

Developing Student Leadership Through the Jigsaw Cooperative Learning Model in Fiqh

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Abstract: Instilling leadership characteristics during the learning process is essential for fostering students' sense of responsibility and social awareness. This study investigates the improvement of students' leadership skills through the implementation of the Jigsaw Cooperative Learning model in the Fiqh subject. Employing a qualitative approach, this study used field research as the primary design, supported by several data collection techniques, including observation, interviews, and document analysis. Data were analyzed through the processes of reduction, display, and conclusion-drawing. The findings indicate that the implementation of the Jigsaw Cooperative Learning model fosters improvements in students' self-confidence, independence, and social awareness. Nevertheless, the findings also highlight the need for careful planning, as improper implementation may lead to the dominance of certain students or the marginalization of others. Overall, the study suggests that systematic preparation and appropriate implementation of the Jigsaw model can create a more conducive learning environment and effectively support the attainment of learning objectives.

Keywords: Fiqh Subject; Learning Model; Cooperative Learning; Jigsaw; Student Leadership

Abstrak: Menanamkan sikap kepemimpinan dalam proses pembelajaran diperlukan untuk membentuk siswa yang bertanggung jawab dan memiliki rasa kepedulian sosial yang tinggi. Penelitian ini mengkaji peningkatan kemampuan kepemimpinan siswa melalui model Pembelajaran Kooperatif Tipe Jigsaw pada mata pelajaran Fiqih. Penelitian ini menggunakan pendekatan kualitatif dengan penelitian lapangan sebagai instrumen utama dengan beberapa teknik pengumpulan data, meliputi observasi, wawancara, dan studi dokumentasi. Metode analisis yang digunakan meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Penelitian ini menemukan bahwa dengan menerapkan model Pembelajaran Kooperatif Tipe Jigsaw, siswa menunjukkan peningkatan rasa percaya diri, kemandirian, dan kepedulian sosial. Namun, penerapan model ini memerlukan perencanaan yang matang untuk mencegah dominasi siswa tertentu atau marginalisasi siswa lain. Temuan penelitian ini menunjukkan bahwa penerapan yang tepat disertai persiapan sebelum proses pembelajaran dapat menciptakan lingkungan belajar yang kondusif dan memfasilitasi tujuan pembelajaran secara efektif.

Kata Kunci: *Pembelajaran Fikih; Model Pembelajaran; Pembelajaran Kooperatif; Tipe Pembelajaran jigsaw; Kepemimpinan Peserta Didik.*

INTRODUCTION

In the context of 21st-century education, the development of students' leadership characters has become a crucial priority. The challenges of globalization, rapid technological advancement, and increasing social complexity demand that students gain not only strong academic competencies but also leadership, communication, and collaboration skills.¹ Leadership, understood as the ability to influence others in a group to achieve common goals, is a fundamental competency that should be developed from an early age as preparation for future challenges.² In the education field, leadership development plays an important role in shaping intellectual growth, enhancing individual quality, and contributing to the progress of global civilization. Accordingly, the learning process in educational institutions should be designed to nurture students' leadership capacity, whether through classroom practices or extracurricular activities.³ The cultivation of leadership through such habituation can guide students toward personal advancement, foster innovation across various fields of knowledge, and serve as an essential indicator of individual quality.⁴

Based on the preceding description, educational institutions are expected to provide continuous stimuli for leadership development by integrating various learning strategies and incorporating technology to create engaging and meaningful learning experiences. Such practices not only enhance the quality of the learning process but also familiarize students with contemporary technological development.⁵ Teaching strategies designed by teachers should ensure coherence among various educational components through systematic steps in delivering learning materials.⁶ Every stakeholder in education holds responsibility for facilitating an effective and meaningful learning process to

¹ Wendy Sepmady Hutahaean, *Filsafat Dan Teori Kepemimpinan* (Malang: Ahlimedia Press, 2021).

² Munajat et al., *Manajemen Kepemimpinan : Konsep, Teori, Dan Aplikasi, Angewandte Chemie International Edition*, 6(11), 951–952., vol. 2 (Bone: CV. Eureka Media Aksara, 2019).

³ Edhy Susatya, *Kepemimpinan Pendidikan* (Yogyakarta: UAD Press, 2023).

⁴ Piret Oppi and Eve Eisenschmidt, "Developing a Professional Learning Community through Teacher Leadership: A Case in One Estonian School," *Teaching and Teacher Education: Leadership and Professional Development* 1, no. April (2022): 100011.

⁵ Sanusi Sanusi, "Revitalisasi Nilai Kearifan Lokal Ajaran Sunan Kudus Sebagai Basis Pengembangan Kurikulum Pendidikan Islam," *Al-Tarbiawi Al-Haditsah: Jurnal Pendidikan Islam* 7, no. 1 (2022): 48.

⁶ Moedjiono, *Strategi Belajar Mengajar* (Jakarta: Departemen Pendidikan dan Kebudayaan, 1992).

achieve the intended educational objectives. The effectiveness of learning in fostering students' leadership development depends on the careful selection of teaching methods, which must be aligned with the nature of the subject matter. Teaching methods, defined as specific approaches or techniques employed to achieve predetermined objectives, serve as critical instruments in educational planning. The appropriate and deliberate use of these methods enables teachers to more effectively attain the desired learning outcomes.⁷

Despite the recognized importance of leadership development, previous studies indicate that many junior high school students still exhibit low levels of self-confidence and limited leadership initiative during learning activities. One contributing factor is the lack of variation in teaching practices. Learning, however, provides a strategic platform to foster responsibility, encourage students to express their opinions, and develop decision-making skills, elements that constitute the foundation of leadership. In the context of Islamic Religious Education, particularly in teaching Fiqh, teaching practices often remain classical and textual, relying heavily on oral lectures and recitation-based assignments. Such *teacher-centered* approaches tend to constrain students' active participation, resulting in monotonous and less meaningful learning experiences that may hinder both leadership development and the achievement of instructional objectives.⁸ One of the leading Islamic junior high schools (*Madrasah Tsanawiyah*) in Kudus emphasizes a strong commitment to fully support the development of its students' leadership through several strategic approaches, including the integration of responsible, independent, and discipline values through the implementation of various learning, school programs, and extracurricular activities in the school.⁹ Instilling leadership skills through strategic approaches implemented in MTs Negeri 1 Kudus in several programs has succeeded in creating intelligent, high-achieving, and well-charactered students. This is reflected in the alumni track record, which not only includes success in academics but also participation in national-scale strategic roles, one of which is the success of alumni as the Minister of Religious Affairs of the Republic of Indonesia.

Jigsaw Cooperative Learning model presents a promising approach for cultivating students' leadership characters. This model encourages positive

⁷ Kay Oddone, "The Nature of Teachers' Professional Learning through a Personal Learning Network: Individual, Social and Digitally Connected," *Teaching and Teacher Education: Leadership and Professional Development* 1, no. April (2022): 100001.

⁸ Nurlina Ariani Hrp et al., *Buku Ajar Belajar Dan Pembelajaran*, *Buku Ajar Belajar Dan Pembelajaran* (Bandung: Widina Bhakti Persada, 2022).

⁹ Wafda Salma Auliya, "Budaya Organisasi Dalam Meningkatkan Nilai Religius Di MTs Negeri 1 Kudus" (UIN Walisongo, 2023).

interdependence, individual and group responsibility, and the confidence to express ideas, thereby fostering essential leadership soft skills.¹⁰ As noted by Ismun Ali, the implementation of cooperative learning in Islamic Religious Education not only enhances academic achievement but also develops self-confidence, social competence, and mutual trust, enabling students to adapt effectively to teamwork.¹¹ Similarly, Lia Latifa and Imam Wahyu Hidayat emphasized that the Jigsaw model significantly contributes to students' social awareness by instilling respect for differences in abilities and perspectives. Through discussion and problem-solving, students learn to adapt and respond constructively to diversity.¹² Nevertheless, the effectiveness of this model depends on thorough preparation, sufficient facilities, and strong teacher facilitation. Nur Alfian Effendi observed that the Jigsaw approach requires comprehensive planning and adequate resources due to its time-intensive nature, and that ensuring these conditions allows for a deeper and more comprehensive understanding of learning materials. Ensuring proper preparation and adequate learning facilities allows students to develop a more comprehensive understanding of the subject matter.¹³ However, studies examining the effectiveness of the Jigsaw Cooperative Learning model in specifically fostering leadership characteristics in the Fiqh subject remain limited. This gap is significant, as Fiqh not only encompasses Islamic legal principles but also conveys social values, moral responsibilities, and ethics of community leadership. Consequently, it is essential to investigate how Fiqh learning can be strategically employed as a means for strengthening leadership characters through cooperative learning approaches that are responsive to contemporary educational demands.

Referring to the discussion, the present study seeks to further explore the implementation of the Jigsaw Cooperative Learning model in enhancing students' leadership characters in the Fiqh subject, which serves as an essential provision for addressing future challenges. This study aims to address the identified research gap by examining how this instructional strategy contributes to the development of leadership competencies among junior high school

¹⁰ Andi Sulistio and Nik Haryanti, *Pembelajaran Kooperatif Meningkatkan Kecerdasan Komunikasi Antar Peserta Didik* (Yogyakarta: Eureka Media Aksara, 2022).

¹¹ Ismun Ali, "Pembelajaran Kooperatif Dalam Pengajaran Pendidikan Agama Islam," *Jurnal Muhtadiin* 7, no. 1 (2021): 247–64.

¹² Lia Latifa and Imam Wahyu Hidayat, "Implementasi Model Pembelajaran Kooperatif Tipe Jigsaw Untuk Menumbuhkan Nilai Kepedulian Sosial Siswa," *Dinamika Sosial: Jurnal Pendidikan Ilmu Pengetahuan Sosial* 2, no. 2 (2023): 208–20.

¹³ Nur Alfian Effendi, "Dampak Pembelajaran Kooperatif Tipe Jigsaw Terhadap Hasil Belajar Peserta Didik Pada Mata Pembelajaran Fiqih Kelas VIII.I Di MTs Negeri Parepare" (Institut Agama Islam Negeri Parepare, 2020).

students. To this end, this study was conducted through field research at MTs Negeri 1 Kudus with a specific focus on the Fiqh subject. The study is guided by the following research questions: How is the Jigsaw Cooperative Learning model implemented in the Fiqh subject at MTs Negeri 1 Kudus? How does the implementation of the Jigsaw Cooperative Learning model contribute to the development of students' leadership characters in the Fiqh subject?

The core argument of this study is that the Jigsaw model positively contributes to the development of students' leadership characters by fostering active participation, two-way communication, and collective responsibility, which are elements that are not optimally facilitated in conventional instructional models. Accordingly, the study proposes the following hypothesis: *The Jigsaw Cooperative Learning model is effective in improving students' leadership characters in the Fiqh subject.*

LITERATURE REVIEW

The Concept of the Jigsaw Cooperative Learning Model

As a means for delivering learning materials, a learning model must correspond to the characteristics and integrity of learners. Considering the diversity of students' traits and learning styles, teachers are required to select models that align with learners' needs to achieve the intended objectives. Cooperative learning represents one such model, emphasizing active group collaboration in fulfilling common responsibilities. According to Arends, as cited in Prihatmojo and Rohmani, the objectives of cooperative learning include motivating students to pursue academic achievement, promoting acceptance of individual differences, and fostering the development of social skills.¹⁴ Cooperative learning is grounded in the principles of humanistic learning theory, which values collaborative processes that encourage positive interaction, emphasize social and emotional growth—such as respecting differing opinions—and cultivate cooperation in the pursuit of common goals.¹⁵ Sujono further noted that the broad and flexible implementation of cooperative learning allows the learning process to become more structured, with educators assuming

¹⁴ Agung Prihatmojo and Rohmani, *Pengembangan Model Pembelajaran WHO AM I* (Lampung Utara: Universitas Muhammadiyah Kotabumi, 2020).

¹⁵ Vika Kartikasari et al., "Humanistic Approach in Islamic Religious Education Curriculum Development," *Belajea: Jurnal Pendidikan Islam* 8, no. 2 (2023).

the role of facilitators who provide access to knowledge, resources, and collaborative tasks.¹⁶

The jigsaw model represents one of several cooperative learning approaches. Etymologically, the term *jigsaw* originates from the notion of assembling pieces of a puzzle into a complete picture. In an educational context, the Jigsaw model emphasizes collaboration among students in gathering and integrating information that has been divided into smaller units in groups. This approach fosters broader interaction by providing students with opportunities to express their ideas, organize acquired information, and engage in dynamic social exchanges, not only with teachers but also with peers through multi-way traffic communication. The jigsaw model is often described as ‘cooperative learning among experts’, as each group member is assigned responsibility for a different aspect of a common topic. Students who focus on the same subtopic across different groups form expert teams, where they discuss and consolidate their understanding. The outcomes of these discussions are then brought back and presented to their original groups. In this way, teachers deconstruct a large body of content into smaller components, ensuring that each student becomes accountable for mastering one part of the material. After working in expert groups—typically composed of two or three members—students return to their home groups to teach their peers, thereby completing the cycle of collaborative knowledge construction.

The Development of Students’ Leadership Characters

The essence of leadership in the learning process lies in cultivating students’ ability to interpret and respond to problems through responsibility, discipline, respect, and empathy. Leadership is regarded as one of the eight domains essential for achieving group excellence.¹⁷ From a behaviourist perspective, student leadership can be developed through adaptation to the learning environment, as behavioural change—including the acquisition of leadership traits—occurs through repeated practice. The cultivation of leadership characters requires consistent habituation grounded in three principles: the courage to make decisions, the willingness to take risks, and the readiness to assume responsibility. In this context, the Jigsaw model provides a practical pedagogical approach by fostering collaboration, promoting

¹⁶ H Sujono, “Penerapan Model Pembelajaran Kooperatif Jigsaw Untuk Meningkatkan Minat Dan Hasil Belajar Siswa,” *Ta’dib: Jurnal Pendidikan Islam Dan Isu-Isu Sosial* 17, no. 1 (2019): 1–21.

¹⁷ Bachtiar H. Simamora, “Leadership for Performance Excellence,” *International Business Management* 7, no. 4 (2013): 247–57.

accountability, and encouraging students to express their opinions with confidence.

RESEARCH METHOD

This study was conducted at Madrasah Tsanawiyah Negeri 1 Kudus employing a qualitative field research design. A qualitative approach was selected to obtain a detailed and in-depth understanding of the phenomenon in its natural context and to connect the empirical findings with insights from the existing literature and previous studies.¹⁸

Data were collected through direct classroom observation of the Jigsaw model implemented in the Fiqh subject for grade VIII-C at MTsN 1 Kudus, consisting of 32 students. The observation focused on the stages of implementation, its effectiveness, and the challenges encountered, with systematic field notes documenting all relevant aspects of the learning process. Additional data were obtained through in-depth interviews with two informants: the *Akidah Akhlak* teacher of grade VIII-C, who served as the primary informant, and one student from the same class as the secondary informant. Data collection was conducted from March to April 2025.¹⁹

This study followed several analytical procedures, including data editing, problem analysis, and synthesis, to generate systematic, detailed, and clear conclusions. Data analysis employed a coding technique with a pattern-matching approach, which encompassed three stages: (1) data reduction, (2) data display, and (3) conclusion drawing and verification, which sought to identify patterns, establish relationships, and ensure the validity of findings.²⁰

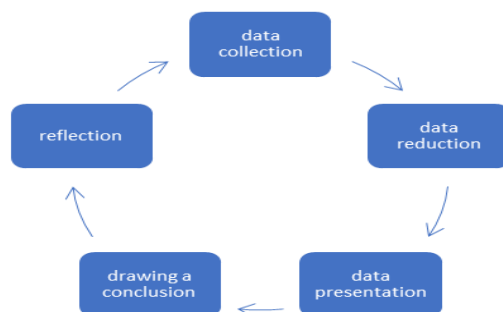


Figure 1. Flow of Procedures

¹⁸ John W. Creswell and J. David Creswell, *Research Design (Qualitative, Quantitative, and Mix Methods Approaches, Writing Center Talk over Time* (Los Angeles: SAGE Publications, 2018).

¹⁹ Widi Candika Pakaya et al., *Metode Penelitian Pendidikan* (Lamongan: Nawa Litera Publishing, 2023).

²⁰ Matthew B. Miles, A. Michael Huberman, and Jhonny Saldaña, *Qualitative Data Analysis* (California: SAGE Publications, 2014).

RESULTS AND DISCUSSIONS

Results

The Implementation of the Jigsaw Cooperative Learning Model in the Fiqh Subject at MTs Negeri 1 Kudus

Learning model, understood as a method or structured pattern employed by teachers during the learning process, must be adapted to students' contextual circumstances and adjusted with contemporary technological advancements.²¹ Etymologically, the term *cooperative* derives from the notion of willingness to assist or work together. In the context of learning, the cooperative model refers to a structured approach that engages students in collaborative group activities, where they exchange ideas, distribute tasks, and work collectively toward achieving the learning objectives.²² The primary goal of implementing the Cooperative Learning model is to enhance students' social competencies, particularly by fostering self-confidence in expressing opinions and arguments in public or group settings.²³

The implementation of cooperative learning is grounded in the principle of heterogeneous group collaboration, in which students with various characteristics, attitudes, and learning styles work together and receive feedback collectively rather than individually. This approach not only facilitates the development of social skills but also enables students to achieve learning objectives by fostering mutual understanding and appreciation of differences in the group.²⁴ Learning through cooperative model can be carried out through six stages: first stage is to deliver the learning goals to foster students learning motivation; the second stage is to present information or learning materials by teachers both theoretically and by demonstration; the third stage is group coordination by dividing students into several groups consisting of five or six students by giving tasks to each member; the fourth stage is that teachers play a role as a guide who monitor the progress of learning process in a group; fifth stage or evaluation stage is to explain the results of discussion or group work

²¹ Ashif Az Zafi and Partono Partono, "Desain Pembelajaran Sebagai Upaya Peningkatan Kualitas Pembelajaran Al-Quran Hadis," *MATAN: Journal of Islam and Muslim Society* 2, no. 1 (2020): 16–25.

²² Destriani Destriani and Idi Warsah, "Teacher Strategy Deep Develop Intelligence Linguistics Student," *Belajea: Jurnal Pendidikan Islam* 7, no. 2 (2022): 135.

²³ Kartikasari et al., "Humanistic Approach in Islamic Religious Education Curriculum Development."

²⁴ Senata Adi Prasetya, Syaiful Arif, and Siti Firqo Najiyah, "Desain Pembelajaran Pendidikan Agama Islam Berbasis Moodle Di SMA Muhammadiyah 10 GKB Gresik Post-Pandemi," *Belajea: Jurnal Pendidikan Islam* 8, no. 1 (2023): 95.

through group presentation; and sixth stage is to provide feedbacks on the group presentations by giving rewards or guidance to the students.²⁵

The cooperative learning model can be implemented through several methods, including Team Games Tournament (TGT), Student Team Achievement Division (STAD), Cooperative Integrated Reading and Composition (CIRC), Team Accelerated Instruction (TAI), Group Investigation, and Jigsaw. Among these, the Jigsaw method is widely recognized as a prominent strategy in cooperative learning.²⁶ Jigsaw cooperative learning model emphasizes students' active participation in exchanging knowledge through the formation of two interrelated groups: the original group and the expert group. In this design, each student becomes responsible for representing and communicating the learning materials discussed in their original group.²⁷ The implementation sequence typically begins with the delivery of learning materials by the teacher, followed by the formation of original groups, where students explore a common theme. Subsequently, expert groups are established, comprising one representative from each original group.²⁸ These expert groups engage in focused discussions on specific subtopics before members return to their respective original groups to present their findings. The jigsaw model offers concrete benefits for both teachers and students. For teachers, it reduces the burden of explaining materials in depth by distributing responsibility among learners. For students, it ensures equal access to learning content from multiple perspectives while simultaneously fostering leadership-related characteristics, such as self-confidence, courage to express opinions, enthusiasm for engaging with materials, and responsibility for assigned tasks.²⁹ Empirical evidence from field interviews reinforces these theoretical benefits. According to the Fiqh teacher of Grade VIII at *MTs Negeri 1 Kudus*, the implementation of the Jigsaw model has significantly improved students' participation, accountability, and motivation, while also supporting the development of their leadership skills.

²⁵ Salamah Salamah, "Peningkatan Proses Pembelajaran Pendidikan Agama Islam Melalui Penerapan Model Kooperatif Tipe Jigsaw Dengan Menggunakan Media Video Zakir Naik," *Belajea: Jurnal Pendidikan Islam* 4, no. 1 (2019): 75.

²⁶ Jakub Saddma Akbar et al., *Model Dan Metode Pembelajaran Inovatif (Teori Dan Panduan Praktis)*, vol. 1 (Jambi: PT. Sonpedia Publishing Indonesia, 2023).

²⁷ Muhammad Ichsan Rifqi and Suwendi, "Synergizing Multiple Intelligences with Learning Strategies in Islamic and Western Education Perspectives," *Belajea: Jurnal Pendidikan Islam* 10, no. 1 (2025): 99–128.

²⁸ Aswandi Aswandi, "Peningkatan Prestasi Belajar Pendidikan Agama Islam Dalam Memahami Sejarah Abbasiyah Dengan Metode Jigsaw Pada Siswa Kelas VIII-A SMPN 2 Deket Lamongan," *Ziyadah* 3, no. 2 (2020): 45–63.

²⁹ Muslim Afandi and Zuraidah Zuraidah, "Kesiapan, Gaya Belajar Dan Keaktifan Siswa Pada Pembelajaran Pendidikan Agama Islam Di SMPN Bangkinang Kota," *Belajea: Jurnal Pendidikan Islam* 5, no. 2 (2020): 221.

“The implementation of the Jigsaw cooperative learning model, which emphasizes structured group work, has proven to be valuable for students’ social development. Specifically, this model facilitates the enhancement of social skills and supports students’ personal growth to face the future.”

Based on the statement above, the implementation of the Jigsaw model not only cultivates students’ social skills but also supports their overall self-development, thereby contributing to the acquisition of essential life skills for the future.

Nevertheless, the assertion that Jigsaw provides long-term benefits must also be balanced with recognition of its potential drawbacks. Several challenges have been identified, including the dominance of more active students during group activities, difficulties experienced by students with limited reading skills, reduced competitiveness, and insufficient critical thinking abilities that hinder some learners from fully engaging in the process. Furthermore, high-achieving students may experience boredom due to the slower pace of group work.³⁰ In line with these observations, the Fiqh teacher interviewed in this study noted:

“Theoretically, it has a positive impact on social development and increases students’ skills. However, in practice, its implementation requires a longer time, thereby reducing the effectiveness of learning. Moreover, the process tends to be dominated by students with strong kinesthetic intelligence, which creates a sense of inequality. At this point, the teacher’s role is crucial as a guide. In my opinion, to achieve effective learning outcomes, I prefer the lecture method to ensure that materials are evenly understood by all students. Nevertheless, for certain topics, I apply group discussion methods with various considerations.”

The interview findings indicate that, in practice, the implementation of Jigsaw demands substantial coordination, preparation, and continuous guidance. Without careful planning, its implementation has the potential to hinder the effectiveness of achieving the intended learning objectives.

Based on the data collected, the Grade VIII Fiqh teacher at Madrasah Tsanawiyah Negeri 1 Kudus perceived Jigsaw as less effective for the Fiqh subject. This view was grounded in two main considerations: the need to achieve learning objectives more efficiently and the heavy administrative workload borne by the teacher. Consequently, the teacher tended to prioritize teacher-centered instruction through direct lectures. To ensure data validity and obtain a broader perspective, interviews with students in Grade VIII-C were

³⁰ Anis Fauzi, Helnanelis Helnanelis, and Aditiya Fahmi, “Pengaruh Pengelolaan Kelas Terhadap Motivasi Belajar Siswa Pada Mata Pelajaran Fiqih (Studi Di MTs Al-Fitroh Tangerang),” *Belajea: Jurnal Pendidikan Islam* 5, no. 1 (2020): 51.

also conducted regarding their experiences of the Fiqh learning process. One student stated:

“Fiqh subject is mostly delivered through the lecture method, while the group model is usually applied in general subjects, such as Science and Bahasa Indonesia. The assignments are mostly written, but they're adjusted to the learning materials; if they need demonstration, they will be tested using direct practice.”

Given the limited implementation of Jigsaw in Fiqh learning in educational institutions, it becomes the responsibility of every teacher to carefully design and prepare the learning process before classroom implementation. A well-prepared lesson plan not only creates a meaningful learning experience but also optimizes students' development and supports teachers in achieving learning objectives effectively and efficiently.³¹ In order to foster meaningful classroom conditions and fully support students' future development, the Jigsaw model was implemented in Grade VIII-C of MTs Negeri 1 Kudus. The model was conducted over two sessions, with a total duration of 160 minutes, focusing on the Fiqh topic *“Halal and Haram Food and Beverages”*.

The implementation of the Jigsaw cooperative learning model in the Fiqh subject was carried out through three stages of learning activities. Firstly, the opening activity consisted of greeting the class, leading a prayer, checking attendance, providing an apperception related to the subject, motivating students by explaining the learning objectives, and administering a diagnostic assessment sheet. Secondly, the core learning activity involved the delivery of learning materials, followed by the formation of five original groups, each consisting of six students with one student serving as the group's speaker. Expert groups were then formed, each consisting of six students assigned to specific roles, namely note-taker, speaker, presenter for group presentations, and one member designated to participate in the *Super Family Quiz* during the second meeting. At this stage, inquiry-based learning was also applied through the use of a video stimulus entitled *“Omar dan Hana: Halal kah?”*. Thirdly, the closing activity engaged all group members in presenting the key points of the subject through their respective note-takers. Students subsequently received formative feedback through the completion of the Student Worksheet (*Lembar Kerja Peserta Didik / LKPD*). Finally, the learning session was closed with a joint prayer and a farewell greeting to the teacher.

³¹ Salminawati, Yusnaili Budiandi, and Rahaja Sinaga, “Implementasi Kurikulum Dan Metode Pendidikan Menurut Abdullah Nashih Ulwan Di SMP Berbasis Islam Terpadu Sekota Subulussalam,” *Belajea: Jurnal Pendidikan Islam* 8, no. 1 (2023): 119–30.

The Development of Students' Leadership Characters through the Jigsaw Cooperative Learning Model in the Fiqh Subject

The implementation of the Jigsaw model provided the first learning experience for students in grade VIII-C of MTs Negeri 1 Kudus in the Fiqh subject. Students stated that this learning model enabled them to explore the material "*Halal and Haram Food and Beverages*" more freely. Moreover, the Jigsaw model supported the kinesthetic learning style, which was dominant among students in grade VIII-C. One of the students expressed:

"Learning model today is quite interesting because it gives a new experience and makes us more confident to communicate the materials in front of our friends."

Based on the interview data, the implementation of the Jigsaw model was perceived by students as a novel learning experience that fostered the development of leadership characteristics, particularly in enhancing confidence and a sense of responsibility.

Referring to the observation, the findings revealed that the Jigsaw model created opportunities for students to engage more actively and participate comprehensively in the learning process. This active involvement facilitated the cultivation of leadership characters, such as the initiative to volunteer as group spokespersons, active inquiry through questioning, critical engagement with learning materials, and accountability in completing both group and individual assignments in the designated timeframe.

To evaluate students' academic achievement, pretests and posttests were administered. Before analyzing the mean scores, the data were processed using statistical software to examine validity, reliability, and hypothesis testing for two correlated samples. The reliability coefficient for the pretest was 0.382, while the r-table value was 0,349; and the comparative hypothesis test yielded a significance value of 0.001.

Table 1. The Results of Paired Sample Correlation Comparative Test

		Paired Samples Test								Sig. (2- tailed)
		Paired Differences			95% Confidence Interval of the Difference		t	Df		
Mean		Std. Deviation	Std. Error Mean	Lower	Upper					
Pair 1	PRETEST - POSTEST	-8.781	13.711	2.424	-13.724	-3.838	-3.623	31	.001	

Based on several statistical tests, it can be concluded that there is a difference in the mean scores between pretest and posttest, with the final score comparison as follows.

Table 2. The Results of Pretest and Posttest Scores

No	<i>Pretest</i>	<i>Posttest</i>
1.	62	93
2.	93	93
3.	77	93
4.	77	93
5.	93	93
6.	62	93
7.	62	93
8.	77	77
9.	77	93
10.	93	93
11.	93	93
12.	93	93
13.	77	77
14.	93	93
15.	77	93
16.	77	93
17.	62	93
18.	93	93
19.	93	93
20.	93	93
21.	93	93
22.	77	93
23.	77	93
24.	62	77
25.	93	77
26.	93	93
27.	93	93
28.	62	93
29.	93	77
30.	93	93
31.	62	93
32.	93	93

Based on the pretest and posttest results, the average pretest score before the implementation of the Jigsaw model was 82. Following the intervention, the average posttest score increased to 90. This improvement demonstrates that, in addition to fostering students' leadership characters, the learning model also contributes to enhancing students' academic achievement.

Sub-Theme	Initial Code	Result
The Implementation of the Jigsaw Cooperative Learning Model in the Fiqh Subject at MTs Negeri 1 Kudus		
The Implementation of the Jigsaw Cooperative Learning Model in the Fiqh Subject	Jigsaw in class	The implementation of the Jigsaw model was supported by adequate facilities and infrastructure; however, it necessitates careful preparation and effective time management to achieve optimal outcomes.

THE DEVELOPMENT OF STUDENTS' LEADERSHIP CHARACTERS THROUGH JIGSAW COOPERATIVE Learning Model in THE Fiqh Subject

Students demonstrated initiative by volunteering to serve as spokespersons in their expert groups.	Initiative	The implementation of Jigsaw in Grade VIII-C of MTsN 1 Kudus successfully stimulated the development of students' leadership characters, as evidenced by their initiative to volunteer as expert group speakers responsible for delivering learning materials, a practice that aligns with the principles of situational leadership theory.
Students actively asked questions and criticized learning materials	Communicative	The implementation of Jigsaw in Grade VIII-C of MTsN 1 Kudus effectively stimulated the development of students' leadership characters through active communication of the subject matter, as each group

		member was required to present information and engage in open discussion. This finding is consistent with communicative leadership theory, which emphasizes the role of dialogue and information sharing in shaping effective leadership.
Students demonstrated responsibility by completing both group and individual assignments assigned after the learning process on time.	Discipline	Following the implementation of Jigsaw, students exhibited the development of leadership characteristics by demonstrating discipline in completing assigned tasks.

Discussion

The Implementation of the Jigsaw Cooperative Learning Model in the Fiqh Subject at MTs Negeri 1 Kudus

Fiqh education in Madrasah Tsanawiyah plays a pivotal role in shaping students' religious characters and fostering social competencies. Nevertheless, its implementation frequently encounters challenges, including limited active participation, reliance on monotonous lecture-based teaching, and restricted opportunities for students to construct their own understanding. This is in line with the findings by Rosety Apriliya, who emphasized that teachers must possess strong pedagogical skills to create innovative and meaningful learning environments. Teacher-centered approaches, however, often diminish student motivation and hinder the development of social skills.³² In response to these challenges, the Jigsaw model emerges as a promising pedagogical alternative. By placing students at the center of the learning process and organizing them into small groups to exchange information and complement each other's understanding, this model not only enhances comprehension but also cultivates communication skills, common responsibility, and leadership characters more effectively than conventional methods.³³

³² Rosety Apriliya, "Keterampilan Dasar Mengajar Guru PAI Pada Kurikulum Merdeka: Implementasi Proyek Penguatan Profil Pelajar Pancasila Di SD Negeri 02 Curup," *Belajea: Jurnal Pendidikan Islam* 9, no. 1 (2024): 45–54.

³³ Juni Agus Simaremare and Natalina Purba, *Metode Kooperatif Learning Tipe Jigsaw Dalam Peningkatan Motivasi Dan Hasil Belajar Bahasa Indonesia* (Bandung: Widina Bhakti Persada, 2021).

In the context of the Fiqh subject at MTs Negeri 1 Kudus, the implementation of the Jigsaw model not only seeks to enhance students' conceptual understanding but also aims to foster the development of social and leadership skills, including effective communication, discipline, and responsibility. Supporting this view, findings by Anisa Septi and Nyoto Harjono indicated that the Jigsaw model, with its emphasis on collaborative group work and common responsibility, offers greater opportunities for students to express their opinions, cultivate responsibility, and improve academic achievement through active engagement in the learning process.³⁴

The implementation of the Jigsaw model, which relies heavily on student collaboration, requires careful planning to optimize the achievement of learning objectives. In the context of Fiqh learning in Grade VIII-C of MTs Negeri 1 Kudus, this model has the potential to encounter several challenges that may hinder the learning process. Consequently, teachers must design effective time management strategies and provide comprehensive guidance throughout the learning activities. The teacher's role as facilitator and guide is therefore crucial to ensuring a meaningful learning experience and to supporting the optimal development of students' potential. As emphasized by Nur Alfian Efendi, the effective implementation of the Jigsaw model necessitates thorough coordination and preparation, including the management of instructional time, the consideration of facilities and infrastructure, and the active participation of all students without exception.³⁵

Analysis of the Development of Students' Leadership Characters through the Jigsaw Cooperative Learning Model in the Fiqh Subject

The implementation of the Jigsaw model engages students in group-based tasks designed to enhance their awareness of developing fundamental leadership characteristics, including self-management, self-motivation, and social skills. Through this method, students are encouraged to cultivate courage, self-confidence, and a sense of responsibility in accomplishing assigned tasks effectively. Training leadership skills from an early stage is particularly valuable, as such competencies equip students with the capacity to face future challenges and thrive in an increasingly competitive environment.

This finding is consistent with the statement of Lia Latifa and Imam Wahyu Hidayat, who asserted that the implementation of Jigsaw can foster

³⁴ Anisa Septi Purwaningsih and Nyoto Harjono, "Model Pembelajaran Kooperatif Tipe Jigsaw Untuk Meningkatkan Berpikir Kritis Dan Hasil Belajar Matematika Siswa Sekolah Dasar," *Jurnal Educatio* 9, no. 3 (2023): 1212.

³⁵ Effendi, "Dampak Pembelajaran Kooperatif Tipe Jigsaw Terhadap Hasil Belajar Peserta Didik Pada Mata Pembelajaran Fiqih Kelas VIII.I Di MTs Negeri Parepare."

students' social awareness, group management, and cooperation.³⁶ Similarly, Maria Merry Marianti emphasized that fundamental leadership characteristics include high self-confidence, strong social empathy, self-management skills, group coordination, and a sense of responsibility.³⁷ In line with these perspectives, the implementation of Jigsaw in Fiqh learning at MTsN 1 Kudus has been shown to promote communicative leadership, as students actively inquire about learning materials and critically reflect on presented phenomena. Furthermore, this method enhances students' critical thinking skills by engaging them in open discussions in their respective Jigsaw groups. This is further supported by Ramli Abdullah, who highlighted that Jigsaw encourages students to engage actively in discussion during the learning process.

CONCLUSION

The implementation of the Jigsaw cooperative learning model contributes significantly to the development of students' leadership skills by fostering responsibility, critical thinking, self-confidence, courage in expressing opinions, and increasing social awareness. Strengthening students' leadership characters is essential as a provision for facing increasingly competitive future challenges. When implemented consistently, the Jigsaw model offers long-term benefits for students; however, its success depends on proper planning and coordination. Accordingly, teachers—as facilitators and guides—play a central role in ensuring that the learning process is meaningful and that students' potential can be optimized. This study highlights the implications of implementing the Jigsaw cooperative learning model for leadership education, demonstrating its potential to enhance students' leadership characters in both academic settings and daily life. Nonetheless, this study is limited in scope, as it was conducted on a relatively small scale. Future studies are recommended to examine the development of leadership characters through the Jigsaw cooperative learning model in broader contexts and with more in-depth analysis.

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³⁶ Latifa and Hidayat, “Implementasi Model Pembelajaran Kooperatif Tipe Jigsaw Untuk Menumbuhkan Nilai Kepedulian Sosial Siswa.”

³⁷ Maria Merry Marianti, “Teori Kepemimpinan Sifat,” *Bina Ekonomi Majalah Ilmiah Fakultas Ekonomi Unpar* 13, no. 1 (2009): 3.

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