

Learning Listening Skills of the Jigsaw-Type Cooperative Model: A Literature Study

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ABSTRACT

This study aims to analyze the implementation of the cooperative learning model of the Jigsaw type in improving Arabic listening skills (maharah istimā'). The research employs a qualitative approach with a library research design, drawing on various scholarly sources such as books, national and international journals, and previous studies relevant to Jigsaw learning and listening instruction. Data were collected through documentation techniques and analyzed using content analysis to identify key themes, including effectiveness, procedures, advantages, and challenges of the Jigsaw model in listening learning. The findings reveal that the Jigsaw cooperative model has significant potential in enhancing students' listening skills through several pedagogical mechanisms, including the segmentation of complex audio materials, collaborative learning to foster critical thinking, increased motivation through individual responsibility, and the integration of cognitive and reflective processes. Furthermore, the study introduces a novelty in the form of a Jigsaw-based listening model that emphasizes audio chunking, note-taking strategies, re-listening activities, and authentic assessment. This model not only promotes active and student-centered learning but also aligns with Islamic epistemological principles derived from the Qur'an and Hadith, particularly in aspects of attentive listening, collaboration, responsibility, and knowledge transmission. Therefore, the Jigsaw model can serve as an effective and integrative approach to developing maharah istimā' in Arabic language learning.

Keywords: Jigsaw Cooperative Learning, Listening Skill, Maharah Istima', Arabic Language Learning, Content Analysis

INTRODUCTION

Listening skills (maharah istima') are one of the main components in learning Arabic, because they are the basis for the development of other language skills such as speaking, reading, and writing (Tarigan, 1990). However, in practice, these skills are often overlooked, and the learning provided still tends to be passive and does not actively involve students in the learning process. Factors such as monotonous teaching methods and unsupportive classroom atmosphere contribute to exacerbating this condition (Nofi Maria Krisnawati & Sita Husnul Khotimah, 2021).

In addition, there are many other factors that influence, including linguistic factors (A'R dkk., 2025), Cognitive (Zur, 2020), Psychology (Angkasa & Farida, 2025), Pedagogis (Angkasa & Farida, 2025), Media and Technology (Adi dkk., 2022), Language Environment (Suwannasit, 2019).

In response to these challenges, a Jigsaw-type cooperative approach is offered as one of the learning solutions that emphasizes collaboration, individual responsibility, and active student engagement (Hamda Sulfinadia, 2026; Khoiri, 2022). The Jigsaw model facilitates students to become experts in one piece of material and then pass it on to their classmates, resulting in an effective horizontal transfer of knowledge (Lubis & Harahap, 2016). In the context of learning Arabic, especially in listening skills, this model has shown significant potential in improving learning motivation, understanding of audio content, and students' critical thinking skills (Gillies, 2007; Malek, 2024).

Previous studies have confirmed the effectiveness of this model in learning Arabic at various levels of education, from primary education to tertiary education (Abusyairi & Abdillah, 2019; Anwar & Muhammad Zaky Sya'bani, 2020a). Therefore, this study aims to analyze the application of the Jigsaw-type cooperative learning model in improving Arabic listening skills, as well as evaluate the effectiveness and challenges faced in its implementation in the classroom.

RESEARCH METHODS

This study uses a qualitative approach with a type of literature research (Moleong, 2019; Sugiyono, 2024). The main focus of this study is to examine and analyze various relevant scientific references related to the application of the Jigsaw-

type cooperative learning model in the development of listening skills (maharah istima) in Arabic language learning. The data sources in this study come from various scientific literature, including books, national and international journals, conference articles, and the results of previous research that discuss the application of the Jigsaw model in the context of language learning. Data collection is carried out by documentation techniques, namely searching, identifying, and reviewing literature that has relevance to the research theme. The data analysis process is carried out with a content analysis approach (White & Marsh, 2006), which involves in-depth interpretation of the content of the text contained in the source literature. The researcher carried out thematic categorization of the data, such as the effectiveness of the Jigsaw model, its application procedure, and the advantages and challenges in the implementation of this model in listening learning. The validity of the data is maintained through critical analysis and triangulation of sources by comparing various scientific references from different perspectives. With this approach, the research is expected to be able to provide a comprehensive conceptual picture of the urgency and implementation of the Jigsaw-type cooperative learning model in improving students' listening skills.

RESULTS AND DISCUSSION

A. An Overview of Istima Learning with a Jigsaw-Type Cooperative Model

Listening skills are an important aspect of language learning, especially at the elementary school level. Students often have difficulty listening due to the factors of a less conducive classroom environment and monotonous learning methods (Nofi Maria Krisnawati & Sita Husnul Khotimah, 2021). To address this, the development of digital textbooks with an authentic approach can be an effective alternative (Momang, 2021). Listening skills are closely related to the development of vocabulary and other language skills such as speaking, reading, and writing (Tarigan, 1990). Teachers have an important role in improving students' listening skills through verbal and nonverbal learning actions, such as providing clear explanations, asking questions, and showing expressions of enthusiasm. This aims to make students better understand the material, be motivated, and become more disciplined (Lestari dkk., 2020).

Jigsaw is a cooperative learning model where students are divided into groups and each member of the group is responsible for learning a specific topic, then teaching it to his group (Lubis & Harahap, 2016). This model involves dividing students into origin groups and expert groups, with each student responsible for mastering a specific topic and (Lubis & Harahap, 2016; Yurike & Wahyudi, 2021). This method has been proven to increase students' motivation, critical thinking, and sense of responsibility (Yurike & Wahyudi, 2021). The application of the jigsaw model has been proven effective in various subjects and levels of education, including science learning (Sari & Ahmad, 2024), Early Childhood Education (Nurfaizah, 2021) and Arabic language learning (Khurrosyidah dkk., 2024). The flexibility of this model allows its application in various fields of subjects, both general and religious, such as research that has shown a positive impact on academic performance, especially in mathematics, science, and language arts (Anitra, 2021; Febriyani Ishak, 2022; Saputra & Harahap, 2022). Research shows that Jigsaw can significantly improve test scores and overall learning outcomes when compared to traditional teaching methods (Muhanif, 2017; Mustari & Kansil, 2020). The success of this approach is due to its emphasis on collaborative learning, peer teaching, and active student involvement in the learning process (Dahmiri dkk., 2021).

B. Competencies of Jigsaw-Type Cooperative Learning Model

The Jigsaw-type cooperative learning model has shown effectiveness in improving Arabic language competence at various levels of education. Several studies have shown its positive impact on reading comprehension (Aisyah, 2020; Fadlilah, 2019), Learning outcomes (Abusyairi & Abdillah, 2019; Anwar & Muhammad Zaky Sya'bani, 2020a; Sholihah, 2023), Student motivation (Darudin, 2021; Nurniati, 2020) and speaking skills (Fauziah, 2019; Munawaroh, 2016; Pertiwi & Amaliyah, 2024). This model encourages collaboration, problem-solving and information exchange among students (Al Ghozali & Mustamim, 2023). This method has been successfully applied in different contexts, including Islamic schools (Abusyairi & Abdillah, 2019; Sholihah, 2023) and higher education (Al Ghozali & Mustamim, 2023; Anwar & Muhammad Zaky Sya'bani, 2020b). The Jigsaw method has also proven to be effective in improving competence, skills, and knowledge in other subjects such as social studies

(Marhayani & Hendriana, 2020). However, challenges such as varying levels of student understanding and potential dependency between individuals have been noted (Al Ghozali & Mustamim, 2023).

Learning listening skills with a jigsaw-type cooperative model allows students to gain diverse abilities, as stated (Malek, 2024) that the main concept in the study of the Arabic language is:

1. Arabic as One

Arabic is a system that includes a variety of standards (MSAs) and a variety of dialects, which must be able to integrate learning according to social and cultural contexts.

2. Linguistik Fungsional Sistemik (SFL)

SFL is Language as a means to produce the meaning of opening just a collection of symbols. Language must be able to analyze social context and situations.

3. Teaching-Learning Cycle (TLC)

The main focus in language learning is to build understanding, deconstruct genres, construct together and independently.

C. Learning Procedure of Jigsaw-Type Cooperative Model

The Jigsaw-type learning model is a model that can make students active in learning participation and understand the material to the maximum so that students can easily achieve their achievements. The main design in jigsaw learning is to promote students' sense of responsibility for their subject matter which is self-understanding and efforts to be able to provide understanding to their friends and group members. This will make students interdependent and cooperate to understand the assigned material.

There are several procedures in jigsaw-type cooperative learning, including (Ahmadi, 2000; Putri & Pratiwi, 2025);

1. Group Formation

In the formation of a group of teachers, various things must be considered, including students' cognitive abilities, gender, activeness and so on. Thus, the role of teachers in group formation is very important for the maximum learning process,

2. Group Task Breakdown

At this stage, the teacher assigns tasks to each group that has been divided, and in each group the teacher assigns different tasks and roles to each group member. The next stage is the exchange of the initial group members to the new group according to the distribution of materials in the initial group. At this stage, each representative of the group member tries to understand the material presented to the new group in order to convey the results of the discussion of the material back to the old group,

3. Material Explanation

At this stage, each group representative who is spread out in the new group returns to the old group and explains the material as a result of the discussion so that the other group members understand the material and,

4. Evaluation

At this stage, students are given questions in the form of tests or quizzes, this is done to find out the level of understanding of the material that has been discussed. In general, learning the jigsaw model is able to increase the sense of responsibility and bring out an emotional sense of other students in completing the material in groups.

D. Rationalization of Alignment with Material or Material

The initial stage of learning the jigsaw model, the teacher's task is to create and divide groups (depending on the number of class members) that have different skill backgrounds. Each member listens to the audio according to his or her division in the group. Then each student is tasked with spreading to other groups by forming a new group that gets the same task and discusses with each other in that group. This method makes each member become a presenter in a new group and then return to the task of explaining to the main group. (A. Aziz, 2021).

The jigsaw-type cooperative learning model has a strong potential to improve listening skills (istima') in Arabic language learning. This alignment is based on the following rational aspects (Gillies, 2007):

1. Breaking down complex materials into small segments

Learning to listen by making groups into small segments will make it easier for students to come up with main ideas and discuss new vocabulary. This will make it easier for students to understand the smallest part of the audio discussion so that no vocabulary is heard without understanding the vocabulary,

2. Collaboration in improving critical

Basically, learning listening skills is not only about listening to audio, students must be able to analyze and understand the context in audio, with learning the jigsaw model students will be divided into several groups and become experts in their parts, this will increase students' ability to think critically because the feedback that must be given in audio listening is both explicit and implied,

3. Motivate students through assigned responsibilities

Learning listening skills using jigsaws gives more roles to students because they get more responsibility in understanding the material. This feeling of responsibility will make students have more focus when listening, because the success of the student becomes the success of the group,

4. Combining cognitive understanding and reflective processes

In listening, students need cognitive skills, such as recognizing keywords and understanding structure and reflection, relating the information heard with previous knowledge.

The jigsaw model in cognitive listening learning requires students to become experts in their group by analyzing the material heard, finding key points, and recording key ideas. As well as reflective roles that return to the group of origin, students reconvey the information, allowing them to evaluate their own understanding,

5. Provide an active, student-centered learning experience

Listening learning is often carried out with passive learning using traditional methods. The jigsaw model in istima learning makes it more active by interacting with each other in groups and between groups and reconveying the material listened to. Such learning makes learning two-way and makes

students play an active role in learning and increases emotional engagement between students.

Tabel 1. New Model Jigsaw

No	Indicator	Description of the Conventional Jigsaw Model	Description of the New Jigsaw Model of Listening (Novelty)	Description (Similarities & Differences)
1	Group Formation	Students are divided into heterogeneous groups	Same, but based on the level of listening ability	Equations: heterogeneous; Difference: Listening-based
2	Material Distribution	Text material is divided by section	Audio is divided into segments (chunk listening)	Main differences in input types (audio vs text)
3	Early Activities	Reading & understanding the text	Listen to audio + record keywords (note-taking)	Difference: focus on auditory receptive skills
4	Expert Group	Text content discussion	Discussion the results of the experiment (meaning, vocabulary, context)	Equations: discussion; Difference: based on listening results
5	Role of Students	Become an "expert" of the material	Become a "listener-expert" + interpreter of meaning	Difference: there is an audio decoding process
6	Interaction	Information sharing	Reconstruction of information from the results of the survey	Difference: there is a reinterpretation process
7	Cognitive	Focus on text comprehension	Integrasi bottom-up & top-down listening	Significant differences (listening theory)
8	Reflection	Presentation of results	Re-listening + self-evaluation	Novelty: there is a reflective stage of auditory
9	Evaluation	Comprehension test	Authentic evaluation (oral/written summary)	Differences in the form of assessment
10	Media	Book or teks	Authentic audio (podcasts, original conversations)	Differences in learning resources

11	The Role of the Teacher	Facilitator	Designer + scaffolder listening strategy	Differences in pedagogical interventions
12	Output	Understanding of the material	Understanding + reproduction of auditory information	More complex outputs

The theoretical foundation of learning listening skills in a jigsaw-type cooperative model has a strong alignment with the epistemological values in the Qur'an. Listening activity in the perspective of the Qur'an is not understood as a passive process, but rather as a cognitive activity that demands full attention and awareness of meaning. This is affirmed in the QS. Al-A'raf: 204, "*Wa idza quri'a al-Qur'anu fastami'u lahu wa anṣitu la'allakum turḥamun*", which contains the command to listen carefully and silently in order to obtain optimal understanding. This principle is in line with listening learning that emphasizes concentration, information processing, and active message interpretation. In addition, QS. Al-Hujurat: 6 emphasizing the importance of information verification (*tabayyun*), which is relevant to the discussion stage in the jigsaw model, where learners not only receive information from the results of the experiment, but also clarify and validate it through group interaction. Furthermore, the concept of cooperation that is at the core of the jigsaw model has a normative basis in QS. Al-Ma'idah: 2, "*Wa ta'awanu 'ala al-birri wa al-taqwa*", which emphasizes the importance of collaboration in achieving good goals, including in the learning process.

As for the perspective of the Hadith, the principles underlying the jigsaw model also have strong legitimacy, especially in the aspects of individual responsibility and the transmission of knowledge. The Prophet (peace and blessings of Allah be upon him) said: "*Kullukum ra'in wa kullukum mas'ulun 'an ra'iyatihi*" (HR. Bukhari and Muslim), which affirms that each individual has a responsibility to his or her role. This is in line with the characteristics of the jigsaw model, where each student plays the role of an "expert" who is responsible for mastering the material and the success of his or her group. In addition, the hadith "*Ballighu 'anni walau ayah*" (HR. Bukhari) emphasizing the importance of imparting knowledge to others, which is in harmony

with the jigsaw learning mechanism when students return to the original group to explain the material that has been learned. Thus, the integration between the principle of responsibility and the dissemination of knowledge in the jigsaw model shows that this approach not only has a modern pedagogical basis, but is also firmly rooted in the Islamic scientific tradition.

The jigsaw-type cooperative learning model has significant potential in improving Arabic learning listening skills. This harmony can be explained through several pedagogical rationales as follows:

1. Material Segmentation

Complex audio material is broken down into small sections that make it easier for students to identify new ideas and vocabulary. This strategy is in line with information processing theory which states that learning will be more effective against information being presented gradually,

2. Collaboration to Strengthen Critical Thinking

In listening learning, students are not only required to listen, but also to understand, analyze, and interpret meaning. The jigsaw model allows students to become "experts" in certain areas, thus encouraging critical thinking through discussion and information exchange,

3. Increased Motivation through Individual Responsibility

Each student has responsibility for mastering the material that will be delivered to the group of origin. This increases focus and seriousness in the listening process because the success of the individual contributes directly to the success of the group,

4. Integration of Cognitive and Reflective Processes

Learning listening skills with a jigsaw model involves two main processes:

- a) Cognitive: Understand, identify keywords, and analyze language structures
- b) Reflective: evaluate and relay information

Both of these processes strengthen retention and deep understanding.

5. Active and Learner-Centered Learning

The jigsaw model transforms the learning of listening skills from passive to active through social interaction, discussion, and presentation. This increases the cognitive and emotional involvement of students in the learning process.

E. Example of Listening Skills Learning with Jigsaw Type Cooperative Model

Jigsaw-type cooperative learning is a learning model consisting of several members in a group who are responsible for mastering parts of the learning material and are able to teach those parts to other members in their group. The Jigsaw learning model is designed to increase students' sense of responsibility for their own learning as well as the learning of others. Students not only study the material given, but they also have to give and teach the material to the rest of their group. Thus, "students are interdependent with each other and must work cooperatively to study the assigned material"

The Jigsaw method is one of the variations of the "Collaborative Learning" model, which is a group learning process and each member contributes information, experiences, ideas, attitudes, opinions, abilities and skills that they have to jointly improve the mutual understanding of all members. Jigsaw Learning is a widely used technique that has similarities with the "group-to-group exchange" technique with an important difference; Each student teaches something to his group (A. Aziz, 2021)

The basic idea of this technique is to provide opportunities for students to share with others, teaching and being taught by fellow students is an important part of the continuous learning and socialization process.

For example, learning listening skills with a jigsaw model is;

1. Complex listening material breakdown

The listening learning process will always involve understanding complex vocabulary, more than that understanding of intonation, context and sentence structure also plays an important role in learning listening, this jigsaw model will divide students into parts of the discussion of listening material, for example the discussion in the introductory audio, students are divided into the beginning, this and the closing part in the audio.

2. Collaboration-based learning in listening

Listening learning requires habituation that involves analysis and discussion (in advanced listening learning). Jigsaw models will help students collaborate in understanding the material.

3. Encourage inclusive participation and independence in learning

This jigsaw learning model will give responsibility to students to understand and explain the material, this makes students actively and independently participate in the learning process and remain under the supervision of teachers/lecturers

The active participation that takes place in this jigsaw-type learning will motivate students

4. Integrating cognitive processes in listening

The learning process of listening to Arabic makes students actively listen by finding the main ideas from the audio they hear, then summarizing the material and relaying the information obtained to their group members

5. Fun and challenging learning environment

The learning process of listening skills using this jigsaw model will make the class more active and can strengthen students' motivation in listening and understanding the audio they are listening to. For example, students listen to a recording with the title “الصحة” So students will cooperate with each other in understanding the existing vocabulary by discussing and staying focused on the subject of discussion that is their responsibility.

CONCLUSION

The Jigsaw-type cooperative learning model has been proven to have strong potential in improving listening skills in Arabic language learning. Through a collaborative approach, this model is able to transform listening learning that was originally passive to active and student-centered. The application of strategies such as segmentation of audio materials, expert group discussions, individual responsibility, and the integration of cognitive and reflective processes make a significant contribution to improving students' understanding, critical thinking skills, and learning motivation. In addition, this research presents a novelty in the form of the development of a Jigsaw model based on listening skills that emphasizes the use of authentic audio,

note-taking, re-listening techniques, and authentic evaluation. This model is not only pedagogically relevant in the context of modern learning, but also has alignment with Islamic values that emphasize the importance of actively listening, cooperating, being responsible, and imparting knowledge. Therefore, the *istimā'* based Jigsaw model can be recommended as an alternative to effective, innovative, and contextual learning strategies in Arabic teaching.

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