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Implementation of the Cooperative Learning Model in Islamic Jurisprudence Learning on the Subject of Inheritance and Wills at the Al-Ishlahuddiny Islamic Senior High School for Girls

Isnaini[1]
[1]State Islamic University of Mataram
Saparudin[2]
[2]State Islamic University of Mataram
Era Mutiara Pratiwi[3]
[3]State Islamic University of Mataram
Emawati[4]
[4]State Islamic University of Mataram
Gazi[5]
[5]State Islamic University of Mataram

Email : 250401027.mhs.@uinmataram.ac.id, Saparudin@uinmataram.ac.id, era_mp@uinmataram.ac.id, Emawati@uinmataram.ac.id, gazi@uinmataram.ac.id

Abstract

This study aims to describe the implementation of the Cooperative Learning model in Islamic Jurisprudence (Fiqh) learning on inheritance and wills at the Al-Ishlahuddiny Islamic Senior High School for Girls, and to analyze its impact on student participation and understanding. This study used a qualitative, descriptive approach. The subjects included the Fiqh teacher and students involved in the learning process. Data collection techniques were conducted through observation, interviews, and documentation, while data analysis utilized data reduction, data presentation, and conclusion drawing techniques. Data validity was tested through triangulation of sources and techniques. The results showed that the implementation of Cooperative Learning was carried out through the planning, implementation, and evaluation stages of learning. During the implementation stage, learning took place actively and collaboratively through case study-based group discussions. Interaction between students increased, although participation was not yet fully equitable. Supporting factors included teacher readiness, student cooperation, and a conducive

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madrasah environment, while inhibiting factors included differences in student abilities, the dominance of certain group members, and limited learning time. The implementation of the Cooperative Learning model was proven to have a positive impact on student understanding, particularly in understanding the complex concept of inheritance distribution. Thus, the Cooperative Learning model can be an effective alternative in Islamic jurisprudence (Fiqh), particularly in the area of inheritance and wills. Although optimization of learning management is still needed to ensure more equitable student participation.

Keywords: Cooperative Learning, Fiqh, Inheritance, Wills, Cooperative Learning

INTRODUCTION

Fiqh (Islamic jurisprudence) learning in Islamic Senior High Schools (Madrasah Aliyah) plays a strategic role in developing students' understanding of Islamic law in a practical and applicable manner (M. Fathur Rozaq et al. 2025). One crucial topic in the study of Fiqh is the sharia of inheritance (faraid) and wills (Rifa'i, A. M., & Kusno, M. 2025). This material relates not only to aspects of worship but also touches on broader social dimensions, particularly in maintaining justice and harmony in the distribution of inherited property. A sound understanding of the science of faraid is crucial for students to be able to implement the principles of justice according to sharia and avoid conflicts that often arise in society due to errors in inheritance distribution (Robi'ul Afif Nurul 'Aini et al. 2025).

However, the phenomena that occur in the field show that learning about inheritance and wills still faces various obstacles (Safitri, N. U., & Susanti, E. (2025). Many students have difficulty in understanding the concept of inheritance distribution because this material is complex, involves many provisions, and requires careful analytical and calculation skills (Saldia, A., Nurkhasanah, S., & Riyuki, R. 2025). In addition, in learning practices, it is still found that student involvement is not optimal, both in understanding concepts and in solving case-based problems. Although some madrasas have begun to implement more varied learning models, such as group discussions, their implementation has not been fully able to increase the active participation of all students (Zamzami, A. T. (2025). This condition shows a gap between ideal learning expectations and the reality that occurs in the classroom. On the one hand, learning is expected to be able to build students' in-depth understanding and critical thinking skills, but on the other hand, the learning process still does not fully support the achievement of these goals (Dewi, A. C. 2025). Therefore, it is necessary An innovative approach to learning models that not only deliver material but also

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engage students holistically.

Several previous studies have shown that the Cooperative Learning model has the potential to improve learning activities, social interactions, and student learning outcomes (Filma Muhazri Sembiring 2023). This model emphasizes collaboration in small groups, mutual assistance in understanding the material, and shared responsibility for learning success. However, most of this research focuses more on improving learning outcomes in general and has not specifically examined its application to the highly complex topic of inheritance and wills (Marni, M., Teko, A., & Novalia, L. 2024).

Based on this description, this study is crucial to conduct in-depth studies on the implementation of the Cooperative Learning model in Islamic jurisprudence (Fiqh), specifically the topic of inheritance and wills. The importance of this research lies not only in improving the classroom learning process but also as a strategic step in addressing the real-life challenges faced by students in understanding complex and applicable material.

The topic of inheritance (faraid) and wills is a part of Islamic jurisprudence (Fiqh) that has a high level of difficulty because it involves conceptual understanding, analytical precision, and the ability to perform precise calculations (Filma Muhazri Sembiring 2023). In learning environments that lack active student involvement, this material tends to be difficult to understand and has the potential to give rise to misconceptions. Therefore, a learning approach is needed that focuses not only on delivering the material but also facilitates the process of constructing knowledge independently and collaboratively (Jihan Hidayah Putri et al. 2024).

This research examines the implementation of the Cooperative Learning model comprehensively, from the planning and implementation stages to the evaluation of learning. This research is expected to provide a concrete picture of how the model is applied in real-life learning situations, including how teachers manage classes, form study groups, and design activities that encourage interaction and collaboration among students. This research also aims to uncover how Cooperative Learning can be a solution to overcome students' learning difficulties in inheritance and wills. Through group discussions, brainstorming, and collaborative problem-solving, students have the opportunity to help each other understand difficult concepts. This process not only enhances cognitive understanding but also develops social skills, such as communication, cooperation, and responsibility (Rubi Babullah et al. 2024).

Thus, this research not only contributes theoretically to the development of the Fiqh learning model but also practically provides alternative solutions for teachers in managing more effective and meaningful learning. The results of this study are expected to serve as a reference

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in efforts to improve the quality of Fiqh learning, particularly in the subject of inheritance and wills, so that students can understand and apply the values of justice in real life.

RESEARCH METHODS

This study used a qualitative, descriptive approach. It aimed to provide an in-depth description of the implementation of the Cooperative Learning model in Islamic jurisprudence (Fiqh) learning on the topic of inheritance and wills. The study was conducted at the Al-Ishlahuddiny Islamic Senior High School for Girls. Subjects included the Fiqh teacher and students directly involved in the learning process. Data collection techniques included observation, in-depth interviews with the Fiqh teacher and students, and documentation. The data obtained were analyzed using thematic analysis with the stages of data reduction, data presentation, and conclusion drawing, to obtain a comprehensive understanding of the implementation of the Cooperative Learning model in Islamic jurisprudence learning on inheritance and wills.

RESULTS AND DISCUSSION

Fiqh Learning Planning Using the Cooperative Learning Model

The results of the study indicate that the Fiqh learning plan for the subject of inheritance and wills at the Al-Ishlahuddiny Islamic Senior High School for Girls was designed by integrating the principles of Cooperative Learning. Teachers developed teaching modules that systematically included learning steps, from forming heterogeneous groups and assigning case study-based assignments to presentations and reflection activities. This planning demonstrates the teachers' efforts to adapt the learning model to the complex nature of the material.

In the context of faraid and wills, teachers not only presented concepts theoretically but also related them to real-life cases frequently encountered in society. This aimed to enable students to understand the material contextually and apply it. This planning aligns with Slavin's theory, which emphasizes that the success of Cooperative Learning is largely determined by thorough and structured planning.

This was based on an interview with the fiqh teacher, Ustazah Aisyah, S.Pd. He said:

"I prepare the lesson by creating diverse groups, for example, not just grouping active students together, but also presenting inheritance distribution cases so that students can directly practice understanding the material, not just theory."

Thus, it can be concluded that the lesson plan has led to active, collaborative learning, and oriented towards in-depth conceptual understanding.

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Implementation of the Cooperative Learning Model in Fiqh Learning

During the implementation phase, the teacher divides students into small, heterogeneous groups, both in terms of academic ability and learning characteristics. The formation of these diverse groups aims to foster mutual complementarity among members, allowing students to learn from each other through the discussion process. Each group is given the task of analyzing an inheritance distribution case that requires conceptual understanding as well as precision in determining each heir's share in accordance with Islamic law.

During the learning process, the teacher acts as a facilitator, not only delivering the material but also guiding the discussion, providing direction when students encounter difficulties, and monitoring the involvement of each group member. During the discussion, there was quite active interaction between students. They exchange ideas, ask questions, and provide explanations to their groupmates in an effort to understand material they find difficult. This activity demonstrates that students are no longer simply receiving information but are actively involved in the process of constructing knowledge.

This was reinforced by the results of interviews with teachers:

"Learning in groups makes students more active, especially when discussing inheritance cases. They discuss and help each other, perhaps because they feel more free to ask questions or discuss with their peers."

Furthermore, an interview with student Dina Mustia Sari also showed that group learning facilitates understanding complex material:

"When studying alone, I often get confused about dividing inheritance, but in group discussions, it becomes clearer because my friends help explain."

Another student also expressed:

"By working in groups, I feel more confident asking questions and am not afraid of making mistakes, because I can discuss them directly with my friends and am not embarrassed because only my group is listening."

This finding indicates that through social interaction within groups, students can develop deeper understanding. This aligns with Slavin's theory, which states that cooperative learning is effective in improving learning outcomes due to interaction between group members and peer teaching. This interaction allows students to explain concepts to each other, correct mistakes, and strengthen understanding (Tasya Aryati Sakinah and Wafiq Zahira Mardatilah).

Furthermore, Johnson & Johnson emphasizes that the success of cooperative learning is

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determined by the presence of five main elements: positive interdependence, individual accountability, face-to-face interaction, social skills, and group evaluation (Ishmatun Nihayah 2020). In this study, the face-to-face interaction and collaboration elements were quite effective, although the individual accountability aspect still needs improvement to ensure optimal participation by all group members.

This finding can also be explained through the perspective of Vygotsky's social constructivism theory, which emphasizes that learning occurs through social interaction (Rinesti Witasari 2024). The concept of the zone of proximal development (ZPD) explains that students can achieve higher levels of understanding when learning with the help of peers or more competent individuals (Nia Damanik et al.). In this context, group discussions in Cooperative Learning become an effective tool to help students understand complex faraid concepts through support and collaboration among group members.

Thus, the implementation of Cooperative Learning in Fiqh learning not only enhances learning activities but also supports the social construction of knowledge. Learning, which was previously teacher-centered, has transformed into student-centered learning, where students play an active role in constructing understanding through interaction, discussion, and collaboration.

Student Interaction and Participation in Learning

Observations indicate that the implementation of Cooperative Learning increased student interaction and participation in learning. Students appeared more confident in expressing their opinions, asking questions, and participating in group discussions. Interaction between students became more intensive, especially when discussing inheritance calculations and divisions.

Interviews with students revealed that this model helped them understand difficult material:

"When I study alone, I often don't understand how to calculate inheritance shares. But in group discussions, my friends help explain, making it easier to understand."

However, not all students demonstrated the same level of participation. Some students tended to be passive and lacked confidence in expressing their opinions. This was expressed by one student:

"Sometimes I'm still confused, so I prefer to listen to friends who understand better."

These findings indicate that although Cooperative Learning can increase participation, additional strategies are needed to encourage equitable involvement from all students.

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Supporting and Inhibiting Factors in Cooperative Learning Implementation

The research results indicate that the implementation of the Cooperative Learning model in Islamic jurisprudence (Fiqh) instruction on inheritance and wills is supported by several factors that play a crucial role in the success of the learning process. One key factor is teacher preparedness in designing and managing the learning. Teachers have been able to systematically develop learning materials and select strategies appropriate to the material's characteristics, particularly through the use of case-based discussion methods. This aligns with Slavin's opinion, which states that the success of Cooperative Learning is greatly influenced by thorough lesson planning and a clear task structure.

Furthermore, cooperation among students is also a significant supporting factor. In groups, students demonstrate mutual assistance, share understanding, and collaborate in solving problems related to inheritance distribution. This interaction not only enhances cognitive understanding but also develops social skills such as communication, empathy, and responsibility. This aligns with Johnson & Johnson's theory, which emphasizes that cooperative learning will be effective when there is an element of positive interdependence, where individual success is determined by the success of the group.

Another supporting factor is the suitability of the Cooperative Learning model to the complex nature of the material on inheritance and wills, which requires analytical skills. Through group discussions, students have the opportunity to examine issues in depth and gain a more comprehensive understanding. Furthermore, the madrasah environment, which upholds the values of cooperation (ta'awun), deliberation, and togetherness, strengthens the implementation of this model, ensuring that learning takes place in a conducive and collaborative atmosphere.

However, the implementation of Cooperative Learning also faces several inhibiting factors. One of these is the significant differences in academic ability among students. This situation causes some students with higher abilities to dominate discussions, while others become passive and less actively involved.

One student expressed this:

"Sometimes only a few people are active, while others are less willing to speak up."

Furthermore, limited learning time also hinders group discussions. The complex material on inheritance and wills requires sufficient time to fully understand, so discussions often do not proceed optimally. A lack of confidence on the part of some students in expressing their opinions also hinders equitable participation.

This situation indicates that one of the main principles of Cooperative Learning, namely

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individual accountability, has not been fully implemented. According to Johnson & Johnson, each group member must be responsible for both individual and group learning outcomes (M. Irfan Saputra et al. 2024). When this principle is not implemented optimally, unequal participation within the group will emerge.

Therefore, strengthening strategies are needed in the implementation of Cooperative Learning, such as clear role allocation within the group (leader, recorder, presenter, and timekeeper), providing individual assessments integrated with group assessments, and strengthening students' social skills. Furthermore, teachers need to provide more intensive guidance to less active students to increase their confidence in participating.

Thus, based on the analysis of Slavin and Johnson & Johnson's theories, it can be concluded that the success of Cooperative Learning is determined not only by its implementation but also by the quality of group management and adherence to the basic principles of cooperative learning (Moch Hilman). Therefore, optimizing the implementation of this model is crucial to ensure all students are actively involved and gain maximum learning benefits.

The Impact of Cooperative Learning on Student Understanding

Research results show that the implementation of the Cooperative Learning model has a significant impact on improving student understanding of the sharia law of inheritance and wills. Students who actively participate in group discussions tend to have a deeper understanding compared to conventional, one-way learning. This is because in Cooperative Learning, students not only receive information but also engage in the process of thinking, discussing, and solving problems collaboratively.

In group discussions, students have the opportunity to exchange opinions, clarify unfamiliar concepts, and correct misunderstandings through interaction with peers (Benny Azi 2025). This activity allows for the active construction of knowledge, making the acquired understanding more meaningful and lasting. This is particularly evident in students' ability to solve inheritance division problems, which were previously considered difficult. This is reinforced by the results of interviews with teachers:

"I see students grasp the material more quickly when they study in groups, especially when calculating inheritance shares."

Furthermore, students also directly experience the benefits of cooperative learning, as one student interviewed said:

"Through discussions, I understand better because I can directly ask questions and have my friends

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explain."

This statement demonstrates that interaction between students plays a crucial role in fostering understanding of complex concepts. In this context, the learning process takes place not only between teachers and students, but also between students through peer teaching (Ningrum Pusporini Anggorowati, 2011).

This finding aligns with Johnson & Johnson's theory, which emphasizes that effective cooperative learning is characterized by face-to-face interaction, positive interdependence, and individual accountability (Aisyah Novita et al., 2025). In this study, face-to-face interaction between students was clearly evident in group discussions, which allowed for the direct exchange of ideas and understanding. This contributed to improving students' critical thinking and problem-solving skills.

Furthermore, these findings can be explained through Vygotsky's social constructivism theory, specifically the concept of the zone of proximal development (ZPD). Vygotsky explained that students can achieve a higher level of understanding when learning through interactions with others who are more competent (Ivo Retna Wardani Wardani et al. 2023). In cooperative learning, students with better understanding can help their peers who are still experiencing difficulties, resulting in a scaffolding process that supports students' cognitive development.

Thus, it can be concluded that Cooperative Learning not only improves students' cognitive understanding but also develops social skills, such as communication, cooperation, and responsibility. This model has proven to be a solution in overcoming students' learning difficulties in complex material such as inheritance and wills. Overall, the results and discussion indicate that the implementation of Cooperative Learning in Islamic Jurisprudence (Fiqh) learning on inheritance and wills has had a positive impact on increasing student participation and understanding. Learning that was initially centered on the teacher has transformed into a more active, collaborative, and meaningful learning. However, efforts are needed to optimize group management, role allocation, and learning strategies so that all students can be actively and evenly involved in accordance with the principles of cooperative learning.

CONCLUSION

Based on the research results and discussion, it can be concluded that the implementation of the Cooperative Learning model in Islamic jurisprudence (Fiqh) instruction on inheritance and wills at the Al-Ishlahuddiny Islamic Senior High School for Girls has been quite successful and has

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had a positive impact on the learning process and outcomes. During the planning stage, teachers systematically structured the lesson by integrating Cooperative Learning principles, such as forming heterogeneous groups, using case studies, and conducting discussions and presentations. This planning demonstrates an effort to adapt the learning model to the complex nature of the material. During the implementation stage, learning took place actively and collaboratively. Students engaged in group discussions, exchanged opinions, and collaborated to solve inheritance distribution problems. This indicates that learning has shifted from teacher-centered to student-centered. Student interaction and participation have increased, although not yet fully distributed. Some students still tend to be passive and dependent on more active group members. This indicates the need for strengthening group management and role allocation. Supporting factors for Cooperative Learning implementation include teacher readiness, cooperation among students, and a madrasah environment that supports collaborative values. Meanwhile, inhibiting factors include differences in student abilities, dominance of certain group members, and limited learning time.

The impact of implementing Cooperative Learning indicates an increase in student understanding of the sharia law regarding inheritance and wills. Through group discussions and social interactions, students more easily grasp complex concepts, in line with the theories of Slavin, Johnson & Johnson, and Vygotsky, which emphasize the importance of collaborative learning in improving learning outcomes. Therefore, it can be concluded that the Cooperative Learning model is an effective alternative in Islamic jurisprudence (Fiqh) learning, particularly for complex topics such as inheritance and wills. Although optimization of its implementation is still needed to achieve maximum results.

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