

IMPLEMENTATION OF COLLABORATIVE-BASED LEARNING MODELS IN IMPROVING THE QUALITY OF LEARNING FIQH LESSONS

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Abstract

The purpose of this research is to find out how the steps of implementing a collaborative-based learning model in improving the quality of learning fiqh lessons. This type of research is qualitative library research with a literature review approach, with data collection techniques through documents in the form of books, journals, articles, and other documents. Data analysis by means of data reduction, data presentation, and conclusion drawing. In analyzing the data, the researcher juxtaposes it with several other studies so that the content is more accurate and in-depth to the results of the discussion. The results showed that the steps of implementing a collaborative-based learning model in improving the quality of learning fiqh lessons were carried out through five stages, including: the first stage of developing fiqh subject matter in accordance with learning objectives, the second stage of forming study groups to discuss and analyze the concepts of fiqh material, the third stage using collaborative learning strategies, including: project-based learning, research-based learning and case-based learning, the fourth stage using digital technology as creating an online digital learning platform and collaboration applications to facilitate discussion and cooperation activities, and the fifth stage evaluating student learning outcomes to determine the level of effectiveness of the collaborative learning model. The findings of this research are expected to be able to add insight to educators, and educational practitioners in implementing collaborative learning models in improving the quality of learning fiqh lessons in madrasah/schools.

Keywords

Implementation, Collaborative Learning Model, Learning Quality.



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INTRODUCTION

In the current era of the 4.0 revolution, it has encouraged the world of education to innovate learning models in the teaching and learning process in madrasas (Atira et al., 2022). The teaching and learning process can run effectively if supported by a learning model that is in accordance with the times, teaching materials, the needs of students, and the demands of education customers (Izomi, 2024). A good learning model can motivate students to learn actively and creatively, think critically and analytically, and be capable and skilled in communicating with other students in the madrasah/schools (Maulidin et al., 2024). One of the interesting learning models discussed today is the collaborative-based learning model. Collaborative-based learning model is a learning model using the approach of involving students in cooperation and group discussions in teaching and learning activities (Herman, 2021a). The emphasis of the collaborative-based learning model is the involvement of students in working together and discussing with fellow students in the learning process inside and outside the classroom (Hanifa et al., 2023).

This collaborative-based learning model is very relevant to be applied in fiqh subjects, because through this learning model, it can facilitate students to work together and discuss to understand fiqh concepts more deeply (Sa'diyah, 2021). The collaborative-based teaching and learning system is very flexible, and inspired for students to think critically and creatively and integrate the concepts of fiqh lessons into digital technology (Hanifa et al., 2023). The implementation of collaborative learning models is very easy and can motivate students to learn wholeheartedly, there are interactive students with teachers and are able to attract students' attention to learn with enthusiasm and discipline (Haerah, 2020). Collaborative learning models can build students' ability to work together and discuss with learning partners. Learners can train their ability to communicate, express ideas and ideas in discussions with learning partners (Haerah, 2020). Learners can easily adapt to learning from friends and adjust to various kinds of attitudes and behaviors that arise in the teaching and learning process inside and outside the classroom (Hidayat, 2024).

The phenomenon that arises now is that the learning model implemented in madrasas is less able to build the ability of students to work together and discuss by learning to explore the concepts of fiqh lessons. Then less able to motivate students to learn fiqh lessons with diligence, discipline, and a lack of serious interactive between students and teachers. Furthermore, it is less able to build good relationships between students and teachers, and with learning partners in achieving the Fiqh

learning objectives (Hasibuan & Uranah, 2024).

Based on the results of previous research researched by: 1) Gurbas Saleh Hasibuan, et. all, (2024) showed the results of the study that there was a significant improvement in student learning outcomes, with the percentage of students achieving scores above the Minimum Completion Criteria (KKM) increasing in each cycle, increasing students' academic understanding, and increasing their motivation, communication skills and self-confidence (Hasibuan & Uranah, 2024); 2) Haera H, (2020) shows the results of research that: a) collaborative learning in class IX MTs DDI Lero is carried out according to the learning procedure, namely through the input, process and output processes of subject matter achievement, and b) discussion and role play lessons, have an impact on mastery of fiqh subjects by (Haerah, 2020); 3) Wa Ode Sadrina et. all., (2024), pointed out the research results that in cycle I and cycle II after the application of the Problem Based Learning learning model using this collaborative method was able to improve the learning outcomes of students on the material of welcoming the age of puberty at SD Negeri 12 Katobu. This can be proven in Cycle I, where the average value is 64 with 30% classical completeness. Then in Cycle II, the average value increased to 83, with classical completeness reaching 90%. Therefore, it can be concluded that this learning model is very good to be used in learning (Sadrina et al., 2024). 4) Yayah Robiatul Adawiyah and Lailatul Jennah (2023) showed the research results that by using collaborative learning, students can learn from each other and benefit from exchanging ideas and opinions, and can deepen their knowledge and improve their ability in writing and reading. In addition, this approach can also improve students' ability to cooperate and communicate with others and show a positive response to collaborative learning and provide good feedback related to learning activities (Adawiyah & Jennah, 2023); and 5) Ressa Amara, et. all., (2025), showed the results of research that the collaborative approach prioritizes cooperation between students in groups to achieve common goals in learning. In this method, students are invited to discuss with each other, share knowledge, and work together in solving tasks or problems related to the Islamic Religion subject matter. Factors that influence the success of the application of collaborative methods in PAI learning are highly dependent on student participation, and a conducive classroom atmosphere is a factor in the success of collaborative learning methods (Amara et al., 2025).

Referring to the results of these previous studies, the research gap of each of these previous studies is 1) research gap research Gurbas Saleh Hasibuan, et. all, (2024) is a lack of knowledge in the application of collaborative learning techniques and strategies in Fiqh subjects and a lack of

understanding of the factors that influence the success of collaborative learning, 2) research gap research Haera, (2020) is a gap in understanding learning procedures (input process, process and output of the achievement of learning materials) and the system of implementing collaborative learning in the classroom, 3) research gap research Wa Ode Sadrina et. al., (2024) is the lack of teacher competence in using the right learning model to involve students directly so that they are silent, afraid to express ideas and do not dare to ask questions and discuss, 4) research gap research Yayah Robiatul and Lailatul Jennah, (2023) is the lack of teacher skills in using collaborative learning methods to help students who are less able to master the subject matter, and 5) research gap research Ressa Amara, et al., (2025) is the lack of teacher motivation to use collaborative approaches in the learning process to increase student interest that is interesting and relevant to their lives in society.

Observing the results of the research obtained from each of the previous studies, the novelty in this study is the implementation of a collaborative-based learning model based on the spirit of cooperation and group discussions, integrated with Islamic values, and integrated with digital technology can improve the quality of learning in Jurisprudence lessons. The cooperation and group discussion built into the collaborative learning process is to create a good interactive between students and teachers. Then the learners are capable and skillful in expressing ideas and opinions, and have the ability to communicate harmoniously between learners with fellow learners, and teachers.

The purpose of this research is to find out how the steps in implementing a collaborative-based learning model improve the quality of learning Fiqh lessons. At the same time, the benefits of the results of this study can be seen from the theoretical and pragmatic aspects. The benefits of the theoretical aspect are to develop existing theories and expand knowledge, scientific studies, and enrich the discourse on collaborative learning models. Then the benefits of the pragmatic aspect can be knowledge and skills for teachers in solving practical problems related to the duties of teachers as teachers, mentors, and educators in madrasah/schools and can be used as a consideration for school/madrasah principals, supervisors, and heads of the Education Office/head of the Ministry of Religious Affairs Office in making policies related to improving the quality of education.

METHOD

This type of research is a qualitative library research with a literature review approach (Creswell, 2019). Research data in the form of data on "Implementation of Collaborative-Based

Learning Models in Improving the Quality of Learning in Jurisprudence Lessons.” Data collection techniques are carried out by documentation, namely by searching or collecting data sources and information in books, journals, articles, and other documents. Furthermore, researchers ensure that the data sources are accurate, relevant, and reliable to build the theoretical basis and context of the research being studied.

The data analysis was carried out by reducing data, presenting data, and drawing conclusions. In analyzing the data, researchers conducted a content analysis of the data in the form of text, images, and tables, then analyzed to determine themes and sub-themes related to material development, study group formation, learning strategies, technology utilization, and evaluation of learning outcomes. Furthermore, the researchers conducted a critical narrative content analysis of the theoretical data/discourse relevant to this research. Then the researcher juxtaposes it with several other studies so that the content is more accurate and in-depth on the discussion of the implementation of collaborative-based learning models in improving the quality of learning Fiqh lessons.

FINDING AND DISCUSSION

Findings

Collaborative-based learning model has become one of the popular approaches in improving the quality of learning Fiqh lessons. This research aims to find out how the implementation of collaborative-based learning models improves the quality of learning Fiqh lessons. The results obtained from this research can be described as follows:

Table 1. Application of the Collaborative Learning Model
in Improving Learning Quality of the Fiqh Course

No.	Material Development	Group Formation Study	Learning Strategies	Technology Utilization	Evaluation of Learning Outcomes
1.	Analyzing the fiqh curriculum to determine the material to be developed	Form study groups of 4-6 people	Project-based learning strategy	Create Learning platform, Learning collaboration platform, and group discussion platform	Learner engagement in discussion, cooperation, and other activities

2.	Determine the fiqh learning competencies to be developed in students	Cooperate in discussion and analysis of concepts of Jurisprudence.	Research-based learning strategies	Integrating Fikih learning materials into digital technology	Achievement of learning objectives in improving learners' knowledge, skills and attitudes
3.	Identifying indicators that can be used to measure the achievement of fiqh learning objectives	Study groups conduct discussions, and presentations	Case-based learning strategy (Lutfiyani et al., 2024) ; (Musa & Hardianto, 2020); (Anwar & Junaidi, 2022).	Using technology in a collaborative learning model (Darwanto & Putri, 2021) ; (Ahmadi, 2022; Herman, 2021b).	Quality of teachers' ability to manage the classroom, use technology, and facilitate discussions
4.	Develop systematic and structured fiqh material	The study group carries out other activities to support and enhance the creativity of group members in the fiqh learning process. (Alawiyah et al., 2023); (Ghufran et al., 2018); (Mujoko et al., 2024).			Aspects of learners' skills in working together, and communicating ideas
5.	Testing fiqh materials to determine their effectiveness				Teachers' ability to utilize digital technology in the learning process
6.	Revising fiqh materials based on the trial results (Haerah, 2020); (Amara et al., 2025); (Ardinal, 2017); (Atira et al., 2022).				Learners' ability to access and use digital technology (Serliana et al., 2025); (Hermansyah et al., 2022); (Arikunto, 2010); (Hasibuan & Uranah, 2024).

Based on the explanation of table 1 above, it can be explained that the findings of the application of collaborative-based learning models in improving the quality of learning fiqh lessons are carried out with the following steps: The first stage develops fiqh subject matter, the second stage forms study groups, the third stage develops learning strategies, the fourth stage utilizes technology, and the fifth stage evaluates learning outcomes. The five stages become a unity that cannot be separated from one another, because each stage has its own function and role when implementing a collaborative-based learning model in improving the quality of learning Fiqh lessons.

Discussion

The implementation of a collaborative-based learning model requires systematic and structured steps in order to improve the quality of learning Fiqh lessons. These systematic and structured steps are a unity that cannot be separated from one another, starting from the stage of developing. The fiqh subject matter to the stage of evaluating to evaluate the effectiveness of collaborative-based learning models in improving the quality of learning fiqh lessons.

Developing systematic and structured fiqh learning materials can help improve students' understanding and skills in learning fiqh lessons. The development of the fiqh subject matter is the process of compiling and structuring systematic and structured fiqh material to achieve the fiqh learning objectives. Systematic and structured are the main keys in the development of the fiqh subject matter. The purpose of developing the fiqh subject matter is to improve students' understanding of fiqh concepts, improve students' skills in applying fiqh concepts, and increase students' awareness of the importance of fiqh in everyday life (Amara et al., 2025b). The purpose of developing the fiqh subject matter is in line with the findings of Hasibuan & Uranah, that to sharpen students' understanding, skills in behavior and behavior when adapting to society (Hasibuan & Uranah, 2024). The objectives of developing fiqh subject matter include: 1) students studying and analyzing fiqh subject matter in madrasah/schools, and 2) teachers who facilitate students in studying and analyzing fiqh subject matter in madrasah/schools (Haerah, 2020). The target of developing this material is to strengthen the position of students and teachers in the fiqh learning process in the classroom (Badrudin & Supardi, 2023) (Herman, Kurniawan, et al., 2023). Then it can create a harmonious relationship between students and teachers in a school/madrasah.

The development of fiqh subject matter refers to the steps, namely analyzing the fiqh curriculum, determining the objectives to be achieved in fiqh material, identifying fiqh material, developing fiqh material, testing fiqh material, and revising fiqh material. The steps of developing

fiqh materials are in line with the research findings of Ardinal (2017) and Atira (2022) that the steps of developing fiqh subject matter are: 1) analyzing the fiqh curriculum to determine the material to be developed, 2) determining the fiqh learning objectives to be achieved, 3) identifying fiqh materials relevant to learning objectives, 4) developing systematic and structured fiqh materials, 5) testing fiqh materials to determine their effectiveness, and 6) revising fiqh materials based on trial results (Ardinal, 2017); (Atira et al., 2022). The steps in developing the material must be carried out systematically from all components of the material development of fiqh concepts to be learned, including the definition of fiqh terms, objectives, and benefits as well as the scope of relevant fiqh material, and providing examples of applications of fiqh concepts in everyday life as well as exercises or practices to improve students' understanding and skills related to fiqh subject matter.

A study group is a group of learners who work together to achieve fiqh learning objectives that have been previously set (Putri, 2022) (Herman, 2024). The formed study group has the right and authority to ask questions and provide suggestions, criticism, and input to other study groups for the achievement of fiqh learning objectives. Then have the responsibility to carry out various main tasks and functions inherent in the fiqh study group (Herman, Kasman, et al., 2023).

The fiqh teacher forms a study group consisting of 4-6 people, so that those who are members of the study group can work together with fellow study group members and with members of other study groups that have been formed (Amara et al., 2025b). The study group between 4-6 people is an ideal number in accordance with the research findings of Alawiyah et. al. (2023) that study groups of 4-6 can facilitate interaction with each other to share knowledge and experience in the field of fiqh learning (Alawiyah et al., 2023). Learning groups actively involve themselves in the fiqh learning process, both during discussions and during presentations, and or other activities to support and enhance the creativity of learning group members in the fiqh learning process inside and outside the classroom.

Grouping students in collaborative-based learning is the process of grouping students into small heterogeneous groups and having the same learning objectives (Ghufran et al., 2018). Heterogeneous learning groups have different backgrounds, abilities, and characteristics, but have the same goals in teaching and learning activities in schools/madrasas, with the hope of improving students' communication skills, developing social skills, and increasing student creativity in group discussions inside and outside the classroom.

The purpose of grouping students in collaborative learning is to make it easier to organize students in discussion groups, to communicate and convey ideas easily, to improve students' ability to solve problems and make decisions, and to increase students' learning motivation and arouse their interest in the fiqh learning process. This is in line with the research findings of Mujoko et. al. (2024) that the objectives of grouping students in collaborative learning include: 1) to improve learners' ability to collaborate and work with others, 2) to improve learners' ability to communicate and convey ideas, 3) to improve learners' ability to solve problems and make decisions, and 4) to increase learners' learning motivation and arouse their interest in the fiqh learning process (Mujoko et al., 2024).

The use of learning strategies can help improve students' understanding, skills, and learning quality (Herman, Kurniawan, et al., 2023). Collaborative-based learning strategies are used, namely: 1) project-based learning strategy, 2) research-based learning strategy, and 3) case-based learning strategy (Mujoko et al., 2024). The three strategies have different goals and strategies in the fiqh learning process. Collaborative-based learning models in fiqh lessons usually choose from one of the three learning strategies that are considered relevant to the learning material discussed in the study group because the three strategies have their own characteristics and advantages during discussions, presentations, and or other activities to support and enhance the creativity of study group members in the fiqh learning process (Herman, Rohana, et al., 2024).

Project-based learning is a learning method that involves students in the learning process, which focuses on completing a real and meaningful project (Zahra & Masyithoh, 2024). The project given to students can be in the form of projects related to fiqh, such as making papers, presentations, videos and the like to be discussed in large groups. The purpose of project-based learning is to improve the ability to learn independently and to make decisions. Then, to improve cooperation and communication skills, as well as problem-solving and critical thinking skills. Furthermore, to improve the ability to use technology to support the learning process (Mujoko et al., 2024).

To achieve these goals, a well-established strategy in project-based learning is needed. Project-based learning strategies include: 1) teachers and learners jointly identify relevant and meaningful project topics, 2) learners plan the project, determine goals, objectives, and project implementation schedule, 3) learners implement the project, including collecting data, analyzing data, and developing products or solutions, 4) learners evaluate the project, including assessing progress, identifying weaknesses, and developing improvement plans, and 5) learners present the

project, including presenting results, discussing implications, and receiving feedback (Zahra & Masyithoh, 2024).

Research-based learning is a learning method that involves learners in a scientific research process to solve problems or answer questions. Research-based learning focuses on developing students' ability to conduct research, analyze data, and draw conclusions (Musa & Hardianto, 2020). Research-based learning requires students' ability in the field of scientific research (Lutfiyani et al., 2024). The objectives of research-based learning are 1) to improve critical thinking skills, 2) to improve research skills, including identifying problems, developing hypotheses, and collecting data, 3) to improve the ability to analyze data and draw conclusions, and 4) to improve the ability to communicate research results effectively. If students lack understanding and ability in the field of research, the objectives of research-based learning are very difficult to achieve to improve the quality of learning Fiqh lessons (Herman, Hasnadi, et al., 2024). A research-based learning strategy is to identify problems or questions to be solved or answered and develop hypotheses that can be tested through research. Then collect data relevant to the hypothesis that has been developed, and then analyze the data that has been collected to draw conclusions. Furthermore, communicating research results effectively through reports, presentations, or posters (Musa & Hardianto, 2020).

Case-based learning is a learning method that uses real or hypothetical cases to develop learners' ability to analyze, solve problems, and make decisions (Yuniati, 2019). Learners are given cases related to fiqh problems that must be analyzed and solved together through study group discussions. The purpose of case-based learning is to improve analytical and problem-solving skills, improve critical thinking and decision-making skills, improve cooperation and communication skills, and improve the ability to use knowledge and concepts in a real context (Herman, 2018). Achieving the objectives of case-based learning requires students to be active and creative in analyzing and solving fiqh cases given by the teacher or developing in society (Hasibuan & Uranah, 2024). The case-based learning strategy is that the teacher identifies cases that are relevant to the learning material and develops questions related to the case. Then learners analyze the case and answer questions, develop solutions to the case, and present the results of the analysis and solutions. Furthermore, the teacher and learners evaluate the results of the analysis and solutions to be taken together (Anwar & Junaidi, 2022).

Digital technology is the technology that supports digital systems to process, store, and transmit information (Darwanto et al., 2021) (Ikhwan & Wahono, 2023). Digital technology includes various types of hardware and software, such as computers, tablets, smartphones, the internet, and applications and/or platforms. All types of digital technology can be used as a device that can support and improve the quality of learning fiqh (Herman & Khalaf, 2023). Using adequate digital technology, to create fiqh learning applications, and online media greatly supports the smooth learning of fiqh. Then, integrating digital technology into Fiqh learning so that students are more concentrated and focused, and can make it easier for students to master Fiqh learning material quickly, without being taught by teachers in and outside the classroom (Putri, 2022) (Ahmadi, 2022; Herman, 2021b). The function of integrating digital technology in fiqh learning is to increase the accessibility of fiqh learning for students who have limited basic abilities, geographical, and physical facilities, and to increase the effectiveness of interactive and interesting fiqh learning (Ahmadi, 2022; Herman, 2021b). These functions, besides being able to improve the quality of learning fiqh lessons, also strengthen the ability and strength of students in interacting and communicating with learning friends, teachers, and society.

Then, according to Darwanto & Putri (2021) explained that integrating digital technology in fiqh teaching can increase the efficiency of time and costs required in the fiqh learning process (Darwanto & Putri, 2021). Then the quality of learning by providing accurate and up-to-date learning media sources can improve the quality of learning Fiqh lessons. Furthermore, it can improve collaboration between students, teachers, and parents by providing a platform for sharing information and communication.

Collaborative-based learning evaluation is the process of assessing the level of effectiveness and efficiency of fiqh learning conducted by fiqh teachers using collaborative-based learning models (IZOMI, 2024). To assess the level of effectiveness and efficiency of fiqh learning, it must be seen from various methods and aspects of assessment so that the evaluation in collaborative-based learning is truly objective in evaluating it, and there are no engineering elements in determining the criteria. There are at least four main methods of evaluating collaborative-based learning, including 1) assessing learners' performance on involvement, participation, and ability to achieve fiqh learning objectives, 2) circulating questionnaires and questionnaires to collect data on learners' perceptions of the fiqh learning process, 3) collecting data on learners' involvement in the fiqh learning process, and 4) analyzing data used by learners to achieve learning objectives and learning quality of fiqh

lessons (Serliana et al., 2025). Lesson evaluation methods that look at these four aspects can ensure the quality of collaborative-based learning evaluation, because what is seen is the seriousness of students and teachers in the learning process, as well as complete and valid data when assessing the quality of collaborative-based learning (Herman, Hasnadi, et al., 2024).

The scope of evaluating a collaborative-based learning model is evaluating the level of students' participation in discussion, cooperation, and other activities, evaluating the level of collaboration between students, teachers, and the surrounding environment in the learning process (Hermansyah et al., 2022) (Arikunto, 2010). Then evaluate teachers' skills in managing the classroom, use of digital technology, and skills in facilitating discussions, and improve learners' ability to communicate with other learners, teachers, and parents. Furthermore, evaluating openness and transparency in the learning process including the ability to provide accurate and up-to-date information (Hasibuan & Uranah, 2024).

The above is in line with the results of research by Badrudin & Supardi (2023) that there are six aspects of evaluating collaborative-based learning models, including: 1) aspects of learners' involvement in discussions, cooperation, and other activities, 2) aspects of achieving learning objectives in improving learners' knowledge, skills, and attitudes, 3) aspects of the quality of teachers' abilities in managing the classroom, using technology, and facilitating discussions, 4) aspects of learners' skills in working together, communicating ideas, solving problems, and making decisions, 5) aspects of teachers' ability to utilize digital technology in the learning process, and 6) aspects of learners' ability to access and use digital technology (Badrudin & Supardi, 2023). These six aspects should be the main target in evaluating the collaborative-based learning models.

CONCLUSIONS

In accordance with the research objectives, this study shows that the steps in implementing a collaborative-based learning model in improving the quality of learning fiqh lessons are carried out through five stages, namely: the first stage of developing fiqh subject matter, the second stage of forming study groups to conduct discussions and analyze fiqh concepts, the third stage uses collaborative-based learning strategies that are relevant to group discussion material, the fourth stage uses technology in developing the concept of fiqh subject matter, and the fifth stage evaluates the learning outcomes of students to determine the effectiveness of the collaborative learning model. The five stages become a unity that cannot be separated from one another, because each stage has its own function and role when implementing a collaborative-based learning model in improving

the quality of learning Fiqh lessons. Given the limited time and ability of researchers, it is deemed necessary to conduct further research on other independent variables, especially related to the implementation of collaborative-based learning models. Because testing the validity of the research results requires other variables related to the implementation of collaborative-based learning models. Furthermore, the results of this study are very different from the results of previous studies, so it is very relevant that the results of this study are tested for validity with further research.

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