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The Jigsaw Model Strategy As A Peer-Teaching Method In Islamic Education Subjects

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Abstract

The Jigsaw Model, which emphasizes collaboration among students, provides an opportunity for them to become "experts" in a particular subject and teach it to their peers. This strategy enhances students' understanding of the material and develops their social and communication skills. This study investigates the implementation of the Jigsaw model strategy as a peer-teaching method in Islamic Religious Education (PAI) subjects, focusing on its potential to integrate cognitive learning with spiritual and moral development. Using a descriptive qualitative approach and library research method, this article highlights the benefits and challenges of applying the Jigsaw model in PAI learning. Key findings reveal that the Jigsaw model not only reinforces mastery of the subject matter but also fosters communication skills, social responsibility, and cooperation among students. Moreover, the strategy significantly contributes to creating a dynamic and interactive learning environment that aligns with Islamic educational values. This study offers a novel perspective by demonstrating how the Jigsaw model bridges academic achievement and character formation, providing valuable insights for educators seeking to enhance collaborative and values-based learning practices.

Keywords*: Jigsaw; Peer-Teaching; Islamic Education.*

Introduction

An effective educational process is not only determined by the teaching materials but also by the learning media used (Bararah, 2017, p. 5). Appropriate learning media can enrich the interaction between teachers and students, deepen students' understanding of the material, and encourage active engagement in the learning process (Ummah, 2019, p. 9). Each subject has specific characteristics that require suitable learning media, so the selection of media must be tailored to the goals and content being taught. For general subjects, various innovative learning models have been successfully implemented, such as project-based learning, cooperative learning, and problem-based learning. However, for subjects that hold spiritual and moral values, such as Islamic Religious Education (PAI), a method is needed that not only focuses on knowledge transfer but also on character development and religious values.

In the context of Islamic Religious Education, an approach is required that can integrate cognitive, affective, and psychomotor aspects in a balanced manner (Yusuf, 2014, p. 3). One learning model that has proven effective in enhancing active and collaborative student engagement is the Jigsaw model. The Jigsaw model was first developed by renowned social psychologist Elliot Aronson and his team at the University of Texas in the early 1970s (Efriani, 2016, p. 8). Aronson created this model to address the challenges of racial discrimination and classroom tensions, aiming to foster an inclusive learning atmosphere where all students feel valued and play a vital role in the learning process. In this model, students are divided into small groups, where each member becomes an "expert" in learning a particular section of the material, which they then teach to other group members.

The Jigsaw model was later adapted and further developed by Robert Slavin at Johns Hopkins University, who added elements of evaluation and individual accountability to cooperative learning (Triani, 2016, p. 7). Slavin's approach strengthened the concept of group-based learning, emphasizing not only individual academic achievement but also the social and emotional development of students. This adaptation made Jigsaw one of the most widely used cooperative learning models across various educational levels, especially in the United States.

In general, the Jigsaw model can be defined as a cooperative learning model where students are divided into small groups, and each group member learns a specific part of the material, which they will teach to their peers (Ningsih, 2016, p. 4). This process involves intensive collaboration among students, where they not only learn individually but also share knowledge with one another. The uniqueness of this model lies in the element of individual and collective responsibility, which requires each student to actively participate, as the group's success depends on the understanding and contribution of every member.

In its implementation, the Jigsaw model is highly relevant to the concept of peer teaching, where students act as instructors for their peers (Alwardany et al., 2023, p. 4; Goolsarran et al., 2020, p. 2). Peer teaching is a learning method where students who have a better grasp of a topic help their peers who are struggling to understand the material. This method highlights the principle that students often find it easier to learn from their peers who speak the same "language" and understand the challenges they face in learning. Moreover, peer teaching promotes the development of communication skills, empathy, and social responsibility among students, making it one of the most effective strategies in collaborative learning(Budiyati, 2022, p. 7043).

Research on the Jigsaw learning model has been widely conducted in various educational contexts. Most previous research has focused on its application in subjects that are more factual in nature, such as mathematics and science, where the Jigsaw model has proven effective in improving students' cognitive learning outcomes. Additionally, earlier studies primarily emphasized the collaborative and cooperative aspects without deeply integrating the spiritual and moral dimensions. However, there are still limitations in studies that link the Jigsaw model to subjects that demand a balance between cognitive, affective, and psychomotor aspects, such as Islamic Religious Education (PAI). While research on the application of the Jigsaw model in PAI has started to emerge, most studies only highlight its impact on academic learning outcomes without exploring how this strategy contributes to strengthening students' character and spiritual values.

In the context of Islamic Religious Education, the Jigsaw model as a peer-teaching method offers great potential in developing students' understanding of religious values and morality, while

also strengthening social aspects through intensive collaboration and interaction among students. PAI does not only teach textual material or memorization but also aims to shape the morals and character of students in line with Islamic teachings. A form of Islamic teaching that involves students as instructors for their peers is known as ta'lim muta'lim. This is part of an educational method where a student who has a deeper understanding of a religious subject is given the responsibility to pass on that knowledge to their peers. This concept is widely used in traditional pesantren, where senior students teach junior students. It reflects the values of cooperation and togetherness in acquiring and spreading knowledge. Therefore, a strategy that combines cognitive learning with affective and psychomotor aspects, like the Jigsaw model, is highly relevant in PAI learning.

This study aims to fill this gap by analyzing the implementation of the Jigsaw model as a peer-teaching method in Islamic Religious Education. The main focus of this research is not only on improving students' cognitive understanding but also on developing Islamic values through the intensive interaction and collaboration produced by the Jigsaw model. By understanding the great potential of this method, educators are expected to develop more innovative and effective approaches in shaping a knowledgeable and morally upright generation of Muslims. Thus, this research contributes new insights into the literature on Islamic Religious Education, providing a more holistic approach that balances academic, social, and religious aspects.

Research Methods

This research employs a qualitative approach. A qualitative approach is chosen because this study focuses on a deep understanding of the implementation of the Jigsaw model in the context of Islamic Education (PAI). Data is collected through a literature review involving the gathering of sources from scholarly journals, reference books, articles, and other reliable sources that discuss the Jigsaw model, peer teaching, and its application in PAI learning. The researcher also analyzes documents and previous research results relevant to this topic. Once the data is collected, analysis is conducted using content analysis techniques, identifying key themes that emerge from the related literature. The researcher seeks to find similarities, differences, and specific patterns that illustrate the effectiveness, challenges, and impacts of implementing the Jigsaw model in PAI. The analysis is carried out systematically to answer the research questions and construct a comprehensive discussion framework.

Results and Discussion

Objectives and Characteristics of the Jigsaw Model

The Jigsaw learning model is one of the cooperative learning models frequently discussed by education experts. According to Lie, Jigsaw is a cooperative learning system designed for students to collaborate on structured tasks (Jay et al., 2021, p. 108). Each student is responsible for studying one part of the material in depth and then teaching it to other group members. Thus, Jigsaw creates a collaborative learning environment where individual success greatly depends on the collective ability of the group. Slavin states that the Jigsaw model is effective in increasing student engagement because each student plays a crucial role in the learning process (Rahayu et al., 2023, p. 46). They not only learn for themselves but are also responsible for their peers' understanding. This enhances a sense of social responsibility and strengthens cooperation among students. Johnson adds that Jigsaw not only functions to improve academic outcomes but also develops students' interpersonal and communication skills (Sholihah et al., 2016, p. 46). Through active interaction, students learn to

appreciate different viewpoints, improve their public speaking skills, and better manage group dynamics.

The primary objective of the Jigsaw learning model in the educational context is to achieve more holistic outcomes, encompassing students' academic, social, and affective aspects. This model not only focuses on academic achievement but also on acceptance of individual differences and the development of students' social skills. Thus, Jigsaw becomes one of the most effective cooperative learning methods for creating an inclusive learning environment that supports comprehensive student development. In this model, each student acts as an "expert" who studies a specific part of the lesson material. Afterward, students explain their understanding to their group members. This peer-teaching process encourages students to understand the material more deeply and think critically, contributing to improved comprehension and academic achievement. The Jigsaw model also aims to foster an attitude of acceptance toward individual differences (Ahyani, 2022). In heterogeneous groups, students learn to appreciate the diversity of backgrounds and abilities. This interaction fosters mutual respect and empathy, which are essential for creating an inclusive learning environment where differences are seen as strengths.

Another significant objective is the development of students' social skills (Sugiarti & Pribadi, 2013). Through interaction and collaboration within groups, students learn to communicate effectively, provide constructive feedback, and work together to achieve common goals. These social skills are not only important in the academic context but also in everyday life, preparing students to function well in society. Overall, the Jigsaw model aims to create a learning environment that not only focuses on mastery of the material but also shapes students into individuals who can collaborate, appreciate differences, and communicate effectively. Some of the key characteristics of the Jigsaw learning model include:

Table 1. Distinctive Characteristics of the Jigsaw Model

No.	Category	Description
1.	Collaboration in Cooperative Groups	Each group member is responsible for learning and teaching a specific part of the lesson material.
2.	Group Member Diversity	Group members are formed based on students from different races, cultures, ethnicities, and genders.
3.	Diverse Thinking Skills	Groups are made up of students with high, medium, and low thinking abilities.
4.	Group Recognition	Group success is measured by collective performance, so recognition is given to the group rather than individuals.

The categories above demonstrate that the Jigsaw model not only focuses on individual learning but also emphasizes the importance of collaboration, diversity, and group responsibility in the learning process (Mubarok, 2024).

Implementation of the Jigsaw Model

The Jigsaw model is closely related to the constructivist approach and student-centered learning. In the constructivist approach, students are seen as active knowledge builders who develop their understanding through experience and interaction (Masgumelar & Mustafa, 2021). The Jigsaw model encourages students to actively construct their own understanding of the material through peer teaching and learning. The student-centered approach in the Jigsaw model shifts the focus from the

teacher to the students (Nauli & Mario, 2022). The teacher acts as a facilitator, while students are responsible for their own learning and the learning of their groupmates. This allows students to develop autonomy in learning, critical thinking skills, and independent problem-solving abilities.

One of the main strategies in the Jigsaw model is cooperative learning, where students work in groups to achieve common goals (Hasanah & Himami, 2021). In cooperative groups, each member shares equal responsibility in gaining a full understanding of the material. The formation of heterogeneous groups is also key in the implementation of the Jigsaw model. Heterogeneous groups consist of students with varying abilities, both academically and socially, as well as other characteristics. The goal of forming such groups is to ensure that each student can complement and learn from one another. Higher-achieving students can assist those who may be slower, while the slower learners have the opportunity to learn in a more personal and in-depth manner.

The Jigsaw model also employs discussion and presentation methods in its implementation. In discussions, students within expert groups exchange ideas and discuss the material they have independently studied. This discussion helps deepen students' understanding before they return to their original groups to teach the material. After the discussion, the presentation method is used by students to explain the material they have mastered to their groupmates. These presentations not only train public speaking skills but also ensure that students truly understand the material they have studied. Each group member is expected to actively ask questions and interact during the presentation, leading to a productive and collaborative dialogue.

Implementation of the Jigsaw Model in Islamic Education

The Jigsaw model can be used to teach a variety of Islamic education subjects, such as Qur'anic interpretation, hadith, fiqh, Islamic history, and ethics (Umam, 2015). Implementing the Jigsaw learning model in Islamic Religious Education (PAI) offers an innovative and effective approach to encouraging students to learn actively and collaboratively. This model focuses not only on mastery of the material but also emphasizes the development of social skills and values of cooperation among students. When applying the Jigsaw model, teachers can connect the lesson content with Islamic values such as trust (*amanah*), brotherhood (*ukhuwwah*), and mutual assistance (*ta'awun*), so students gain not only academic understanding but also a deeper spiritual insight.

One of the key techniques used in the Jigsaw model is cooperative learning, which encourages students to work together in small groups. In the context of PAI, cooperative learning is often applied in activities such as *halaqah* (group discussion), *muhadharah* (speech or presentation practice), or studying the yellow book in pesantren (Islamic boarding schools). Religious learning in Islam often involves group discussions to explore various religious issues. These discussions allow students to share their understanding and perspectives, resulting in a more comprehensive acquisition of knowledge. In group discussions, students are trained to reach consensus in solving religious problems (Hutahaean, 2019). This hones students' abilities to present arguments well, listen to others' opinions, and respect differences

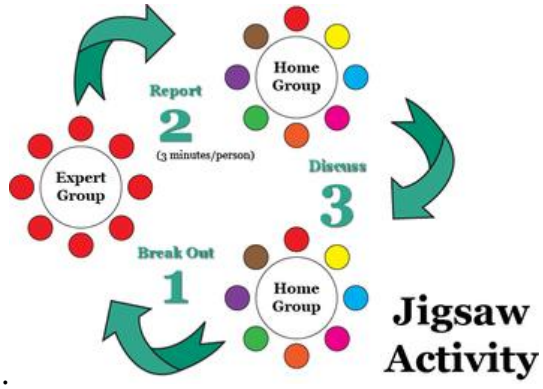

Figure 1. Jigsaw Activity (Source: www.jigsaw.org)

Tactics that can be applied in implementing the Jigsaw model for PAI material begin with forming groups of 4-6 students. These groups should be formed with diversity in mind, considering race, culture, ethnicity, and gender. The purpose of forming heterogeneous groups is to create an inclusive learning environment where each student can learn from different perspectives and experiences. In the Jigsaw model, students assist each other in understanding the material, allowing the spirit of *ta'awun* to be practiced in a cooperative learning environment. Teachers can then select relevant topics from the PAI material, such as the "Pillars of Islam" or "Ethics in Worship," and divide the material into smaller sections. Each group member is then assigned to study one part of the material. This reflects the value of amanah, where students are trained to be responsible for the knowledge they learn and share.

Once students understand their section, they join a new group with members from different groups who studied the same section. For example, students learning about "Shahadah" gather with others who also studied "Shahadah" to discuss and teach the material. During this session, students have the opportunity to deepen their understanding and share the insights they have gained. In sharing knowledge with peers, students learn humility (*tawadhu'*) and avoid arrogance over the knowledge they possess. They realize that the knowledge they master is an amanah, to be conveyed well and beneficially to others.

After the discussion session in expert groups, students return to their original groups and present what they have learned. Each student will share their understanding of the assigned material, either through an oral presentation or discussion. This creates a dynamic learning atmosphere, where students are not only listeners but also actively involved in explaining and discussing information. By working together in groups and supporting each other, students experience the value of brotherhood or ukhuwwah (Ulfani et al., 2024). This aligns with Islamic principles that encourage harmonious relationships among Muslims..

The syntax in the Jigsaw model includes systematic, structured steps. First, the teacher needs to communicate the learning objectives and explain the importance of the material to be studied, so students understand the context and meaning of the learning. After that, group formation takes place with attention to diversity among members, so each student has a valuable role in the group. Next, the teacher divides the material into smaller sections according to the number of students in the group. Each student is given time to study independently on the assigned section. After the independent study session, students join expert groups to discuss and deepen their understanding of the material.

Returning to their original groups, each group member presents their learning outcomes, followed by a discussion that allows students to ask questions and provide feedback to one another.

Finally, the learning process concludes with an evaluation of students' understanding and reflection on what they have learned. This evaluation can be conducted through tests, quizzes, or a broader class discussion to ensure that each student has a clear understanding of the PAI material. As a form of appreciation, rewards or recognition can be given to the best group to motivate students, strengthen collaboration among group members, and encourage a positive and competitive spirit in the learning process. For instance, when applying the Jigsaw model to the topic of "The Pillars of Islam," the above steps can be adapted by assigning each pillar to a group member. Each student will be responsible for learning a specific pillar, such as "Prayer," "Zakat," "Fasting," "Hajj," and "Shahadah," and then sharing their understanding with the other group members. Discussions during the presentation session may cover the meaning, importance, and application of each pillar in daily life. With proper implementation, the Jigsaw model can help students not only achieve better academic results but also reinforce character and spiritual values aligned with Islamic teachings.

Challenges of the Jigsaw Model

Although the Jigsaw learning model offers many benefits, there are several challenges that need to be addressed when applying it in an educational context. These challenges can affect the effectiveness of this model in achieving the desired learning objectives. One major challenge in implementing the Jigsaw model is the need for careful planning (Ananda, 2024). Teachers need to spend sufficient time designing the learning materials, breaking down topics into suitable parts, and forming heterogeneous groups. This process requires deep thought and extra effort to ensure each student can contribute effectively. Without proper planning, Jigsaw implementation may be less effective and fail to achieve the intended learning goals.

In heterogeneous groups, there is a possibility that some students may not show equal attention during the learning process. More active students might dominate the discussion, while others remain passive. This can lead to an imbalance in participation, where some students do not have the opportunity to contribute or learn optimally. To address this, teachers need to create an environment that encourages active participation from all group members. The Jigsaw model can be particularly challenging for students who have a slower learning pace (Zahra et al., 2024). They may struggle to understand the material within the given time frame, especially when they need to explain it to their peers. This could lead to frustration and a decrease in their self-confidence. Teachers need to provide additional support for these students to prevent them from feeling left behind. To overcome these challenges and ensure the effective implementation of the Jigsaw model, here are some tips that can be applied:

1. Selecting Engaging Topics
   Choose topics that are relevant and interesting to students. Topics that spark their interest and curiosity will increase engagement and motivation in the learning process (Ummah, 2019). Additionally, topics related to students' daily lives will help them see the importance of the material being studied.
2. Clear Role Distribution
   Ensure that each group member has a clear role in the learning process. This helps distribute responsibilities and encourages each student to actively contribute. For instance, designate roles

for leading discussions, taking notes, or presenting material. With clear role distribution, each student can feel responsible and participate actively.

3. Monitoring and Guidance
   Actively monitor the learning process as it unfolds. Teachers need to provide guidance and support to students as they work in groups. By monitoring student progress, teachers can identify potential issues and intervene as needed to keep each student engaged and understanding the material (Edy et al., 2023).
4. Individual Evaluation and Feedback
   After the learning process is complete, evaluate each student's understanding individually. Provide constructive feedback to help them understand their strengths and areas for improvement. This evaluation not only provides information on students' comprehension levels but also makes them feel appreciated for their efforts within the group. By understanding the potential challenges and applying the right strategies, the Jigsaw learning model can be implemented more effectively, providing a beneficial and enjoyable learning experience for students.

Conclusion

Based on the research conducted, it can be concluded that the Jigsaw learning model is an innovative and effective method for enhancing students' learning experiences, particularly in the context of Islamic Religious Education (PAI). By prioritizing collaboration, this model creates an interactive and participatory learning environment where each student plays an important role in the learning process. Through peer-teaching techniques, students not only gain a better understanding of the material but also develop social skills, communication, and a sense of responsibility both individually and collectively. To maximize its potential, educators are encouraged to integrate the Jigsaw model into curriculum development, particularly in subjects that emphasize values-based learning. Teachers should receive adequate training to plan and execute this model effectively, ensuring it aligns with the holistic goals of Islamic education.

Furthermore, future research should explore the long-term impacts of the Jigsaw model on students' moral and spiritual development, as well as its adaptability to other educational contexts and diverse student populations. With careful implementation and continuous evaluation, the Jigsaw model not only enhances students' academic understanding but also fosters essential character and social skills. Through enjoyable and meaningful learning experiences, students will be more motivated to study religious values and apply them in their daily lives. The Jigsaw model, with all its advantages, has the potential to become one of the leading teaching methods in the educational context, especially in religious education.

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