Indonesian, Arabic, and English, the shared linguistic characteristics are acknowledged and considered. According to Suryanti, one of the Indonesian language instructors at MBU, the purpose of the FGD among language faculty members is to establish a uniform understanding in the learning process, especially concerning setting learning objectives

and selecting appropriate techniques. Overall, the agreed-upon technique for language learning and development at MBU is the Jigsaw technique.

In the context of language proficiency, Suryanti, an Indonesian language instructor at MBU, emphasizes that reading ability is the most crucial aspect. During the language faculty forum, reading proficiency has been agreed upon as the fundamental target in language learning. This is based on awareness of literacy issues in higher education, including at MBU, where there is a low awareness of reading widely and creatively, ultimately diminishing students' critical awareness. Suryanti states that students often attend lectures without bringing reference books, only armed with notebooks. This reflects that learning is often perceived as mere knowledge transfer, without encouragement for discussion and dialogue to develop their thinking abilities. According to her, this ironic phenomenon is primarily caused by the low reading ability among students, resulting in them reading without finding significant content, thus, awareness of the importance of reading does not develop as a culture in the academic environment.

The Jigsaw technique serves as the foundation for Indonesian language learning at MBU, with a primary focus on developing students' reading skills and achieving high-quality reading comprehension. According to Yanti, it is crucial for students to have proficient and high-quality reading skills in Indonesian because they need to continuously update their knowledge to remain relevant and avoid obsolescence. Outdated knowledge is no longer relevant in solving problems because it has become obsolete. In this context, the development of reading skills is not carried out individually but collectively with all students in one class. Prior to this, students were assessed based on their initial abilities through an introductory test. From the results of this test, several students who have reading abilities above the target learning standards are selected to join expert groups or expert teams. These expert groups aim to provide guidance to the lecturers or educators in maximizing the guidance of each student in the classroom. These expert teams act as learning agents that distribute knowledge after being instructed by the lecturers as the main controllers in Indonesian language learning. With this approach, collaboration between students and lecturers is expected to occur in achieving optimal learning goals.

According to Yanti, with conventional methods, educators cannot provide maximum guidance on students' reading abilities because individual guidance is limited by space and time. In such monologic approaches, Yanti can only provide limited explanations with the assistance of PowerPoint presentations to enhance students' understanding, but the results have not been entirely satisfactory. Using the Jigsaw Technique in Indonesian language learning, in turn, allows lecturers to provide guidance to all students in the class with the assistance of expert teams. This indicates a higher level of socialization in learning. Additionally, group discussions led by the expert teams, according to Faiz, a student, provide opportunities for students to practice reading publicly and take responsibility for their reading outcomes, both in small groups and in presentations to the entire class. Thus, language proficiency, especially reading and comprehension abilities, significantly improves through this approach compared to the conventional methods previously used.

The Improvement of Arabic Language Reading Skills (IALRS)

The improvement of arabic language reading skills at Muhammadiyah Mataram University faces more complex challenges compared to Indonesian because Arabic is a foreign language for most people. Similar to Indonesian language learning, the focus of Arabic language learning is also on developing reading and comprehension abilities. This is considered the most fundamental aspect of Arabic, where reading proficiency serves as the foundation for the development of other skills. However, it is acknowledged that reading Arabic is not easy, as it involves mastering proper grammar and pronunciation. Knowledge of Nahwu, Sharraf, and Tajwid is crucial in this learning process. Nahwu and Sharraf relate to the accuracy of using diacritics in sentences, while Tajwid relates to correct pronunciation. Izomi, an Arabic language instructor, emphasizes that learning Arabic requires diligence from both learners and teachers. Often, the interest in learning Arabic is not substantial, and teachers may have a greater desire than students. Therefore, extra effort is needed to motivate students and increase their interest in learning Arabic.

In the context of Arabic language learning aimed at developing reading and comprehension skills, Husnul considers peer-teaching to be one

of the most effective techniques. According to him, learning Arabic in this way provides a pressure-free and enjoyable experience for students. With such a conducive learning environment, students' interest in learning Arabic can naturally grow and should be further encouraged by building effective learning approaches. At this point, the Jigsaw technique is adopted to ensure that students feel comfortable in learning Arabic and to organize group work more systematically. In this technique, students are placed in well-organized groups, with the assistance of peer tutors who have good Arabic language proficiency standards, especially in reading skills. This enables them to support and reinforce each other's Arabic reading abilities in a more structured manner.

According to Izomi, Arabic language instructors believe that one of the most important and determining factors in the effectiveness of the Jigsaw technique is the presence of a competent team of experts who have good synergy among their members. Competence in this context includes proficiency in reading Arabic as well as the ability to effectively guide other students. Synergy refers to the unity of perception and understanding among team members. Izomi adds that the expert team serves as the foundation for discussions in its derivative groups. These derivative groups are formed based on the composition of the expert team members, where students with minimal competence or below standard according to initial mapping become its members. Therefore, educators must be selective in choosing students recruited as expert team members and rigorously build their capacity to ensure a uniform understanding and perception of the techniques, materials, and learning objectives to be achieved, namely enhancing students' understanding in reading and comprehending Arabic texts effectively and qualitatively.

The Jigsaw technique, as a social learning strategy involving all students in the classroom, is key to enhancing reading comprehension as the primary goal in developing quality reading competence. In this technique, class management by the instructor and interaction among students at the expert group and derivative group levels form the main foundation. With this approach, students' understanding of readings and their reading abilities significantly improve through extensive and intensive guidance, not only from the instructor but also from classmates who are members of the expert team. Thus, the application of the Jigsaw technique in Arabic language learning, focusing on the development of reading skills and text comprehension, has proven to be effective and impactful.

The English Reading Skills Enhancement Program (ERSEP)

The English Reading Skills Enhancement Program at Gorontalo State University (GSU) adopts a similar approach to Arabic language learning by utilizing the Jigsaw technique to enhance students' reading and text comprehension abilities in English. One of the main challenges in English language learning, particularly in the reading aspect, is mastering pronunciation according to phonological rules and building understanding of texts. English pronunciation requires careful guidance, and in this context, learning relies not only on direct instruction from instructors but also involves assistance from classmates. Thus, peer collaboration becomes key in enhancing the effectiveness of English language learning and deepening text comprehension. Furthermore, guidance is not solely focused on pronunciation aspects but also places stronger emphasis on building comprehension of readings. With this approach, ERSEP at GSU becomes more effective in achieving its goal of enhancing students' English reading and text comprehension abilities.

According to Jefri, as an English language instructor at GSU, an English language learning approach focused on reading skills involves concrete steps. One of them is prioritizing the memorization of vocabulary relevant to the readings to be studied. This memorization is facilitated through a small-group deposit technique in class, led by a group leader who is part of the expert group team. Jefri explains that this approach is challenging to implement if solely relying on the teacher's role in monitoring each student's memorization due to time constraints. Therefore, a teacher-centered approach is not effective in this context. By using the Jigsaw technique, vocabulary deposits can be conducted effectively and comprehensively. This ensures that all students can have a uniform and effective learning experience in building initial understanding of English readings, especially in terms of vocabulary introduction and meaning.

Next, after acquiring understanding of the vocabulary, the next step is to train the ability to analyze readings in small groups led by expert team members. These expert team members have

been briefed on the material by the instructor in previous expert group discussions. The readings analyzed consist of several paragraphs, and a Cooperative Learning approach is used in the group discussion process. In this approach, each group member is responsible for analyzing one or several paragraphs, and they are given time to study both the pronunciation and comprehension of the text. Each student in the group has the same task to read and convey their understanding, and interactive dialogue is provided to test their comprehension. After all group members complete their tasks, the group leader summarizes the reading results from each group member.

This principle helps students to understand readings actively, through independent analysis and through reflection on the understanding of other group members. Thus, they not only deepen their own understanding but also gain insights from different perspectives within the group. According to Jefri, the Jigsaw technique essentially involves collaboration among individuals to collectively build understanding of a reading. This approach has proven effective in enhancing both reading skills and deep comprehension of texts because of the interactive process involving social interaction and information exchange among students in groups. In the Jigsaw technique, students interact socially and reciprocally within their groups, contributing their individual understandings. This process allows for rich information exchange among peers, thereby enriching collective understanding of the reading. Thus, through the structured stages of the Jigsaw learning technique, the quality of students' understanding of the English readings they study can significantly improve.

IV. CONCLUSION

This study delves into the realm of enhancing students' reading comprehension within the framework of language learning, employing the Jigsaw method within university settings. The Jigsaw method, renowned for its collaborative learning approach, was selected as the focal point of this investigation due to its proven capacity to foster robust student interaction and promote profound understanding of the subject matter. Undertaking a case analysis involving students from multiple universities, this research endeavors to gauge the efficacy of the Jigsaw method in bolstering reading comprehension skills.

By meticulously examining both exemplary practices and encountered challenges, the study aims to furnish educators and higher education practitioners with invaluable insights into optimizing students' reading proficiencies at the university level. The findings shed light on the diverse landscape of language learning across different institutions: language acquisition at Muhammadiyah Buthon University unfolds seamlessly and efficaciously, while the journey towards improving Arabic reading skills at Muhammadiyah Mataram University is marked by comprehensive and intensive strides. Similarly, at Gorontalo State University, the enhancement of English reading abilities translates into tangible improvements in students' comprehension of English texts.

he practical ramifications of these findings underscore the potential efficacy of cooperative methodologies such as the Jigsaw method in enhancing reading comprehension abilities within university environments. This suggests a promising avenue for educators seeking innovative pedagogical approaches to foster deeper engagement and comprehension among students. However, the study also recognizes the need for further research to corroborate these findings and delve into the intricate factors that influence the successful implementation of such methodologies across diverse educational contexts. Through continued exploration and refinement, educators can unlock new avenues for empowering students with the critical skills necessary for academic success and lifelong learning.

ased on the insights gained from this study, several recommendations for further research can be proposed to deepen our understanding of enhancing students' reading comprehension in university settings. Firstly, future studies could focus on conducting longitudinal research to track the long-term effects of implementing cooperative methodologies such as the Jigsaw method on students' reading comprehension abilities. Longitudinal studies would provide valuable insights into the sustainability and durability of the observed improvements over time, shedding light on the effectiveness of these methodologies in promoting lasting learning outcomes.

Secondly, further investigation into the specific challenges and barriers encountered in implementing cooperative learning approaches in diverse educational contexts is warranted. By identifying and addressing these challenges, educators can develop tailored strategies to

overcome obstacles and maximize the benefits of cooperative methodologies. This could involve exploring factors such as institutional culture, teacher training, and resource allocation to better support the implementation of collaborative learning approaches.

Additionally, comparative studies across different disciplines and subject areas could be conducted to assess the applicability and effectiveness of cooperative methodologies in enhancing reading comprehension across various academic domains. Comparing the outcomes of cooperative learning interventions in language learning with those in other disciplines would provide valuable insights into the transferability of these methodologies and their potential impact on broader educational outcomes.

Furthermore, qualitative research methods such as in-depth interviews and focus group discussions could be employed to gain a deeper understanding of students' experiences and perceptions of cooperative learning approaches. By exploring students' perspectives, researchers can identify factors that contribute to their engagement and motivation in collaborative learning activities, as well as potential areas for improvement.

Lastly, future research could explore innovative adaptations and modifications of cooperative learning approaches to better meet the diverse needs and preferences of students in university settings. This could involve integrating technology-enhanced cooperative learning activities or incorporating elements of gamification to enhance student engagement and participation.

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