

## Systematic Literature Review: The Effectiveness of the Jigsaw Cooperative Learning Model on the Formation of Islamic Character in Elementary Schools

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### ABSTRACT

This study aimed to systematically analyze the effectiveness of the Jigsaw cooperative learning model in fostering Islamic character among elementary school students. The study was conducted in response to the growing need for instructional approaches that integrate academic achievement with moral, social, and spiritual development in elementary education. A qualitative approach using a Systematic Literature Review (SLR) design was employed in this study. The data were collected from scientific journal articles, conference proceedings, and scholarly books published between 2015 and 2025, obtained from academic databases such as Google Scholar, Scopus, ERIC, Dimensions, and Crossref. A total of 30 selected studies were analyzed using thematic analysis techniques through systematic stages of identification, screening, eligibility assessment, data extraction, and synthesis. The findings revealed that the Jigsaw cooperative learning model significantly improves students' active participation, academic achievement, classroom interaction, collaboration, and peer learning experiences. Furthermore, the model contributes positively to the formation of Islamic character values, including responsibility, discipline, empathy, cooperation, tolerance, moral behavior, and ukhawah among elementary school students. The review also identified several supporting factors, such as teachers' competence and classroom support, as well as challenges related to student participation, time management, and limited theoretical integration between cooperative learning and Islamic character education. This study concludes that the Jigsaw cooperative learning model is an effective collaborative learning strategy for integrating academic learning with Islamic character formation in elementary educational contexts.

### INTRODUCTION

The transformation of educational paradigms in the twenty-first century has emphasized the importance of integrating cognitive competence with character development in elementary education. In both international and national contexts, educational institutions are increasingly expected not only to improve academic achievement but also to cultivate moral, social, and

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spiritual values among students. This issue becomes particularly significant in Islamic educational environments where learning is expected to develop Islamic character alongside intellectual growth. However, many elementary schools still encounter challenges in implementing instructional models capable of simultaneously fostering academic excellence and Islamic character formation. Conventional teacher-centered approaches often limit students' participation, social interaction, and collaborative learning experiences, resulting in less optimal character development among learners.

Globally, cooperative learning has been recognized as one of the most effective student-centered learning approaches for promoting active participation, social interaction, and collaborative engagement in the classroom. Aronson (2018) explains that the Jigsaw cooperative learning model increases students' active participation because each learner is responsible for mastering and sharing specific learning materials within their group. Similarly, Johnson and Johnson (2017) argue that the Jigsaw model creates a democratic learning atmosphere in which every student has equal opportunities to contribute to the learning process. This perspective is reinforced by Tran (2019), who found that cooperative learning significantly improves elementary students' learning motivation compared to conventional instructional methods. Furthermore, Kagan (2016) states that student-centered learning models contribute positively to the social and emotional development of elementary school students.

In the context of character education, cooperative learning is widely acknowledged for its potential to develop social values and interpersonal competencies among learners. Slavin (2015) emphasizes that small-group cooperative learning effectively develops students' social skills, including tolerance, empathy, and cooperation, which are essential aspects of Islamic character education. Likewise, Huda (2018) notes that cooperative learning enhances students' respect for others' opinions and strengthens interpersonal communication skills. Fathurrohman (2017) further argues that character education in elementary schools becomes more effective when integrated with active and collaborative learning strategies such as the Jigsaw model. In line with this argument, Isjoni (2019) states that cooperative learning encourages students to help one another in understanding learning materials, thereby creating a more humanistic and Islamic learning environment.

The relevance of cooperative learning to Islamic character formation is increasingly important in Islamic educational discourse. Islamic values such as *ukhuwah* (brotherhood), mutual assistance, responsibility, discipline, and empathy are closely associated with collaborative learning activities. Ma'arif and Rofiq (2022) explain that Islamic values, including social responsibility and mutual cooperation, can be effectively instilled through group learning activities in the Jigsaw model. In addition, Sutrisno and Hamami (2022) argue that Islamic character education requires learning strategies that focus not only on cognitive achievement but also on the formation of students' social behavior. This argument is strengthened by Ananda (2020), who states that Islamic character among elementary school students can be developed through habituation of discipline, cooperation, and responsibility in daily learning activities. Furthermore, Suyadi (2020) emphasizes that students' religious character develops optimally when learning processes involve social interaction and collaborative habits among learners.

Within Islamic Religious Education (IRE), the Jigsaw cooperative learning model has demonstrated significant educational benefits. Rahman and Wahyuni (2021) found that implementing the Jigsaw model in Islamic Religious Education positively affects both students' learning outcomes and their sense of responsibility. Similarly, Nurdyansyah (2021) states that

collaborative approaches in Islamic Religious Education help students understand moral and spiritual values more deeply. Yusuf and Widodo (2023) further reveal that the Jigsaw cooperative learning model improves students' critical thinking skills through discussion and information exchange among group members. These findings indicate that cooperative learning not only supports cognitive achievement but also facilitates moral and social development in Islamic educational settings.

Several previous studies have investigated the effectiveness of the Jigsaw cooperative learning model in elementary and Islamic educational contexts. Sudarwiyah (2022) reported that the implementation of the Jigsaw model improved elementary students' learning outcomes in Islamic Religious Education while simultaneously fostering cooperation, responsibility, and social interaction. Ritayanti et al. (2024) similarly found that the Jigsaw model improved both academic achievement and character traits such as tolerance, responsibility, and mutual respect among students. Afida (2024) demonstrated that Jigsaw learning effectively enhanced students' social and academic abilities in Madrasah Ibtidaiyah settings, making students more communicative and collaborative in Islamic ways. Moreover, Hilabi et al. (2025) found that the Jigsaw model significantly influenced students' learning outcomes while improving discipline, collaboration, and responsibility during classroom activities. Mokoginta (2023) revealed that Jigsaw learning successfully increased helping behavior among elementary students in Islamic Religious Education classes, particularly in developing empathy, cooperation, and ukhuwah values. Additionally, Khoerunnisa et al. (2025), through a systematic literature review, concluded that the Jigsaw cooperative learning model effectively improves learning outcomes, critical thinking, social skills, and character-based learning in elementary schools.

Although previous studies have extensively examined the effectiveness of the Jigsaw cooperative learning model in improving academic performance and social interaction, several research gaps remain evident. First, most existing studies focus primarily on learning outcomes and general social skills rather than specifically analyzing the formation of Islamic character in elementary school settings. Second, previous studies are predominantly empirical classroom-based investigations, while comprehensive systematic literature reviews synthesizing findings related to Islamic character formation remain limited. Third, there is still insufficient integration between cooperative learning theory and Islamic character education frameworks within elementary education research. Therefore, a systematic review is necessary to comprehensively analyze how the Jigsaw cooperative learning model contributes to the formation of Islamic character among elementary school students across various educational contexts.

Theoretically, this study is grounded in cooperative learning theory, which emphasizes positive interdependence, individual accountability, social interaction, and collaborative learning experiences as essential components of effective education (Johnson & Johnson, 2017; Slavin, 2015). Simultaneously, Islamic character education theory highlights the importance of nurturing moral values, social ethics, discipline, empathy, responsibility, and ukhuwah through meaningful educational practices (Sutrisno & Hamami, 2022; Ma'arif & Rofiq, 2022).

Based on the issues discussed previously, this study formulated three research questions. First, how effective is the Jigsaw cooperative learning model in fostering Islamic character among elementary school students? Second, how does the Jigsaw cooperative learning model contribute to the development of Islamic values in elementary education? Third, what are the supporting factors, challenges, and research gaps in implementing the Jigsaw cooperative learning model in Islamic character education?

In line with these research questions, this study aimed to analyze the effectiveness of the Jigsaw cooperative learning model in fostering Islamic character among elementary school students. In addition, the study aimed to examine the contribution of the Jigsaw cooperative learning model to the development of Islamic values in elementary educational settings. Furthermore, this study sought to identify the supporting factors, implementation challenges, and research gaps related to the use of the Jigsaw cooperative learning model in Islamic character education.

The significance of this study was divided into theoretical and practical contributions. Theoretically, this study was expected to contribute to the development of theories related to cooperative learning and Islamic character education through a systematic review of previous studies. Practically, the findings of this study were expected to provide useful insights for teachers, school administrators, curriculum developers, and policymakers in implementing effective learning strategies that integrate academic achievement with Islamic character formation in elementary schools.

## **METHODS**

### **1. Research Approach and Design**

This study employed a qualitative approach using a Systematic Literature Review (SLR) design to investigate the effectiveness of the Jigsaw cooperative learning model on the formation of Islamic character in elementary schools. The SLR approach was selected because it enables researchers to systematically identify, evaluate, and synthesize findings from previous studies relevant to a particular research topic. According to Snyder (2019), a systematic literature review provides a structured and transparent process for synthesizing scholarly evidence to generate comprehensive academic insights. Similarly, Xiao and Watson (2019) explained that SLR is effective in identifying research trends, theoretical perspectives, and gaps in previous studies through rigorous review procedures.

The study focused on analyzing empirical and theoretical studies related to cooperative learning, the Jigsaw model, Islamic character education, and elementary school learning contexts. The review process followed systematic stages, including identification, screening, eligibility assessment, data extraction, and synthesis of findings from selected articles.

### **2. Data Sources and Sample Selection**

The data sources in this study consisted of scientific journal articles, conference proceedings, and scholarly books published between 2015 and 2025. The reviewed literature was obtained from several academic databases, including Google Scholar, Scopus, ERIC, Dimensions, and Crossref. The selection of literature sources was conducted purposively based on their relevance to the research topic. Creswell and Creswell (2018) stated that purposive sampling in qualitative research allows researchers to select information-rich data sources that are most relevant to the objectives of the study. In addition, Booth et al. (2021) emphasized that systematic reviews require clear inclusion and exclusion criteria to ensure the credibility and validity of selected studies.

The inclusion criteria consisted of: (1) studies discussing the Jigsaw cooperative learning model; (2) studies related to Islamic character education or character formation; (3) studies conducted in elementary school or Madrasah Ibtidaiyah contexts; (4) articles published within the last ten years; and (5) studies indexed in reputable academic databases. Meanwhile, articles unrelated to cooperative learning, inaccessible full texts, and duplicate publications were excluded from the review process.

A total of 65 articles were initially identified during the searching stage. After the screening and eligibility processes, 30 relevant articles were selected and analyzed comprehensively in this study.

### **3. Research Instruments**

The primary instrument in this study was a literature review matrix developed by the researchers to organize and classify the reviewed studies systematically. The matrix included several components, such as author names, publication years, research objectives, methods, findings, theoretical frameworks, and conclusions related to the effectiveness of the Jigsaw cooperative learning model and Islamic character formation.

The use of document analysis instruments in literature review studies is considered effective for organizing qualitative information systematically and transparently. According to Bowen (2017), document analysis enables researchers to interpret and synthesize textual information in a structured manner. Furthermore, Ridley (2019) argued that literature mapping instruments assist researchers in identifying patterns, similarities, and gaps among previous studies.

### **4. Data Collection Procedures**

The data collection process was conducted through several systematic stages. First, the researchers identified relevant keywords, including “Jigsaw cooperative learning,” “Islamic character education,” “elementary school,” “cooperative learning model,” and “Islamic values in education.” Second, the researchers searched academic databases using these keywords to identify relevant studies. Third, titles and abstracts of the identified studies were screened to determine their relevance to the research objectives. Fourth, the full texts of selected articles were reviewed thoroughly to assess their eligibility based on the inclusion criteria.

The systematic data collection process followed the principles of transparency and reproducibility commonly applied in systematic review studies. Page et al. (2021) explained that systematic review procedures should involve transparent identification, screening, eligibility assessment, and inclusion stages to minimize bias in the review process. Similarly, Okoli (2015) emphasized that rigorous literature searching and screening procedures improve the reliability and validity of systematic review findings.

### **5. Data Analysis Techniques**

The collected data were analyzed using thematic analysis techniques. The researchers categorized and synthesized findings from previous studies into several themes, including academic achievement, social interaction, Islamic values, character formation, cooperation, empathy, discipline, and responsibility. Thematic analysis was chosen because it allows researchers to identify recurring patterns and construct meaningful interpretations from qualitative data sources.

Braun and Clarke (2021) stated that thematic analysis is an effective qualitative analysis method for identifying, analyzing, and reporting themes within textual data systematically. Additionally, Nowell et al. (2017) argued that thematic analysis enhances the trustworthiness and depth of qualitative synthesis by organizing findings into coherent thematic categories.

The findings from the reviewed literature were interpreted descriptively and critically to identify the effectiveness, contributions, and limitations of the Jigsaw cooperative learning model in fostering Islamic character among elementary school students.

## RESULTS

### 1. The Effectiveness of the Jigsaw Cooperative Learning Model

#### a. Improvement of Students' Active Participation

The findings of this systematic literature review demonstrated that the Jigsaw cooperative learning model significantly improved students' active participation in elementary school learning activities. The reviewed studies consistently indicated that the Jigsaw model encouraged students to become more engaged in classroom discussions, collaborative tasks, and peer-learning activities. In cooperative learning settings, each student was assigned a specific responsibility within the group, which increased their participation and accountability during the learning process. Aronson (2018) explained that the Jigsaw model promotes active student involvement because every learner is responsible for mastering and sharing learning materials with peers. Similarly, Slavin (2015) emphasized that cooperative learning structures encourage students to actively contribute to group success through positive interdependence and collaborative interaction.

Several empirical studies included in this review also confirmed that the implementation of the Jigsaw model increased classroom participation among elementary school students. Sudarwiyah (2022) found that students became more active and communicative during Islamic Religious Education learning after the implementation of the Jigsaw cooperative learning model. Likewise, Afida (2024) reported that students demonstrated higher levels of participation and interaction during group discussions because the learning process required all members to contribute equally.

The review further revealed that active participation was strongly associated with increased confidence and communication skills among students. Huda (2018) argued that cooperative learning environments enhance interpersonal communication because students are encouraged to exchange ideas and opinions collaboratively. Moreover, Kagan (2016) stated that student-centered cooperative learning supports students' social and emotional development through meaningful participation in learning activities.

#### b. Increased Classroom Interaction

The reviewed literature demonstrated that the Jigsaw cooperative learning model substantially increased classroom interaction among elementary school students. Students were more likely to engage in discussions, ask questions, and share information with peers during collaborative learning activities. Johnson and Johnson (2017) explained that cooperative learning creates a democratic classroom environment where all students are encouraged to participate equally in the learning process. Similarly, Yusuf and Widodo (2023) found that discussion-based activities in the Jigsaw model improved students' interaction and critical thinking skills.

#### c. Better Peer Learning Experiences

The findings also indicated that the Jigsaw model improved peer learning experiences by encouraging students to teach and support one another during group activities. Isjoni (2019) emphasized that cooperative learning fosters mutual assistance among students, enabling them to better understand learning materials through peer interaction. In addition, Tran (2019) reported that cooperative learning environments positively influence students' motivation and learning experiences because students feel more comfortable learning collaboratively with peers.

#### d. Improved Cooperative Learning Outcomes

This review revealed that the Jigsaw cooperative learning model positively influenced overall cooperative learning outcomes in elementary school contexts. Ritayanti et al. (2024) found that the Jigsaw model improved both academic achievement and collaborative skills among students in Islamic Religious Education classes. Similarly, Hilabi et al. (2025) reported that students

demonstrated better collaboration, responsibility, and participation after the implementation of the Jigsaw learning model. Furthermore, Khoerunnisa et al. (2025), through a systematic literature review, concluded that the Jigsaw cooperative learning model effectively enhances learning outcomes, social interaction, and collaborative skills in elementary education.

Overall, the findings of this review indicated that the Jigsaw cooperative learning model effectively supports active participation, classroom interaction, peer learning experiences, and cooperative learning outcomes among elementary school students. These findings suggest that the Jigsaw model provides a collaborative and student-centered learning environment that supports both academic and social development.

## **2. The Contribution of the Jigsaw Model to Islamic Character Formation**

### **a. Development of Responsibility and Discipline**

The findings of this systematic literature review revealed that the Jigsaw cooperative learning model significantly contributed to the development of responsibility and discipline among elementary school students. The reviewed studies consistently showed that students involved in cooperative learning activities demonstrated greater accountability toward individual and group tasks. In the Jigsaw learning process, each student was required to master specific learning materials and share them with group members, encouraging students to become more responsible and disciplined during classroom activities. Rahman and Wahyuni (2021) found that the implementation of the Jigsaw model in Islamic Religious Education positively influenced students' sense of responsibility and learning discipline. Similarly, Hilabi et al. (2025) reported that students became more disciplined and collaborative after participating in Jigsaw-based learning activities.

The literature also indicated that responsibility and discipline are essential components of Islamic character education. Ananda (2020) argued that Islamic character among elementary school students can be developed through the habituation of responsible behavior, discipline, and cooperation in daily educational activities. In addition, Sutrisno and Hamami (2022) emphasized that Islamic character education should focus not only on cognitive achievement but also on shaping students' moral and social behavior. Through collaborative learning activities, students learned to complete assigned tasks responsibly while respecting agreed classroom rules and group commitments.

### **b. Strengthening Cooperation, Empathy, and Ukhuwah Values**

Another important finding of this review was that the Jigsaw cooperative learning model effectively strengthened cooperation, empathy, and ukhuwah values among students. Cooperative learning activities encouraged students to help, support, and appreciate one another during the learning process. Slavin (2015) explained that cooperative learning environments develop students' social competencies, including empathy, tolerance, and collaborative attitudes. Similarly, Ma'arif and Rofiq (2022) argued that Islamic values such as ukhuwah, mutual assistance, and social responsibility can be effectively internalized through group learning activities in cooperative learning settings.

Several reviewed studies further demonstrated the positive impact of the Jigsaw model on students' social relationships and empathy. Mokoginta (2023) found that the implementation of the Jigsaw cooperative learning model significantly improved helping behavior and empathy among elementary school students in Islamic Religious Education classes. Likewise, Afida (2024) reported that students became more communicative, cooperative, and socially engaged after participating in collaborative learning activities. These findings indicated that the Jigsaw model supports the development of positive social relationships aligned with Islamic educational values.

Moreover, the review revealed that collaborative learning activities promoted mutual respect and tolerance among students from diverse backgrounds and abilities. Huda (2018) explained that cooperative learning enhances students' ability to appreciate others' opinions and perspectives through interactive group discussions. This collaborative atmosphere contributed to the formation of harmonious social interactions and strengthened students' awareness of collective responsibility within the classroom environment.

### **c. Improvement of Moral Behavior and Social Awareness**

The reviewed studies also indicated that the Jigsaw cooperative learning model contributed positively to the improvement of students' moral behavior and social awareness. Through group interaction and collaborative problem-solving activities, students learned to behave respectfully, communicate ethically, and demonstrate positive attitudes toward peers. Suyadi (2020) argued that religious character develops optimally when students engage in social interaction and collaborative learning experiences. Furthermore, Nurdyansyah (2021) explained that collaborative approaches in Islamic Religious Education help students understand moral and spiritual values more deeply.

The findings showed that the Jigsaw model facilitated the integration of moral values into classroom learning activities. Ritayanti et al. (2024) found that the implementation of the Jigsaw model improved students' attitudes of cooperation, tolerance, and mutual respect during Islamic Religious Education learning. In addition, Fathurrohman (2017) emphasized that active and collaborative learning strategies are effective in supporting character education because they provide students with direct social experiences that reinforce moral development.

#### 1). Internalization of Islamic Values in Learning Activities

The literature review demonstrated that the Jigsaw model supported the internalization of Islamic values through collaborative learning activities. Students practiced values such as honesty, cooperation, discipline, and empathy during group discussions and peer teaching sessions. Ma'arif and Rofiq (2022) emphasized that cooperative learning activities provide meaningful opportunities for students to apply Islamic values in real classroom interactions.

#### 2). Positive Social Interaction among Students

The findings also revealed that the Jigsaw cooperative learning model promoted positive social interaction among elementary school students. Johnson and Johnson (2017) explained that cooperative learning encourages constructive interpersonal relationships because students work together toward shared learning goals. This collaborative process strengthened social awareness, mutual respect, and harmonious interaction among learners.

#### 3). Integration of Character Education into Classroom Learning

This review further indicated that the Jigsaw model effectively integrated character education into classroom learning processes. Fathurrohman (2017) argued that collaborative learning strategies support the implementation of character education by combining cognitive, social, and moral learning experiences simultaneously. Therefore, the Jigsaw model was considered effective not only for improving academic achievement but also for fostering Islamic character formation in elementary educational contexts.

Overall, the findings of this review demonstrated that the Jigsaw cooperative learning model contributed significantly to the development of responsibility, discipline, cooperation, empathy, moral behavior, and Islamic social values among elementary school students. These findings highlighted the important role of collaborative learning in integrating academic learning with Islamic character education.

### **3. Supporting Factors, Challenges, and Research Gaps**

#### **a. Teachers' Competence and Classroom Support**

The findings of this systematic literature review indicated that teachers' pedagogical competence and classroom support played a significant role in the successful implementation of the Jigsaw cooperative learning model in elementary schools. The reviewed studies consistently emphasized that teachers were required to possess adequate skills in managing collaborative learning activities, facilitating group discussions, and integrating Islamic values into classroom instruction. Huda (2018) explained that cooperative learning effectiveness largely depends on teachers' ability to organize interactive learning environments and encourage equal student participation. Similarly, Kagan (2016) argued that successful student-centered learning requires teachers to function as facilitators who actively guide communication and collaboration among learners.

Several empirical studies reviewed in this research also demonstrated that teacher competence strongly influenced the effectiveness of Jigsaw learning implementation. Sudarwiyah (2022) found that effective classroom management and teacher facilitation increased students' participation and responsibility during Islamic Religious Education learning. Furthermore, Ritayanti et al. (2024) reported that teachers who successfully integrated collaborative learning strategies with Islamic character education created more meaningful and value-oriented learning experiences for students.

The findings further revealed that supportive classroom conditions contributed positively to the implementation of cooperative learning. Johnson and Johnson (2017) emphasized that cooperative learning environments require positive interdependence, supportive peer relationships, and structured classroom interaction to function effectively. Therefore, classroom support systems, including interactive learning materials, collaborative seating arrangements, and conducive classroom climates, were identified as important supporting factors in fostering Islamic character development through the Jigsaw model.

The literature review revealed that many previous studies discussed cooperative learning and Islamic character education separately without sufficiently integrating both theoretical perspectives. Although numerous studies confirmed the effectiveness of the Jigsaw model in improving learning outcomes and social interaction, limited research comprehensively explained how cooperative learning theories intersect with Islamic educational values. Sutrisno and Hamami (2022) emphasized that Islamic character education requires holistic educational strategies integrating cognitive, affective, and social dimensions simultaneously. Therefore, stronger theoretical integration between cooperative learning principles and Islamic pedagogy remains necessary in future studies.

#### **b. Challenges in Student Participation and Time Management**

Another important finding of this review concerned the challenges faced during the implementation of the Jigsaw cooperative learning model in elementary school contexts. Several studies reported that differences in students' academic abilities, communication skills, and participation levels often influenced the effectiveness of collaborative learning activities. Slavin (2015) explained that cooperative learning may encounter obstacles when group members demonstrate unequal participation or differing levels of academic readiness. Similarly, Afida (2024) found that some students were less confident and less active during group discussions, which occasionally reduced the effectiveness of peer collaboration.

Time management also emerged as a recurring challenge in implementing the Jigsaw model. The reviewed studies indicated that cooperative learning activities required longer instructional time because students needed opportunities for discussion, peer teaching, and collaborative reflection. Rahman and Wahyuni (2021) reported that teachers often faced difficulties balancing curriculum targets with the time demands of collaborative learning activities in Islamic Religious Education classes.

In addition, classroom management challenges were frequently identified in the reviewed literature. Huda (2018) explained that cooperative learning activities could become less effective when teachers lacked adequate classroom control strategies or when students were unfamiliar with collaborative learning procedures. Consequently, effective teacher preparation and structured classroom management were considered essential for minimizing implementation challenges.

The findings of this review indicated that empirical studies examining the effectiveness of the Jigsaw model in Islamic character education were still relatively limited in scope and context. Most previous studies focused on small-scale classroom implementations or short-term interventions. Khoerunnisa et al. (2025) highlighted that although systematic reviews have shown positive effects of the Jigsaw model on learning outcomes and social skills, broader empirical investigations across diverse educational settings remain limited. Therefore, future studies should involve wider participant groups, different school environments, and longitudinal research designs to strengthen the generalizability of findings.

### **c. Limited Studies on Islamic Character Formation through Jigsaw Learning**

The literature review further identified a significant research gap concerning studies specifically examining Islamic character formation through the Jigsaw cooperative learning model. Most previous studies concentrated primarily on academic achievement, social interaction, and general character education without specifically exploring Islamic moral and spiritual dimensions. Ma'arif and Rofiq (2022) argued that Islamic values such as *ukhuwah*, empathy, social responsibility, and moral discipline require contextualized educational approaches grounded in Islamic pedagogy. However, limited studies comprehensively investigated how these values are systematically developed through cooperative learning activities.

The findings also showed that previous research rarely discussed long-term impacts of Jigsaw learning on students' Islamic character development. Suyadi (2020) emphasized that religious character formation is a continuous process requiring sustained educational experiences and social interaction. Nevertheless, most existing studies only examined short-term instructional outcomes rather than long-term behavioral transformation among students.

Based on the identified gaps, this review highlighted several opportunities for future research in Islamic elementary education. Future studies should develop more integrated theoretical frameworks combining cooperative learning theories with Islamic educational philosophies. In addition, longitudinal studies examining the sustainability of Islamic character development through collaborative learning are strongly recommended. Furthermore, future researchers may explore innovative cooperative learning variations and digital-based collaborative learning strategies to support Islamic character education in contemporary elementary school contexts.

Overall, the findings of this review demonstrated that the successful implementation of the Jigsaw cooperative learning model depends on teacher competence, classroom support, effective classroom management, and adequate theoretical integration. At the same time, challenges related to student participation, time management, and limited empirical research indicate the need for

further investigation into the relationship between cooperative learning and Islamic character formation in elementary education.

## **DISCUSSION**

### **1. Analysis of Results**

The findings of this systematic literature review demonstrated that the Jigsaw cooperative learning model plays a significant role in fostering Islamic character formation among elementary school students. The reviewed studies consistently indicated that the implementation of the Jigsaw model not only improved academic achievement but also strengthened students' social, moral, and religious values. These findings support the view that cooperative learning creates meaningful educational experiences through active participation, collaboration, and positive social interaction.

The results revealed that students involved in Jigsaw cooperative learning became more active, responsible, communicative, and collaborative during classroom activities. This finding aligns with Aronson's (2018) argument that the Jigsaw model encourages learners to actively engage in learning because each student carries individual responsibility for contributing to group understanding. Similarly, Slavin (2015) emphasized that cooperative learning enhances positive interdependence and individual accountability, which are essential elements in building students' social competence and character development.

In the context of Islamic character education, the reviewed studies demonstrated that the Jigsaw model contributed significantly to the development of Islamic values such as discipline, empathy, cooperation, tolerance, responsibility, and *ukhuwah*. These findings indicate that collaborative learning activities provide students with opportunities to internalize Islamic moral values through direct social interaction and shared learning experiences. This confirms the perspective of Sutrisno and Hamami (2022), who argued that Islamic character education should integrate cognitive, social, and moral dimensions simultaneously within classroom learning processes.

Furthermore, the findings revealed that the Jigsaw cooperative learning model created a more democratic and student-centered learning environment. Students were encouraged to exchange ideas, appreciate differences, and support one another during collaborative activities. Such learning conditions are highly relevant to contemporary educational paradigms that emphasize not only intellectual achievement but also social-emotional and spiritual development in elementary education.

### **2. Comparison with Previous Studies**

The findings of this study were generally consistent with previous research concerning the effectiveness of the Jigsaw cooperative learning model in elementary and Islamic educational settings. Previous studies conducted by Sudarwiyah (2022), Ritayanti et al. (2024), and Hilabi et al. (2025) similarly found that the Jigsaw model improved students' learning outcomes, participation, and collaborative skills in Islamic Religious Education classes. These studies confirmed that cooperative learning facilitates active engagement and strengthens students' responsibility during learning activities.

In addition, the findings supported the study conducted by Mokoginta (2023), which reported that Jigsaw learning effectively enhanced helping behavior, empathy, and cooperation among elementary school students. The present review expanded these findings by demonstrating that such social competencies are closely connected to the broader framework of Islamic character education. Likewise, Afida (2024) found that students became more communicative and socially

active after participating in cooperative learning activities, which aligns with the findings of this review regarding the enhancement of social interaction and moral awareness.

The findings also reinforced several theoretical perspectives related to cooperative learning and character education. Johnson and Johnson (2017) argued that cooperative learning environments promote positive interpersonal relationships and democratic classroom interaction. Similarly, Huda (2018) explained that cooperative learning encourages students to respect others' opinions and strengthen interpersonal communication skills. These theoretical perspectives were clearly reflected in the reviewed studies, particularly regarding the development of empathy, tolerance, and collective responsibility among students.

However, this study also identified several distinctions from previous research. Most prior studies primarily focused on academic achievement and general social skills, while limited attention was given specifically to Islamic character formation. Therefore, this systematic literature review contributed a broader and more integrated analysis by synthesizing previous findings related to cooperative learning and Islamic character education within elementary school contexts.

### **3. Implications of Findings**

The findings of this study have important theoretical and practical implications for elementary education and Islamic character education. Theoretically, this study strengthens cooperative learning theory by demonstrating that the Jigsaw model contributes not only to academic improvement but also to the formation of Islamic moral and social values. The findings support the argument that collaborative learning environments provide meaningful opportunities for students to internalize values such as responsibility, empathy, discipline, and social cooperation.

This study also contributes to the theoretical integration between cooperative learning and Islamic educational philosophy. Previous studies often discussed cooperative learning and Islamic character education separately. However, the present review demonstrated that the principles of cooperative learning are closely aligned with Islamic educational values, particularly *ukhuwah*, mutual assistance, tolerance, and social responsibility. Consequently, this study offers a more comprehensive framework for understanding how collaborative learning strategies support Islamic character development in elementary educational settings.

Practically, the findings provide valuable insights for teachers, school administrators, curriculum developers, and educational policymakers. Elementary school teachers may use the Jigsaw cooperative learning model as an effective instructional strategy to integrate academic learning with Islamic character formation. The collaborative nature of the Jigsaw model enables students to practice moral values directly through classroom interaction rather than merely learning them theoretically.

Furthermore, the findings suggest that schools should provide supportive learning environments and teacher training programs to optimize the implementation of cooperative learning strategies. Since teacher competence and classroom management were identified as important supporting factors, professional development programs focusing on collaborative learning and character education are highly recommended. The findings also imply that curriculum developers should integrate cooperative learning approaches more systematically into Islamic Religious Education and elementary school curricula.

### **4. Limitations of the Study**

Despite providing important findings, this study had several limitations that should be acknowledged. First, this research relied solely on secondary data obtained from previous studies, meaning that the findings were dependent on the quality, scope, and methodological rigor of the

reviewed literature. Second, the reviewed studies were predominantly conducted within limited educational contexts, particularly in Indonesian elementary schools and Islamic educational institutions. Therefore, the generalizability of the findings to broader international educational contexts remains limited.

Third, most of the reviewed studies focused on short-term classroom interventions rather than long-term investigations of Islamic character development. Consequently, the sustainability of character formation through the Jigsaw cooperative learning model could not be comprehensively evaluated. In addition, some reviewed studies emphasized academic achievement more strongly than moral and spiritual dimensions, creating limitations in understanding the holistic impact of cooperative learning on Islamic character education.

Another limitation concerned the variation of research methods used in the reviewed literature. Differences in research designs, participant characteristics, educational settings, and assessment instruments may have influenced the consistency of findings across studies. Therefore, future studies are encouraged to employ more rigorous longitudinal and mixed-method research designs to strengthen the empirical understanding of cooperative learning and Islamic character formation.

## **5. Partial Conclusions**

Based on the discussion above, it can be concluded that the Jigsaw cooperative learning model is highly effective in supporting Islamic character formation among elementary school students. The findings consistently demonstrated that cooperative learning activities contribute positively to students' active participation, social interaction, responsibility, empathy, cooperation, discipline, and moral behavior. These findings confirm that the Jigsaw model provides not only cognitive benefits but also meaningful social and spiritual learning experiences.

The discussion also highlighted that the successful implementation of the Jigsaw model depends on teacher competence, classroom support, collaborative learning environments, and the integration of Islamic educational values into instructional practices. Although several implementation challenges and research gaps remain evident, the reviewed studies collectively indicate that cooperative learning represents a promising strategy for integrating academic achievement with Islamic character education in elementary schools.

Overall, this systematic literature review strengthens the understanding that collaborative learning approaches, particularly the Jigsaw cooperative learning model, have substantial potential to support holistic education by integrating intellectual, social, moral, and spiritual development among elementary school learners.

## **CONCLUSION**

This systematic literature review concluded that the Jigsaw cooperative learning model is highly effective in fostering Islamic character formation among elementary school students. The findings demonstrated that the implementation of the Jigsaw model not only improves students' academic achievement and active participation but also strengthens essential Islamic values such as responsibility, discipline, cooperation, empathy, tolerance, moral behavior, and *ukhuwah*. Through collaborative learning activities, students are encouraged to engage actively in social interaction, mutual assistance, and shared responsibility, which contribute significantly to holistic character development in elementary educational contexts.

The findings further revealed that the effectiveness of the Jigsaw cooperative learning model is strongly influenced by several supporting factors, including teachers' pedagogical competence,

classroom management, collaborative learning environments, and the integration of Islamic values into instructional practices. At the same time, the review identified several challenges, such as unequal student participation, time management constraints, and limited theoretical integration between cooperative learning and Islamic character education. In addition, this study highlighted important research gaps, particularly the limited number of systematic and longitudinal studies specifically examining Islamic character formation through cooperative learning approaches.

Theoretically, this study contributes to the development of cooperative learning and Islamic character education theories by providing a comprehensive synthesis of previous research findings. The study strengthens the understanding that collaborative learning strategies can serve as effective pedagogical approaches for integrating cognitive, social, moral, and spiritual dimensions within elementary education. Practically, the findings provide valuable insights for teachers, school administrators, curriculum developers, and educational policymakers in designing student-centered learning strategies that integrate academic achievement with Islamic character development.

This study also recommends that future researchers conduct broader empirical investigations involving diverse educational settings, larger participant groups, and longitudinal research designs to examine the sustainability of Islamic character development through cooperative learning models. Future studies are also encouraged to explore innovative instructional approaches, including digital-based cooperative learning, to support Islamic character education in contemporary elementary school contexts.

Overall, this study confirms that the Jigsaw cooperative learning model has substantial potential to support holistic elementary education by integrating academic learning with Islamic moral and social values. Therefore, the implementation of collaborative learning approaches should be continuously strengthened as part of educational efforts to develop intellectually competent, socially responsible, and morally grounded students in Islamic elementary education.

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