



Analysis of the Implementation of the Jigsaw Cooperative Learning Model in Fiqh Education

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Abstract

This study aims to analyze the implementation of the Jigsaw cooperative learning model in Fiqh education by examining its effectiveness, challenges, and optimization strategies. The study employs a qualitative approach using content analysis of relevant literature on the implementation of the Jigsaw model in Fiqh education across various educational levels. The data were analyzed thematically to identify patterns related to learning outcomes, social and communication skills, student engagement and motivation, as well as implementation challenges and strategies. The findings indicate that the Jigsaw model contributes positively to students' cognitive learning outcomes, social and communication skills, engagement, and learning motivation. These outcomes are associated with individual responsibility, peer interaction, peer teaching, and positive interdependence during the learning process. However, its implementation faces several challenges, particularly in terms of time management, differences in students' abilities, content division, and equitable participation within groups. The implementation of Jigsaw can be optimized through the use of digital learning media, systematic content organization, collaborative scaffolding, and assessment that considers both the learning process and outcomes. These findings suggest that the Jigsaw model has potential as an alternative approach to Fiqh education that supports academic achievement while fostering students' social skills.

INTRODUCTION

Islamic Education, particularly Fiqh education, plays an important role in developing students' understanding of Islamic principles and legal provisions and their application in everyday life. Fiqh education is not limited to acquiring knowledge of Islamic laws but also requires students to understand concepts, analyze issues, provide reasoned arguments, and relate learning materials to their real-life contexts (Shaifudin, 2019). Therefore, Fiqh education requires approaches that enable students to actively construct understanding, engage in discussion, and develop their thinking skills (Fauzi et al., 2023; Khusniyah, 2025; Ramadani et al., 2024). However, learning that remains primarily oriented toward teacher-delivered

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instruction and individual acquisition of information may limit opportunities for student interaction and participation. This condition highlights the need to develop Fiqh education that is not only oriented toward cognitive achievement but also provides opportunities for social interaction, communication, and active student engagement.

This transformation has become increasingly relevant to contemporary educational demands that position students as active participants in the learning process. Student-centered learning provides opportunities for students to construct knowledge through learning experiences, interaction, collaboration, and reflection. One approach that embodies these characteristics is cooperative learning (Arifin et al., 2023; Rahman, 2025; Tsai et al., 2023). Cooperative learning places interaction among students as an integral part of the learning process through group work, individual responsibility, and positive interdependence. In the context of Fiqh education, these characteristics are relevant because learning requires not only an understanding of concepts and legal provisions but also the ability to discuss issues, consider diverse perspectives, and connect knowledge with real-life situations (Alfirdaus et al., 2025).

One cooperative learning model that embodies these characteristics is the Jigsaw model. Developed by Elliot Aronson and his colleagues in the early 1970s, this model is designed by dividing learning materials into several sections that are studied by members of expert groups before the acquired knowledge is shared with members of their original groups (Ramadhanti et al., 2025; Trihartoto & Indarini, 2022). This structure positions each student as an important contributor to the learning process because group success depends on the contribution of each member. Thus, the Jigsaw model incorporates mechanisms that promote individual responsibility, positive interdependence, interaction among students, and peer teaching. These characteristics make the Jigsaw model relevant to Fiqh education, which requires active engagement and conceptual understanding.

Several studies have shown that the implementation of the Jigsaw model in Fiqh education has produced diverse findings, although the overall trend is positive. Some studies have focused on improvements in learning outcomes as the primary indicator of the effectiveness of the Jigsaw model, while others have examined its contribution to student motivation, engagement, creativity, communication, and social skills (Defriyanto et al., 2026; Engkizar et al., 2026; Jaafar et al., 2025; M et al., 2026). These findings indicate that the effectiveness of the Jigsaw model cannot be understood solely through academic achievement but also through student interaction and engagement during the learning process. At the same time, its implementation continues to face several challenges, including limited instructional time, differences in student abilities, difficulties in dividing learning materials proportionally, and unequal participation within groups. The diversity of these findings indicates that the effectiveness of the Jigsaw model needs to be understood not only in terms of learning outcomes but also through the learning process, implementation conditions, and strategies used to address various challenges.

Although research on the Jigsaw model in Fiqh education has continued to develop, existing findings remain dispersed across different research focuses and contexts. Some studies emphasize the effects of the Jigsaw model on learning outcomes, whereas others focus more on motivation, communication, creativity, or social skills. Similarly, discussions of implementation challenges and strategies for optimizing the Jigsaw model have not always been integrated within a single analytical framework. This condition indicates the need to systematically identify patterns across existing findings in order to understand how the Jigsaw model is implemented, which aspects of learning are most affected, what challenges emerge, and what strategies can be used to improve its effectiveness in Fiqh education

(Setiono et al., 2023; Trihartoto & Indarini, 2022).

Based on this context, this study employs a qualitative approach using content analysis to identify, categorize, and interpret findings from relevant literature concerning the implementation of the Jigsaw model in Fiqh education. This approach enables the study not only to summarize previous research findings but also to identify patterns, themes, and relationships that emerge across different sources. Through this analysis, the study seeks to examine the effectiveness of the Jigsaw model in improving learning outcomes, social and communication skills, student engagement, and motivation, while also identifying implementation challenges and strategies for optimizing its application.

Theoretically, this study is expected to strengthen understanding of cooperative learning by demonstrating how the principles of individual responsibility, group interaction, peer teaching, and positive interdependence operate within the context of Fiqh education. Practically, the findings may provide a basis for educators to design Jigsaw-based learning that is more responsive to the characteristics of learning materials and students. This study is also relevant to contemporary educational developments that increasingly emphasize collaboration, communication, active engagement, and the use of learning media. Thus, analyzing the implementation of the Jigsaw model is important not only for understanding current practices in Fiqh education but also for informing the development of more adaptive cooperative learning strategies in the future. Based on this background and research gap, this study aims to analyze the implementation of the Jigsaw cooperative learning model in Fiqh education, with a focus on learning effectiveness, implementation challenges, and optimization strategies identified across relevant literature.

METHODS

This study employs a qualitative approach using content analysis. This method was selected to identify, categorize, and interpret information contained in various scholarly documents concerning the implementation of the Jigsaw cooperative learning model in Fiqh education. The analysis focuses on the effectiveness of the Jigsaw model, forms of student engagement, the development of learning outcomes and social skills, implementation challenges, and strategies used to optimize its application. The data sources consist of scholarly documents relevant to the research focus rather than informants or respondents (Bengtsson, 2016; Engkizar et al., 2026; Langputeh et al., 2023). The documents analyzed include national and international journal articles, academic books, conference proceedings, and previous research studies addressing the implementation of the Jigsaw model in Fiqh education. Documents were purposively selected based on their relevance to the research focus, their connection to the Jigsaw learning model and Fiqh education, and the availability of sufficient information regarding its implementation and learning outcomes.

In this qualitative study, the researcher serves as the primary instrument for data collection, selection, coding, and interpretation. To maintain consistency throughout the analytical process, a coding sheet was used as a supporting instrument (Bartlett & Vavrus, 2016; Bryniarska, 2024; Saldaña, 2020). The coding sheet was used to record important information from each document, including source identity, research context, characteristics of Jigsaw implementation, learning outcomes, forms of student interaction, implementation challenges, and optimization strategies reported in each source. Data were collected through the systematic identification and documentation of scholarly sources that met the research criteria. Each retrieved document was screened based on its topical relevance and the completeness of the information provided (Engkizar et al., 2023; Mayring, 2015; Pohontsch, 2019; Selvi, 2019). Documents that met the criteria were then examined in depth, and relevant sections were recorded in the coding sheet. This process

ensured that the analyzed data were directly related to the implementation of the Jigsaw model in Fiqh education.

Data analysis was supported by qualitative data management software, such as Microsoft Excel for data organization and tabulation and NVivo for coding and thematic categorization, where applicable. These tools were used to assist in organizing the data, identifying patterns, and examining relationships among themes. The final interpretation was conducted by the researcher based on the context and meaning of the data identified in the documents. The data were analyzed thematically using content analysis (Allsop et al., 2022; Maher et al., 2018; Mortelmans, 2019). The analytical process consisted of several stages. First, the researcher became familiar with the selected documents by reading them comprehensively to understand the context and substance of each source. Second, relevant data were coded according to information related to the research focus. Third, codes with similar meanings were grouped into broader categories. Fourth, these categories were developed into major themes representing patterns in the implementation of the Jigsaw model in Fiqh education. The identified themes included (1) improvements in cognitive learning outcomes, (2) development of social and communication skills, (3) increased student engagement and learning motivation, (4) implementation challenges, and (5) strategies for optimizing learning.

Subsequently, each theme was compared across sources to identify similarities, differences, and emerging patterns. The comparative findings were then interpreted by considering the context of each study. The analytical process was conducted iteratively through data reduction, information categorization, identification of patterns, and conclusion drawing. Through this procedure, content analysis was used not only to summarize the literature but also to identify patterns and meanings relevant to the implementation of the Jigsaw model in Fiqh education. Data credibility was maintained through cross-source comparison by examining findings from multiple documents addressing similar themes (Abidin et al., 2023; Alam, 2021; Auld et al., 2007; Engkizar et al., 2026). Consistent findings across sources were used to strengthen the interpretation, while divergent findings were examined in relation to the research context, student characteristics, educational level, and form of Jigsaw implementation. This process was undertaken to enhance the credibility and accuracy of the interpretation of the analytical findings.

RESULT AND DISCUSSION

Improvement in Cognitive Learning Outcomes

The implementation of the Jigsaw cooperative learning model shows a positive contribution to improving students' cognitive learning outcomes in Fiqh education. A study conducted by Amaliyah (2023) provided empirical evidence of the effectiveness of the Jigsaw model combined with Canva. Through classroom action research conducted at MI Al-Ishlah in Sorong, the percentage of students achieving learning mastery increased from 58% in the pre-cycle stage to 88% in Cycle I and reached 100% in Cycle II. This improvement indicates that the implementation of Jigsaw can help students understand Fiqh materials in a more structured manner through active engagement in the learning process.

These findings are consistent with the study by Setiono et al (2023), which showed that the implementation of the Jigsaw model had a positive and significant effect on students' learning outcomes in Fiqh. Similar findings were reported by Drouet et al (2023) at MTs Negeri 1 Medan, which demonstrated a substantial improvement in students' learning outcomes following the implementation of the Jigsaw learning model. Thus, findings from various studies indicate that Jigsaw has the potential to improve students' cognitive achievement in Fiqh education.

The improvement in learning outcomes can be explained by the characteristics of the Jigsaw model, which assign each student responsibility for mastering a particular portion of the learning material before explaining it to other group members. This mechanism creates a peer-teaching process that encourages students not only to receive information but also to process and explain the knowledge they have acquired. This process can strengthen conceptual understanding while helping students retain learning material over a longer period.

In addition, discussion and the exchange of ideas in the Jigsaw model enable students to gain understanding from different perspectives. (Erviana et al., 2024) emphasized that the Jigsaw model also contributes to the development of students' collaborative skills. The interactions established during group activities provide opportunities for students to discuss learning materials, clarify their understanding, and construct knowledge collectively, thereby supporting deeper conceptual understanding.

Development of Social and Communication Skills

The effectiveness of the Jigsaw model in Fiqh education is evident not only in the cognitive domain but also in the development of students' social and communication skills. In Fiqh education, these skills are important because students are expected not only to understand Islamic laws theoretically but also to develop the ability to cooperate, respect different opinions, communicate effectively, and establish positive social relationships. This is consistent with the characteristics of cooperative learning, which emphasizes positive interaction, collaboration, and shared responsibility within groups (Trihartoto & Indarini, 2022).

According to Firdausiyah & Manshur (2025), cooperative learning provides opportunities for students to develop interaction through discussion, collaboration, and group responsibility. This process enables students to learn to appreciate others' opinions while developing their ability to express ideas effectively. In the context of Jigsaw, these characteristics become more evident because each student has an individual responsibility to understand a particular portion of the learning material and communicate it to members of the original group.

This condition encourages students to speak more actively, exchange ideas, ask questions, and express their opinions systematically. At the same time, group discussions train students to listen to others' perspectives and resolve differences of opinion through constructive communication. This is particularly relevant to Fiqh education, as some topics involve differences of scholarly opinion (*ikhtilaf*). Therefore, interaction within the Jigsaw model can serve as a learning space for students to develop openness, tolerance, and respect for diversity of thought within Islam.

The findings of (Alfirdaus et al., 2025) further support this argument. The implementation of the Jigsaw model in Fiqh education was reported to improve learning creativity while also developing students' interpersonal communication skills. Students became more confident in expressing ideas, more active in discussions, and more enthusiastic throughout the learning process. Group interaction also encouraged the development of mutual assistance, cooperation, and responsibility for group success. Thus, pedagogically, Jigsaw is consistent with the objectives of Islamic education, which are not limited to knowledge acquisition but also include the development of attitudes and social skills. Group learning activities provide opportunities for students to practice the values of deliberation, tolerance, *ukhawah*, and cooperation. Therefore, the Jigsaw model can be employed as a learning strategy in Fiqh education that supports active, communicative, and human-centered learning.

Improvement in Student Engagement and Learning Motivation

In addition to improving learning outcomes and social skills, the Jigsaw model also contributes to increased student engagement and learning motivation. In

conventional learning, classroom interaction tends to be one-directional, with the teacher serving as the primary source of information. Such a pattern may limit students' opportunities to participate actively in the learning process. In contrast, Jigsaw positions students as active participants through discussion, collaboration, and peer teaching activities. Each student has a role in both the expert group and the original group, making individual engagement an important component of group success.

The study by Alfirdaus et al (2025) indicates that the implementation of the Jigsaw model in Fiqh education can increase student engagement. Each group member is responsible for mastering a particular portion of the learning material before explaining it to other group members. This responsibility encourages students to prepare themselves and develop a sense of ownership of the material being studied. This condition can subsequently foster intrinsic motivation because students perceive themselves as having an important role in determining group success. A collaborative learning environment also provides students with opportunities to become more confident in expressing opinions, asking questions, and participating in problem-solving activities collectively. Thus, learning does not occur solely through receiving information from the teacher but also through interaction among students (Widiyana et al., 2022).

These findings are further supported by (Ramadhanti et al., 2025), who found that the implementation of Jigsaw in Madrasah Aliyah created a more dynamic, communicative, and interactive classroom environment. Group interaction provided students with opportunities to exchange ideas and learning experiences, making the learning process more active than instruction dominated by lectures. Such collaborative activities may also reduce boredom when studying Fiqh materials, which tend to be conceptual and theoretical. Through group discussions, students have opportunities to understand Fiqh concepts in a more contextual and applicable manner (Fauziah et al., 2025).

Theoretically, the improvement in student engagement and learning motivation through Jigsaw is consistent with the perspective of Ramadhanti et al (2025), which positions active participation and individual responsibility as important elements of cooperative learning. Group success in Jigsaw is strongly influenced by the contribution of each member, encouraging students to participate optimally. This condition not only supports learning motivation but may also develop students' self-confidence, communication skills, and social abilities. Thus, Jigsaw serves a broader function than merely improving cognitive learning outcomes, as it also supports the development of students' affective and social dimensions in Fiqh education.

Challenges in Implementing the Jigsaw Model in Fiqh Education

Although the Jigsaw model offers various benefits for improving the quality of Fiqh education, its implementation in practice is not without challenges. One of the main challenges is time management. Jigsaw requires relatively more time than lecture-based instruction because the learning process involves several stages, beginning with the formation of original groups, followed by expert-group discussions, and concluding with the sharing of learning materials within the original groups. If teachers do not plan instructional time systematically, not all stages of the learning process can be implemented optimally. Therefore, time management is an important factor in the successful implementation of Jigsaw (Alkaromi, 2022).

Another challenge concerns differences in students' academic abilities. Students with lower academic abilities may experience difficulties in understanding the portion of the material assigned to them. This condition may affect the quality of the information they communicate to members of the original group. Therefore, heterogeneous group formation is important to support the peer-teaching process and promote more equitable understanding among students (Harefa et al., 2022). In

addition to differences in ability, the readiness of learning materials is another factor that needs to be considered. Not all Fiqh materials can be easily divided into subtopics with balanced levels of difficulty and scope. Teachers need to adjust the structure of the learning materials so that each section can be studied independently by the expert groups and subsequently integrated within the original groups.

Another potential problem is the dominance of certain students during group discussions. Students with stronger communication skills tend to participate more actively, whereas shy or less confident students may remain passive. This condition can reduce equitable participation within the group. To address this issue, teachers need to assign clear roles to each group member and utilize interactive learning media such as Wordwall or Padlet. These media can provide alternative opportunities for student participation and create a more interactive learning process. Thus, the effectiveness of Jigsaw is determined not only by the characteristics of the model itself but also by teachers' ability to manage instructional time, form appropriate groups, prepare learning materials, and ensure the participation of all students.

Strategies for Optimizing Fiqh Education through the Jigsaw Model

The optimization of Fiqh education through the Jigsaw model can be achieved by integrating pedagogical strategies with learning technologies. One strategy is the use of visual and digital media, such as Canva, Wordwall, and instructional videos. These media can help present conceptual Fiqh materials in a more concrete, engaging, and interactive manner. The use of digital media can also increase student engagement and motivation because information is presented not only through text or verbal explanations but also through various forms of representation (Emalfida, 2024). The integration of Canva- and Wordwall-based media can also support improvements in learning outcomes and student interest in digital learning environments.

Another strategy is learning-material management or *material engineering*. Teachers need to divide Fiqh materials into proportional, systematic, and manageable subtopics that correspond to students' abilities. Each subtopic should have a sufficiently clear scope so that it can be studied by the expert group and subsequently explained to the original group. Structured material division helps students understand their learning responsibilities while facilitating the integration of knowledge across groups. This is consistent with findings indicating that Jigsaw is more effective when learning materials are systematically and progressively structured according to the learning model (Al Ghozali & Azizah, 2025).

Optimization also requires strengthening collaborative skills through *scaffolding*. Students do not always possess the ability to cooperate, engage in discussion, and communicate ideas effectively from the outset. Therefore, teachers need to provide guidance and support throughout the group-learning process. Teachers can provide guidance on how to participate in discussions, listen to others' opinions, ask questions, provide responses, and resolve differences of opinion. In this context, the teacher acts as a facilitator who ensures that group interactions remain focused and constructive. Research indicates that Jigsaw can increase student engagement and cooperation through structured group interactions (Hamzah et al., 2022).

Furthermore, learning assessment should be conducted comprehensively by considering both learning outcomes and the learning process. Assessment should not focus solely on students' mastery of the material after instruction but should also consider individual contributions, collaboration, communication, and participation throughout the learning process. Assessment can be conducted through observation, group-work rubrics, individual assessment, and evaluation of students' contributions to discussions. A comprehensive assessment approach enables teachers to obtain a more complete picture of students' cognitive, affective, and social development in cooperative learning (Kamil, 2026).

Based on the discussion above, optimizing the Jigsaw model in Fiqh education requires integration among instructional design, learning-material management, technology use, collaborative support, and comprehensive assessment. With appropriate management, Jigsaw has the potential not only to improve cognitive learning outcomes but also to strengthen student engagement, motivation, communication, cooperation, and social skills. Therefore, the success of this model largely depends on teachers' ability to adapt the characteristics of Jigsaw to the content of Fiqh, students' needs, and the specific learning context.

CONCLUSION

Content analysis indicates that the Jigsaw cooperative learning model has the potential to improve student engagement, understanding of learning materials, and social and communication skills in Fiqh education. Its effectiveness is influenced by time management, material organization, differences in students' abilities, and equitable participation within groups. Therefore, the implementation of Jigsaw should be supported by systematic material planning, collaborative guidance, appropriate learning media, and assessment that considers both the learning process and outcomes. These findings may serve as a consideration for teachers in developing more participatory and contextual Fiqh learning, while future research should empirically examine the effectiveness of Jigsaw across different educational levels and learning contexts.

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