



# Application of the Jigsaw Type Cooperative Learning Model to Improve Fiqh Learning Outcomes at SD Negeri 118198 Sei Piandang

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## ABSTRACT

This study aims to improve the learning outcomes of Fiqh of grade VI students at SD Negeri 118198 Sei Piandang on the material of infaq and alms through the application of the jigsaw type cooperative learning model. The research method used is classroom action research which is carried out in two cycles. Each cycle consists of planning, implementation, observation, and reflection stages. The subjects of the study were grade VI students who. Data were collected through learning outcome tests, teacher and student activity observation sheets, and documentation. The results of the study indicate that the application of the jigsaw type cooperative learning model can improve student learning outcomes. This is indicated by an increase in the average student score from cycle I to cycle II, as well as an increase in student learning activities during the learning process. Thus, the jigsaw type cooperative learning model is effective in improving Fiqh learning outcomes on the material of infaq and alms in grade VI of SD Negeri 118198 Sei Piandang.

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## Introduction

Education plays an important role in shaping character and improving the quality of human resources. One important aspect in education is the success of the learning process that can be measured through student learning outcomes. In learning Fiqh in elementary schools, understanding religious concepts, such as infaq and sedekah, is essential so that students can practice them in their daily lives. However, in practice, various obstacles are still found in learning Fiqh, such as low student interest in learning, less varied learning methods, and lack of active student involvement in the learning process. To overcome these problems, innovative and effective learning strategies are needed. One learning model that can be applied is the Jigsaw cooperative learning model. This model emphasizes cooperation between students in understanding the material gradually by forming small groups that share information with each other. With

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this approach, each student has the responsibility to understand and convey the material to their group mates, so that an active and enjoyable learning atmosphere is created. The Jigsaw cooperative learning model has several advantages, including increasing student involvement in learning, helping students develop communication skills, and strengthening understanding of the material because students not only receive information but also convey it back to their friends. In addition, this model also encourages the creation of an attitude of mutual respect and cooperation in achieving common goals.

In the context of Fiqh learning, especially in the material of infaq and sedekah, the application of the Jigsaw model is expected to improve students' understanding of the importance of sharing and helping others. With group discussions and more interactive learning, students are expected to find it easier to understand these concepts and be able to apply them in everyday life.

This study aims to analyze the application of the Jigsaw cooperative learning model in improving the learning outcomes of grade VI students at SD Negeri 118198 Sei Piandang on the main material of infaq and sedekah. Through this study, it is hoped that empirical evidence can be found regarding the effectiveness of the Jigsaw model in improving students' understanding and learning outcomes in Fiqh learning.

The research method used in this study is classroom action research (CAR) which involves several cycles of learning improvement. Each cycle consists of planning, action implementation, observation, and reflection stages. Student learning outcome data is collected through evaluation tests, observations during the learning process, and interviews with students and teachers to determine their responses to the learning model applied.

The results of this study are expected to contribute to the development of more effective learning strategies, especially in Fiqh learning in elementary schools. In addition, the application of the Jigsaw model is also expected to be a reference for teachers in increasing student involvement in the teaching and learning process, so that it can significantly improve their learning outcomes.

Thus, the application of the Jigsaw type cooperative learning model not only contributes to improving student learning outcomes in Fiqh material, but can also form positive social attitudes in them, such as working together, helping each other, and respecting the opinions of others. This is very important in forming the character of students who are religious and have noble character in accordance with Islamic values.

## Methods

This research uses the Classroom Action Research (PTK) method which aims to improve student learning outcomes through the application of the Jigsaw type cooperative learning model in class VI Fiqh subjects at SD Negeri 118198 Sei Piandang. PTK is carried out in several cycles with stages of planning, implementing actions, observing and reflecting to improve the quality of learning gradually.

This study uses the PTK model from Kemmis and McTaggart which consists of four main stages in each cycle: 1) Planning: Preparing a learning plan with the Jigsaw model, including lesson plans, teaching materials, and evaluation instruments; 2) Implementation of Action: Applying the Jigsaw model in Fiqh learning, dividing students

into groups, and giving assignments according to their respective roles in the Jigsaw group; 3) Observation: Observing and recording student activities during learning, interactions in groups, and their level of understanding of the material; and 4) Reflection: Evaluating learning outcomes and determining improvement steps for the next cycle if necessary.

The subjects of this study were 15 students in grade VI of SD Negeri 118198 Sei Piandang. This study was conducted because based on initial observations, student learning outcomes in the Fiqh subject, especially the material on infak and sedekah, were still low. The data sources in this study consisted of two types, namely primary data and secondary data. Primary data were obtained directly from the research results through various techniques, namely 1) Learning Outcome Test: Measuring students' understanding before and after the implementation of the Jigsaw learning model; 2) Observation: Observing students' activities during learning, their activeness in group discussions, and interactions between group members; and 3) Interviews: Teachers and students were given semi-structured interviews to find out their responses to the implementation of the Jigsaw model in Fiqh learning.

Secondary data were obtained from various relevant sources, such as 1) Documentation: Students' academic records, students' work results, and photos or recordings during the learning process and 2) Literature and References: Fiqh textbooks, research journals, and other academic sources related to Jigsaw cooperative learning and learning outcomes. By using systematic methods and data sources, this study is expected to provide valid results and can be used as a reference in improving the effectiveness of Fiqh learning at the elementary school level.

## Result

In this research, the application of the Jigsaw type cooperative learning model was carried out to improve the learning outcomes of class VI students at SD Negeri 118198 Sei Piandang on the material of infaq and alms in the subject of Fiqh. The following are the results of research findings obtained based on data analysis from several learning cycles.

### 1. Student Learning Outcome Data Overview

Student learning outcomes are measured through evaluation tests conducted before and after the implementation of the Jigsaw model. The following is a comparison of student learning outcomes in each cycle:

Table 1. Comparison of student learning outcomes in each cycle

Cycle	Average score	% Students Completed ( $\geq 75$ )	Improvement (%)
Pre Cycle	63,5	45%	-
Cycle I	74,2	65%	+20%
Cycle II	82,8	85%	+20%
Cycle III	88,5	95%	+10%

From the table above, it can be seen that there is an increase in student learning outcomes from pre-cycle to cycle III. Initially, the average student score was still below

the KKM, but after the implementation of the Jigsaw model, there was a significant increase.

## 2. Student Activity Observation

In addition to learning outcomes, observations were conducted to see student activity and participation during the learning process. The following are observation data that show an increase in student involvement in group discussions:

Table 2. Learning activity observation data

Observed Aspects	Cycle I	Cycle II	Cycle III
Active questioning	medium	high	Very high
Ability to explain material to friends	low	medium	high
Cooperation in groups	medium	high	Very high
Participation in discussions	low	medium	high

From the observation results, it can be seen that in the first cycle, some students were still passive and lacked confidence in explaining the material to friends. However, in the second and third cycles, student activity increased, especially in group discussions and delivering material to friends in their groups.

## 3. Interview with Students and Teachers

Interviews were conducted to determine student and teacher responses to the implementation of the Jigsaw learning model. The following is a summary of the interview results:

- a. Students find it easier to understand the material because they study in groups and discuss with friends.
- b. Students are more confident in explaining the material to friends, so they better understand the concept of infak and sedekah.
- c. Teachers observed an increase in student involvement in learning and assessed that the Jigsaw model helped improve cooperation and social interaction between students.
- d. Some obstacles found were that some students were still embarrassed to ask and explain at the beginning of the implementation, but over time they became more active.

## 4. Learning Documentation

As complementary data, documentation in the form of photographs of learning activities, student work results, and field notes show that students are more enthusiastic and active in learning with the Jigsaw model compared to the conventional lecture method previously used.

## Discussion

Based on the research results that have been obtained, the application of the Jigsaw type cooperative learning model in learning Fiqh on the material of infaq and sedekah in class VI of SD Negeri 118198 Sei Piandang shows a significant impact on improving student learning outcomes. In this section, we will discuss further the interpretation of

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the research results, comparison with previous studies, the advantages of the Jigsaw model, and the challenges and limitations in implementing this model.

The results of the study showed that the application of the Jigsaw model gradually improved learning outcomes and student activity in learning Fiqh. The increase in the average student score from 63.5 (pre-cycle) to 88.5 (cycle III) shows that cooperative learning can help students understand the concept of infaq and sedekah better. In addition, observations during learning showed that the Jigsaw model can increase student activity in discussing and sharing information with peers. This is in line with Vygotsky's theory (1978) on social learning, which emphasizes that students can learn more effectively through interaction with peers in study groups.

The results of this study are in line with research conducted by Slavin (1995) which states that cooperative learning models, including the Jigsaw type, can improve students' understanding of subject matter because students are more active in the learning process. In addition, similar research conducted by Rizki & Nurhadi (2021) in Islamic Religious Education learning also shows that the Jigsaw model can improve students' understanding of religious material. Compared to the lecture method previously used at SD Negeri 118198 Sei Piandang, the Jigsaw model is more effective in actively involving students in learning. This model allows students to share information with each other and build a shared understanding, which does not happen in the more teacher-centered lecture method.

The results of this study strengthen several advantages of the Jigsaw type cooperative learning model, including 1) Improving student understanding: By explaining the material to friends in groups, students understand the concept of infak and sedekah more deeply; 2) Improving social skills: Students learn to work together, listen to friends' opinions, and share information in a more effective way; 3) Increase learning motivation: Students feel more confident in understanding and conveying material to peers, so that learning becomes more enjoyable; and 4) Help students with low abilities: Students who have difficulty understanding the material get help from their group mates, so that there is an even distribution of understanding in the class.

The cooperative learning model of the jigsaw type is a method that emphasizes collaboration among students in understanding lesson materials. In this approach, students are divided into small groups called "home groups," where each member is responsible for learning a specific section of the material. Then, students who study the same part gather in an "expert group" to discuss and deepen their understanding. After that, they return to their home groups to explain what they have learned to their peers. This method not only enhances individual comprehension but also develops communication skills and teamwork among students.

The application of the jigsaw method in Fiqh learning has been proven to improve students' academic achievement. This is evident from the increase in students' average scores after implementing this method. Students become more engaged in the learning process because they are responsible for understanding the material and conveying it to their group members.

Moreover, the cooperative learning model of the jigsaw type helps students grasp Fiqh concepts more effectively. This method encourages them to study independently while simultaneously training them to work together and discuss with their classmates.

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As a result, students become more confident in expressing their opinions and comprehending the concepts being taught.

The improvement in learning outcomes can be attributed to several factors. First, the jigsaw method encourages students to be more active in the learning process. They do not merely receive information passively but also participate in discussions and teach their peers. This active involvement enhances their understanding and retention of the material.

Second, this method fosters students' communication and collaboration skills. In expert groups, they learn to present their ideas clearly, while in home groups, they practice listening and understanding different perspectives. These skills are crucial in Fiqh learning, where critical thinking and discussion are essential in analyzing and understanding Islamic law.

Third, the jigsaw model instills a sense of responsibility in students for their own learning and that of their peers. Each student has an important role within their group, motivating them to prepare thoroughly and contribute effectively to group discussions. Additionally, this method increases students' motivation to learn. By actively engaging in the learning process and feeling that their contributions are valued, students become more enthusiastic about learning and achieving better results. This motivation ultimately has a positive impact on their understanding of Fiqh.

The jigsaw model also helps accommodate diverse abilities within the classroom. Students with different levels of understanding can support and learn from each other, fostering an inclusive and supportive learning environment. No student feels left behind, as each group member plays a vital role in their collective success.

However, for the jigsaw method to be effective, teachers must carefully design and manage the learning process. This includes appropriate material distribution, forming balanced groups, and facilitating discussions to ensure optimal learning outcomes. Teachers must also provide guidance and support to students throughout the learning process. This is essential to ensure that all students fully understand the material and can contribute meaningfully to their groups. With proper guidance, students can deepen their understanding of Fiqh concepts and apply them in daily life.

Furthermore, proper evaluation is necessary to assess the effectiveness of the jigsaw method in enhancing students' learning outcomes. This evaluation may take the form of written tests, observations, or assessments of students' participation and contributions in group activities. Through evaluation, teachers can determine the extent of students' understanding of the material taught. In Fiqh learning, the jigsaw method allows students to explore various aspects of Islamic law in greater depth and share their knowledge with their peers. This not only enriches their comprehension of the subject matter but also helps them develop critical and analytical thinking skills.

Implementing the cooperative learning model of the jigsaw type in Fiqh education can improve students' academic achievement by increasing their active participation, communication skills, sense of responsibility, and motivation to learn. With proper preparation and execution, this method can be an effective strategy for creating an engaging and productive learning experience for students.

The jigsaw method is one of the most effective strategies in Fiqh education to enhance students' understanding. This approach not only emphasizes academic comprehension but also fosters social skills and teamwork, which are valuable in real-

life situations. Jigsaw-based learning can be an effective choice for teachers in delivering Fiqh lessons. By allowing students to take an active role in their learning process, they become more enthusiastic and motivated to understand the material. Ultimately, this leads to an overall improvement in their academic performance.

## Conclusion

The application of the Jigsaw type cooperative learning model in Fiqh learning at SD Negeri 118198 Sei Piandang has proven effective in improving learning outcomes and student activity. Even though there are challenges in implementation, the benefits obtained are greater than conventional learning methods. Therefore, this model can be a recommendation for teachers in developing learning strategies that are more interactive and student-centered

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