

P-ISSN: 2337-7364

E-ISSN: 2622-9005

# PEDAGOGIK

JURNAL ILMIAH PENDIDIKAN DAN PEMBELAJARAN  
FAKULTAS TARBIYAH UNIVERSITAS MUHAMMADIYAH ACEH

VOL. 8, NO. 2, OKTOBER 2021



Diterbitkan Oleh:

**Fakultas Agama Islam (FAI)**

dan Lembaga Penelitian, Penerbitan, Pengabdian dan Pengembangan Masyarakat  
(LP4M) Universitas Muhammadiyah Aceh

Jalan Muhammadiyah No. 91 Bathoh Lueng Bata Banda Aceh Telpn/FAX. (0651) 27569

<http://ejournal.unmuha.ac.id/index.php/pedagogik>

**Pedagogik: Jurnal Ilmiah Pendidikan dan Pembelajaran  
Fakultas Tarbiyah Universitas Muhammadiyah Aceh  
Vol. 8, No. 2, Oktober 2021**

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## PENGANTAR EDITORIAL

Syukur kehadiran Allah Swt, karena hanya izin-Nya Jurnal Pedagogik yang sekarang berada di tangan para pembaca dapat diluncurkan. Selawat dan salam kita sampaikan kepada Nabi Muhammad Saw yang telah membawa ummat manusia ke jalan kebajikan dan keselamatan di dunia dan di akhirat.

Jurnal ilmiah ini diadakan untuk memfasilitasi dan mendorong lahirnya karya tulis ilmiah, berupa hasil penelitian dalam dunia pendidikan dan pembelajaran. PEDAGOGIK: Jurnal Ilmiah Pendidikan dan Pembelajaran Fakultas Tarbiyah Universitas Muhammadiyah Aceh ingin membagi pendapat dan ide dalam pengembangan dan peningkatan mutu pendidikan dan pembelajaran secara nasional maupun internasional. Keberadaan jurnal ini menjadi semakin penting untuk memacu tumbuhnya nuansa akademis di lingkungan para pendidik mulai pada tingkat rendah hingga perguruan tinggi serta bagi para peneliti pendidikan dan pembelajaran. Tetapi tidak tertutup kesempatan bagi pihak lain yang juga memiliki inisiatif untuk memaparkan hasil penelitiannya yang relevan dengan pendidikan dan pembelajaran.

Pada edisi ini, Jurnal Pedagogik menyajikan beberapa tulisan yang menganalisis isu-isu pendidikan dan pembelajaran yang bersumber dari berbagai perspektif yang meliputi pendidikan dalam konteks sains, sosial, agama, dan bahasa; pendidikan karakter; organisasi dan manajemen pendidikan; serta strategi pembelajaran dan kurikulum terutama selama pandemi covid-19. Berdasarkan tema tersebut, beberapa artikel menarik yang disajikan yaitu: Pengembangan dan Implementasi Model Pembelajaran Daring *Flipped Learning* Berbasis Gamifikasi pada Era New Normal Covid-19 oleh *Ratna Farida, Cut Muftia Keumala, dan Zamzami Zainuddin*; Pengaruh Model Pembelajaran *Double Loop Problem Solving* (DLPS) Terhadap Kemampuan Pemecahan Masalah Matematis Siswa SMP oleh *Hafidz Adlyani, M. Duskri, dan Susanti*; *The Use of Collaborative Technique in Teaching Short Story at Third Grade Students* oleh *Nur Antoni Eko Tanuso*; Analisis Model Pembelajaran Klasikal Terhadap Minat Belajar Anak Usia Dini di RA Darussa'adah Tulungagung oleh *Endah Wahyu Sugiharti, Hibana, dan Susilo Surahman*; Optimalisasi Ketahanan Keluarga Melalui Nilai-Nilai Agama Sebagai Basis Pendidikan di Tengah Pandemi Covid-19 oleh *Dedi Junaedi, Sahliah, Nandang Rukanda, dan Tamtam Kamaluddin*.

Selanjutnya juga ada Kelayakan Media Pembelajaran Berbasis *Booklet* pada Materi Pteridophyta Kelas X SMA oleh *Nafisah Hanim, Nurdin Amin, dan Eva Nauli Taib*; Analisis Kemampuan Literasi Siswa Sekolah Dasar pada Masa Pandemi Covid-19 oleh *Yulistina Nur DS, Harmawati, dan Ajeng Carolina Samrodi*; Peran Orang Tua dalam Bimbingan Belajar Anak di Masa Pandemi Covid-19 di SDK ST. Maria Ruteng oleh *Frans Laka Lazar, Fabianus Bosco, dan Yovita Hamun*; *The Application of Jigsaw Technique in Teaching Speaking in Indonesian Context* oleh *Ayuna Netta*; Implikasi Kemampuan Baca Al-quran Mahasiswa Terhadap Minat Belajar Agama di Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry oleh *Hanafiah*.

Sesuai dengan jurnal ilmiah, publikasi Jurnal Pedagogik ini diharapkan dapat menjadi bahan rujukan dan sumber kajian yang relevan dan aktual serta memberikan

wawasan para pembaca dalam pendidikan dan pembelajaran. Kepada penulis, tim penyunting dan penerbit serta semua pihak yang telah memberikan dukungan atas terbitnya Jurnal Pedagogik ini, kami sampaikan ucapan terima kasih. Semoga Allah Swt berkenan memberikan balasan yang setimpal atas usaha baik ini.

Salam,  
Tim Penyunting

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## KETENTUAN PENULISAN NASKAH JURNAL ILMIAH PEDAGOGIK

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## THE APPLICATION OF JIGSAW TECHNIQUE IN TEACHING SPEAKING IN INDONESIAN CONTEXT

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**Abstrak:** Artikel ini merupakan review penerapan teknik jigsaw dalam pengajaran berbicara dalam konteks Indonesia. Ini bertujuan untuk menyelidiki implikasi dan tantangan yang dihadapi dalam menggunakan jigsaw dalam pengajaran berbicara. Ini adalah penelitian kepustakaan yang mengkompilasi temuan penelitian yang berfokus pada penerapan jigsaw dalam pengajaran berbicara di Indonesia. Dikarenakan keterbatasan penelitian ini, studi ini hanya mengambil dua belas artikel atau jurnal untuk direview. Temuan menunjukkan bahwa sebagian besar guru atau dosen dan mahasiswa yang melakukan proses belajar-mengajar dengan menggunakan teknik jigsaw banyak mengalami kelebihan daripada kekurangan. Namun kekurangan juga dapat ditemukan dalam penerapan teknik jigsaw di kelas. Keuntungan menggunakan jigsaw dalam pengajaran berbicara adalah jigsaw dapat memotivasi siswa, meningkatkan kemampuan mereka dalam berbicara, mendorong siswa untuk lebih aktif, memperkenalkan kosa kata baru, meningkatkan bahasa sosial mereka, membuat proses belajar mengajar menjadi lebih menarik dan dinamis serta meningkatkan kepercayaan diri siswa dalam berbicara di depan kelas. Sedangkan kelemahan menggunakan teknik jigsaw dalam pengajaran berbicara adalah tidak dapat digunakan dalam mata pelajaran yang menantang, pelajar muda atau anak-anak tidak dapat mengikuti prosedur dan instruksi dengan tepat, membosankan kelas dan membutuhkan waktu tambahan, guru tidak dapat memantau kegiatan siswanya, dan siswa merasa sulit untuk mengekspresikan diri.

**Kata Kunci:** Teknik Jigsaw, Mengajar, Berbicara

**Abstract:** This article is a review of the application of jigsaw technique in teaching speaking in Indonesian context. It aims at investigating the implications and the challenges faced in using jigsaw in teaching speaking. This is a library research which compiles the findings of the researches which focus on the application of Jigsaw in teaching speaking in Indonesia. Due to the limitation of this study, it only takes twelve articles or journals to be reviewed. The finding shows that most of the teachers or lecturers and students who conduct the teaching-learning process by using jigsaw technique experience a lot of advantages rather than disadvantages. However, the disadvantages could also find in the application of jigsaw technique in the class. The advantages of using jigsaw in teaching speaking are Jigsaw could motivate the students, improve their ability in speaking, encourage students to be more active, introduced new vocabulary, improve their social language, makes the teaching and learning process becomes more appealing and dynamic, and increases the students' confidence in speaking in front of the class. While, the disadvantages of using Jigsaw technique in teaching speaking are it could not be used in challenging subject, young learners or children are unable to follow procedures and instructions appropriately, bore the class and needs extra time, the teachers could not monitor their students' activities, and the students feel difficult to express themselves.



**Keywords:** Jigsaw Technique, Teaching, Speaking

## A. INTRODUCTION

A teacher should be well-versed in a variety of ways and strategies. In addition, the teacher should encourage students to be involved and participate actively in the teaching-learning process to guarantee that all students receive adequate relevant experience in learning. He or she must recall that the old paradigm, which most lecturers originally believed to be true, was that students were always passive in the teaching-learning process since all they had to do was sit, be silent, listen, take a note, and finally remember (Lie, 2005, p.3). Meanwhile, in the past, teachers simply needed to know the entire contents and specialized information related to the subject they were teaching, rather than comprehending multiple strategies and ways to get their students to follow along with their explanations.

However, many researchers have recently discovered that in the teaching and learning process, students must be treated as the subject of the teaching- learning process itself, implying that students are more likely to be active rather than passive, as was previously assumed. Nowadays, teachers or lecturers use a variety of teaching methods, such as the Communicative Approach, Contextual Teaching Learning, Cooperative Language Learning, and so on—as would be explained in this paper. This paper focuses on one of the Cooperative Learning. According to Norland and Said (2006: 21), in order to apply cooperative learning, the teacher must first determine whether cooperative activities will aid in the achievement of the class's objectives. In addition, the teacher must choose which cooperative activity to use. Peer tutoring, jigsaw activities in which different members of the group have different pieces of information to put together to find the answers, group projects in which students work together to complete a task, and group projects in which students work independently but come together to complete the task are all examples of cooperative activities. It only concerns on one of the techniques used in cooperative learning, namely, Jigsaw. In addition, it also focuses on speaking as one of the four language skills. It is founded on the idea that speaking is one of the most important aspects of communication.

Furthermore, in the teaching of English as a Foreign Language, speaking is an area that requires specific attention and instruction. In the teaching-learning process in the class, there are a lot of techniques could be used for teaching speaking. One of the techniques that could be

applied in enhancing students' speaking ability is Jigsaw. Jigsaw is one of the techniques in cooperative learning. As the other techniques, it also can be used in teaching speaking. There are a lot of studies which discuss the application of jigsaw in teaching speaking skill in Indonesian context. In what way it is good and in what way it is bad. This article focuses on the application of jigsaw in the teaching of speaking in Indonesian context.

Learners are provided distinct sets of information for a task in an information-gap task. A jigsaw puzzle can be compared to an information-gap assignment. In the speaking activity, students are given various puzzle pieces that they must present using spoken language (Goh&Burns, 2012:203).

Guse (2011:35) states the steps of doing Jigsaw. Instruct the class to read the task on the board and confirm that everyone knows that the task must be completed in three steps. Dividing the class into three groups is a good idea. Each group will be responsible for one aspect of the assignment, request that the groups come up with examples to demonstrate these three elements. Encourage them to come up with at least five different ideas. Distribute copies of the language and invite students to use it in the discussion that follows. Ask the groups to rank their ideas from 1 to 5 on a scale of 1 to 5, with 1 being the most important and 5 being the least significant. Make three new groups with three students each. One person from each of your original groups is in the new groups. To accomplish the work, have the groups synthesize their ideas. The wording from the prior task should be used in the conversation once more. Finally, the new groups present the class with their completed job. They do so by describing how they arrived at their conclusions.

Jigsaw: input-evaluation and synthesis of facts and views that is differentiated but preset. Each member of the group is given a distinct piece of information. To learn the subject and ready to teach it, students form topic groups (expert groups) made up of people who have the same piece. Students return to their home groups (jigsaw groups) to share their knowledge that they have obtained from the expert groups. Through discussion, students synthesize the information and knowledge. To demonstrate synthesis of all the knowledge offered by all group members, each student completes an assignment or takes a test as part of a group project. This organization style may necessitate team-building exercises for both of the home groups and topic groups, as well as long-term group involvement and presentation rehearsal. In a multilevel class, this strategy is highly valuable because it allows for both homogeneous and diverse grouping in terms of English skill. In language training, information-gap exercises are jigsaw tasks done in pairs. Partners have data (in the form of text, tables, charts, and so

on) that is necessary to be filled in during the interaction. (Richards and Rodgers, 2001: 197-198).

The Jigsaw can be divided into two teams. According to Jacobs et.al. (1997:5), both of the home team and the expert team are present. The discrepancies are due to the materials obtained by each individual. The home team has some members who have a variety of materials/texts to discuss, whereas the expert team has the same materials/texts to discuss. In this instance, all students have the equal opportunity and obligation to learn, share, and present information to the rest of the class. The strength of this method is that each student is in the same position, has the same opportunities, and has the same responsibilities as the others. It makes no difference whether the learner has an excellent or poor command of the English language.

Later on, the Jigsaw technique is used all over the world since it not only makes all students active, but it also allows them to work effectively with others because everyone in the class has the same responsibility of being well-responsive to the presentation. In addition, the Jigsaw strategy, which is based on Aronson et al.'s (1978) work quoted from Lasley II and Matczynski (1997), demands students to learn how to collaborate in order to improve their overall comprehension of a material. Each student is assigned a chunk of the subject to study (to become an expert on that part of the topic). The teacher gives all students the opportunity to share their comprehension of the material with other group members after they have spent some time studying with other group members who have comparable duties. As a result, they gain a more comprehensive comprehension of the subject.

From the activities conducted in Jigsaw, it could be understood that the Jigsaw instructor does not forsake the students; rather, he or she must keep an eye on every activity that the students engage in. He/she travels around the classroom, inspecting and watching one group after another, and being alerted if a problem occurs in a particular group, as it is known that students who are not well-prepared have a higher chance of failing, the Jigsaw technique may come apart since everyone is unsure of what to think, feel, and do—however, this only occurs in a jigsaw-implemented speaking.

Furthermore, Jigsaw II is one of the more structured and difficult cooperative learning systems. The Jigsaw II technique, which is based on the work of Aronson et al. (1978), requires students to learn how to collaborate in order to improve their overall

comprehension of a subject. Each student is assigned a chunk of the subject to master (to become an expert on that part of the topic). The teacher gives all pupils the opportunity to share their comprehension of the material with other group members after they have spent some time studying with other group members who have comparable duties. As a result, the students gain a more thorough understanding of the subject (Lasley & Matczynski, 1997:282).

Based on the explanation above, it is really necessary to review the Indonesian articles or journals related to the application of Jigsaw technique in teaching speaking, to know the the implications and the challenges faced in using Jigsaw technique in teaching speaking.

## **B. RESEARCH METHOD**

This study is a library research that compiles the findings of several researches. It is a review of the application of Jigsaw in teaching speaking in Indonesia. The method of the study used is a library research study, where the theories and findings from any sources related to this study were used to reach the aim of this study. According to George (2008), personal or expert opinion on a research question is a necessary component of every other research documents, mainly thesis, journals, official websites, and government reports. This research used a qualitative approach in presenting the data. Moleong (2010: 4) contends that the qualitative approach is used as a research technique that obtains a description of the words and the performance of people that can be observed. The data is analyzed qualitatively. Because of the limitation of this study, it only reviews twelve articles or journals related to the implementation of Jigsaw technique in Indonesian context.

## **C. RESULTS AND DISCUSSIONS**

Based on the articles or journals searched, it could be found that there are a lot of studies which discuss the Jigsaw technique. Yet, this study only reviews twelve articles or journals related to the application of Jigsaw technique in teaching speaking. Mafruudloh (2020) conducted a research which aims at describing the implementation of Jigsaw, the supporting factors in Jigsaw, and the teacher's obstacles in implementing Jigsaw. It found that the stages in applying Jigsaw for speaking class were selecting material, creating a lesson plan, organizing Jigsaw in the classroom, administering a quiz, and reviewing. Media, a professional teacher, the situation in which the class was held, the subject, the motivation of the

students, and class management were all supportive aspects. The instructor had to deal with a limited amount of time and varying levels of student comprehension.

On the other hand, Dewi and Putri (2016) tried to determine the effectiveness of the Jigsaw technique in teaching speaking, as well as the impact of speaking anxiety, one of the psychological elements in foreign language learning, on a student's speaking ability. It may be stated that while teaching speaking, the Jigsaw technique is more effective than role play. In teaching speaking, there is also a relationship between teaching strategies and students' speaking fear. Jigsaw approach is more helpful than role play for students with moderate speaking anxiety, whereas role play is more beneficial for children with high speaking competence anxiety.

In different way, Ubaedillah (2019) set the purpose of his study to determine whether the Jigsaw technique improved students' speaking ability in the Management Study Program students in the second semester of the academic year 2018/2019 at a private institution taught by and without Jigsaw. Jigsaw increased the English speaking capacity of second semester students in the academic year 2018/2019, according to the findings. It can urge students to use their knowledge and expertise to solve an issue without the help of others by having a little conversation about the Jigsaw approach. There may be differing points of view, thus students may express differing viewpoints.

Astriani (2012), Utari (2013), Pratiwi (2014), Perkasa, et.al.(2018), and Dyna (2013) used Jigsaw to teach speaking, and they concluded that Jigsaw could be one of the solutions for motivating students to be more involved in the classroom and improve their ability in speaking. In addition, Wahyudi, Sukirlan, and Suka (2014: 12) point out that the Jigsaw assignment can assist students enhance their speaking skills. It may be inferred that after being taught utilizing the Jigsaw activity, students' speaking ability scores improved significantly from pretest to posttest. The jigsaw assignment can help students enhance their speaking skills. It can be concluded that the students were interested in studying speaking through a Jigsaw assignment based on the results of the questionnaire. Teachers, on the other hand, must prepare a strong lesson plan and materials that were appropriate and well-built to avoid doing the same thing in class over and over.

Mafruudloh (2020:11) concludes that the Jigsaw assignment can help students enhance their speaking skills. It may be argued that Jigsaw has both advantages and disadvantages. The researchers determined that applying Jigsaw for speaking skill had

several advantages and disadvantages based on observation and an extra instrument, an interview. For starters, Jigsaw was a way to encourage students to engage in interactive engagement and conversation in the classroom. It encouraged students to be more active and introduced them to new vocabulary. Jigsaw might thus be used to help students improve their social language. The Jigsaw assignment can help students enhance their speaking skills. It can be determined that Jigsaw has some flaws. It could not be used in challenging subject, and students with poor English skills paid little attention to it. Jigsaw required knowledge and fundamental information from the students. When it was used on kids with limited attention spans, they were unable to properly follow procedures and instructions. If applied to tough materials, it may also bore the class and necessitate extra time.

Additionally, students gain confidence in speaking in front of the class after using the Jigsaw approach, and the teaching and learning process becomes more appealing and dynamic. The research found that exercises using the Jigsaw technique increased English speaking for university second semester students in the academic year 2018/2019. It can urge students to use their knowledge and expertise to solve an issue without the help of others by having a little conversation about the Jigsaw approach. There may be differing points of view, and students may express differing opinions. In addition, students are able to express genuine opinions orally. They must exercise their democratic rights in this situation. As a result, the kids can practice giving their perspective on a topic. Finally, the conversation allows students to practice participating by asking them to work together to solve an issue. The kids are more motivated to use English in contact with their friends when they are taught using the Jigsaw approach. They can practice expressing their ideas or opinions, as well as appreciating the viewpoints of other students and practicing how to solve problems together. Jigsaw engages all students in the learning process, and it has the potential to boost individual student participation among university second semester students in the academic year 2018/2019.

Additionally, Susanti et.al (2015) asserted that Jigsaw II is a versatile and successful teaching method for students learning English, particularly speaking skills. It is true. Not only had the students' attitudes changed, but also in terms of students' ability to communicate in public. The quality of their English had improved.

However, the teachers and lecturers who use Jigsaw technique in teaching speaking in the class also face the obstacles or challenges. According to Mafruudloh (2020: 10), one of the challenges that the professor experienced was a lack of time. Because she needed additional time to introduce the material and the Jigsaw rule when implementing Jigsaw. Jigsaw implementation will take longer because students will need to discuss one group with another. The second stumbling block is the ability level of the students. Jigsaw groups are made up of numerous students with varying levels of competence. When certain students did not respect the subject, it was clear that the impact would be felt by the other students. Because one of the students in that group did not respect and be accountable in her/his assignment, their friends would not know about the content.

The teachers' issues with using the Jigsaw technique to teach speaking were that they could not monitor their students' activities and had limited time to teach and learn speaking. The students' difficulties in learning speaking through jigsaw were that they found it difficult to express themselves because of their restricted vocabulary. Furthermore, several students were self-conscious, both because they were embarrassed and because they were fearful of making mistakes (Dwijayati, 2020: 46-47, and Rika, 2017: 60).

After the discussion and description of the Jigsaw technique's application in teaching speaking, it could be inferred that many teachers employ this type of learning method because it is the challenging and enjoyable. Aside from that, the steps—dividing the students into groups, assigning them themes, and sending them to expert meetings—are all necessary, it is also simple to carry on by having them discuss as much as possible in the expert meeting, returning them to their home team, and finally teaching the rest of the team with the resources they had in the expert meeting. When weighing the benefits against the drawbacks, it is not a big deal to get rid of the drawbacks because the approach itself has a way of assisting teachers or lecturers and students in every detected case that appears to be problematic. Additionally, the articles or journals reviewed in this study have implemented the jigsaw technique in teaching speaking which are in line with the theories used in this study.

Furthermore, it is thought to be one of the good techniques for use in teaching speaking because it is well known that the discussion that occurs in both Expert and

Jigsaw teams is the main activity where they must speak, implying that speaking continues to be a part of the teaching and learning process while Jigsaw is used, or if all of the students are well-trained and easily bored. As a result, teachers must conduct self-evaluation, reorganize everything that did not work, and rewrite the lesson plan for the next teaching session.

From the researches in Indonesian context, it could be found that Jigsaw technique is frequently used in the teaching-learning process conducted at the schools in Indonesia. A lot of positive sides found from the application of Jigsaw technique conducted by the researchers. Jigsaw increases the English speaking capability of the students. It can urge students to use their knowledge and expertise to solve an issue without the help of others by having a little conversation about the Jigsaw approach and they are interested in studying speaking through a Jigsaw assignment. There are a lot of advantages found from the application of this technique. However, there are also the challenges and disadvantages found from the use of it.

#### **D. CONCLUSION AND SUGGESTION**

Finally, it could be concluded that the Jigsaw is appropriate to be implemented in the class because it does not only assist teachers in achieving their teaching objectives, but it also assists students in achieving their learning objectives and dealing with varied friends' moods in the case of ego enhancement. Jigsaw increased the English speaking capability of the students. It can urge students to use their knowledge and expertise to solve an issue without the help of others by having a little conversation about the Jigsaw approach.

The advantages found from using Jigsaw technique in teaching speaking are as in the following.

- Jigsaw could be one of the solutions for motivating students to be more involved in the classroom and improve their ability in speaking.
- It encouraged students to be more active and introduced them to new vocabulary.
- Jigsaw assignment can assist students enhance their speaking skills.
- It could be used to help students improve their social language.
- It encourages the students gain confidence in speaking in front of the class.
- It makes the teaching and learning process becomes more appealing and dynamic.
- The students' attitudes in learning English change into positive side.



-It improves students' ability to communicate in public.

On the other hand, the disadvantages of using jigsaw technique in teaching speaking are as follows.

- It could not be used in challenging subject, and students with poor English skills paid little attention to it.
- Jigsaw required knowledge and fundamental information from the students so that young learners or children are unable to properly follow procedures and instructions.
- If applied to tough materials, it may also bore the class and necessitate extra time.
- The teachers who use jigsaw technique could not monitor their students' activities.
- The students who are studying English speaking skill feel difficult to express themselves because of their restricted vocabulary, being embarrassed and being afraid of making mistakes.

Additionally, it could be suggested that the teachers and lecturers need to use Jigsaw technique and combine it with other techniques in teaching speaking. Teachers and lecturers should also motivate and train the students to have the good vocabulary mastery and give them the opportunity to practice english frequently in the class.

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# PEDAGOGIK

JURNAL ILMIAH PENDIDIKAN DAN PEMBELAJARAN  
FAKULTAS TARBIYAH UNIVERSITAS MUHAMMADIYAH ACEH

VOL. 8, NO. 2, OKTOBER 2021



Diterbitkan Oleh:

**Fakultas Agama Islam (FAI)**

dan Lembaga Penelitian, Penerbitan, Pengabdian dan Pengembangan Masyarakat (LP4M)  
Universitas Muhammadiyah Aceh

Jalan Muhammadiyah No. 91 Bathoh Lueng Bata Banda Aceh Telpn/FAX. (0651) 27569  
<http://ejournal.unmuha.ac.id/index.php/pedagogik>

P – ISSN 2337-7364

E – ISSN 2622-9005

