

Implementation of the Reciprocal Teaching Model in Fiqh Learning to Improve Students' Learning Independence

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ABSTRACT

This study aims to analyze the implementation of the Reciprocal Teaching model in fiqh learning and its impact on the learning independence of ninth-grade students at MTs YAPNI Tanjung Morawa. The background of this research is the low learning independence of students due to the dominance of teacher-centered learning methods. The study uses a qualitative approach with a case study type. The research subjects consist of fiqh teachers and ninth-grade students selected purposively. Data collection techniques include observation, in-depth interviews, and documentation, while data analysis uses the Miles and Huberman interactive model through data reduction, data presentation, and drawing conclusions. The research results show that the implementation of Reciprocal Teaching has been carried out systematically through activities of summarizing, questioning, clarifying, and predicting, supported by learning tools such as lesson plans and student worksheets. This model has been proven to increase students' activeness, engagement, and social interaction, thereby promoting the development of learning independence. However, its implementation still faces challenges such as limited time, uneven student participation, and low self-confidence in some students. Thus, Reciprocal Teaching is an effective learning model for enhancing students' learning independence, but it requires strengthening in classroom management and teacher guidance to achieve more optimal results.

1. INTRODUCTION

Education has a strategic role in shaping the quality of human resources who are not only cognitively superior, but also have independence in learning (Iskandar, Thalal, Sari, & Azhari, 2026). Learning independence has become one of the important indicators of the success of the educational process, especially at the junior secondary education level, where students are beginning to be required to manage their learning process more independently. In the context of Islamic education, particularly in the subject of fiqh, learning independence is highly necessary so that students not only understand the concept of Islamic law theoretically but also are able to internalize these values in daily life. However, the reality on the ground shows that fiqh learning is still tends to be dominated by the lecture method that is teacher-centered. This condition causes students to become passive, less engaged in the learning process, and have a low level of independent learning. Students rely more on the teacher's explanations and have less initiative to explore the material independently. As a result, understanding of fiqh material becomes less deep and does not develop optimally (Musonif, Romadona, Fatah, Zaman, Azis, & Nasrin, 2026). One of the learning approaches that can be used to address this issue is the Reciprocal Teaching model. This model emphasizes active student involvement in the learning process through four main

strategies, namely summarizing, questioning, clarifying, and predicting. By applying this model, students are encouraged to act as active participants in the learning process, thereby enhancing their critical thinking skills as well as their learning independence. The implementation of the Reciprocal Teaching model in fiqh learning becomes relevant because the characteristics of fiqh material not only demand understanding of concepts, but also legal reasoning and analytical skills. Through group interactions and structured discussions, students can exchange understanding, correct conceptual mistakes, and develop the ability to learn independently (Ardilla & Abrianto, 2025). Thus, this model not only improves learning outcomes, but also shapes a sense of responsibility and independence in learning. On the other hand, learning independence is the ability of students to organize, control, and evaluate their own learning process without excessive dependence on others. This independence includes aspects of learning initiative, discipline, responsibility, as well as the ability to make decisions in the learning process. Low learning independence in students can impact low academic achievement and suboptimal development of students' personal potential (Basyit, Tis'ah, Fauzi, Anwar, Nasrullah, & Salim, 2025).

Based on the results of the initial observation at MTs Yapni Tanjung Morawa, it was found that most ninth-grade students still show a low level of learning independence. This is evident from the students' lack of readiness in participating in learning, minimal participation in discussions, and low ability to understand the material independently. This condition indicates the need for innovation in the learning process that can encourage active student involvement. Therefore, the application of the Reciprocal Teaching model in fiqh learning is expected to become an alternative solution to improve students' learning independence. This model provides students with the opportunity to practice independent thinking, interact actively, and take responsibility for their learning process. Thus, this research becomes important to conduct in order to find out the extent to which the implementation of the Reciprocal Teaching model can enhance the learning independence of ninth-grade students at MTs Yapni Tanjung Morawa. The Reciprocal Teaching learning model has been widely studied in various educational contexts and has been proven effective in improving conceptual understanding, critical thinking skills, as well as students' learning independence. According to (Dalimunthe, Amini, & Nurzannah, 2025), Reciprocal Teaching is a dialogue-based learning approach that emphasizes the use of metacognitive strategies such as summarizing, questioning, clarifying, and predicting to improve students' understanding. Research (Muhamad & Ardhy, 2025) shows that this model not only impacts cognitive aspects, but also encourages students to be more active and independent in the learning process. However, there are several gaps (research gaps) in previous studies. First, most research on Reciprocal Teaching has focused on general subjects such as reading, mathematics, and science, while its application in fiqh learning is still very limited. Indeed, according to (Rambe & Budianti, 2025), The study of fiqh not only requires mastery of concepts, but also a deep understanding of normative and applicative values in daily life, thus necessitating an active and reflective learning approach. Second, research (Abrori, Tobroni, Romelah, & Ikhwan, 2024) It tends to place more emphasis on improving learning outcomes and reading comprehension skills, while the aspect of learning independence often has not become the main focus of research. In fact, learning independence is one of the important competencies in modern education that allows students to manage their learning processes independently. The lack of focus on this aspect indicates an opportunity to conduct a more in-depth study on the relationship between the Reciprocal Teaching model and students' learning independence. Third, most research is conducted in the context of general education (junior high and senior high school), while studies in the context of Islamic education, particularly madrasah tsanawiyah (MTs), are still limited. According to (Mulyadi & Zubaedi, 2025), Education in madrasahs has its own characteristics

because it integrates cognitive, affective, and spiritual aspects. Therefore, the implementation of innovative learning models such as Reciprocal Teaching in the madrasah context needs to be studied more specifically and in depth. Fourth, previous research (Fathurrohman, Gafarurrozi, & Prihantoro, 2023) focused on testing the effectiveness of the model through an experimental quantitative approach, without exploring contextually the process of implementing the model in the classroom. In fact, understanding the implementation process is very important to know how the interaction between teachers and students occurs and the factors that influence the success of the learning model implementation. Based on these gaps, the novelty of this research lies in several aspects. First, this study examines the implementation of the Reciprocal Teaching model specifically in the teaching of fiqh, which is still rarely researched compared to other subjects. Second, this study positions learning independence as the main variable, thereby providing a new contribution to the development of studies on independent learning in the context of Islamic education. Third, this study was conducted in the context of Madrasah Tsanawiyah, specifically at MTs Yapni Tanjung Morawa, thus providing a contextual perspective on the implementation of innovative learning models in the Islamic education environment. Fourth, this study not only measures outcomes but also examines the implementation process of the Reciprocal Teaching model in depth, including the dynamics of student interaction, the role of teachers, and factors that influence students' learning independence. Therefore, this study is expected to provide theoretical contributions to the development of metacognitive-based learning models as well as practical contributions for teachers in improving the quality of fiqh learning that is more active, participative, and oriented towards students' learning independence.

2. METHODS

This research uses a qualitative approach with a case study type of research. The qualitative approach was chosen because this study aims to deeply understand the process of implementing the Reciprocal Teaching model in fiqh learning and its impact on students' learning independence. This approach allows researchers to explore phenomena holistically, contextually, and naturalistically according to real conditions in the field (Creswell, 2024). The case study research type was used because this study focuses on a specific location, namely MTs Yapni Tanjung Morawa, with the aim of obtaining a deep understanding of the learning practices that take place in the ninth grade. Case studies allow researchers to explore in detail the interactions between teachers and students, the learning strategies used, as well as the dynamics that occur during the fiqh learning process (Arikunto, 2021). The research subjects consisted of fiqh subject teachers and ninth-grade students of MTs Yapni Tanjung Morawa. The determination of informants was carried out using a purposive sampling technique, which is the selection of informants based on certain considerations, such as direct involvement in the learning process and the ability to provide information relevant to the focus of the research (Sugiyono, 2024). In addition, researchers can also use the snowball sampling technique to obtain additional data from other informants who are considered relevant. The data collection techniques in this study include observation, in-depth interviews, and documentation. Observation was conducted participatively to directly observe the fiqh learning process using the Reciprocal Teaching model, including student activities in summarizing, questioning, clarifying, and predicting. In-depth interviews were conducted with teachers and students to obtain information regarding experiences, perceptions, and obstacles encountered during the learning process. Documentation was used to complement the data in the form of lesson plans, learning notes, and other relevant archives.

The validity of the data in this study was tested using triangulation techniques, both source triangulation and technique triangulation. Source triangulation was conducted by comparing data

obtained from teachers and students, while technique triangulation was carried out by comparing the results of observations, interviews, and documentation. In addition, the researcher also used the member check technique to ensure that the data obtained corresponded to the actual conditions in the field (Moleong, 2024). The data analysis technique is carried out interactively and continues until the data reaches saturation point. Data analysis refers to the Miles and Huberman model, which includes three stages, namely data reduction, data display, and conclusion drawing/verification (Miles, Huberman, & Saldaña, 2024). Data reduction is carried out by selecting and focusing on data that is relevant to the research, data presentation is done in the form of a descriptive narrative, while drawing conclusions is done by interpreting the meaning of the data that has been analyzed. By using this qualitative research method, it is expected to gain an in-depth understanding of how the implementation of the Reciprocal Teaching model in fiqh learning can shape and improve the learning independence of ninth-grade students at MTs Yapni Tanjung Morawa, both from the aspects of process, interaction, and student learning experiences.

3. RESULTS AND DISCUSSION

3.1. RESULTS DISCUSSION

3.1.1. Fiqh Learning Planning Based on the Reciprocal Teaching Model in Class IX MTs

Based on the observations conducted in Class IX at MTs YAPNI Tanjung Morawa, the Fiqh teacher had prepared the instructional tools prior to the learning process. These tools included the Lesson Plan (RPP), teaching materials, and student worksheets used during the learning activities. In the observed planning documents, the learning objectives were clearly stated in writing and aligned with the Fiqh material to be taught. In addition, the learning procedures were structured into three stages: preliminary activities, core activities, and closing activities. In the core activities section, there was a design of learning activities incorporating elements of the Reciprocal Teaching model. These activities included summarizing the material, generating questions, providing clarification, and predicting the content or continuation of the material. The teacher also prepared worksheets containing guidelines for students to carry out these four activities. The observation results further indicated that in the lesson planning, the teacher had specified the formation of learning groups. The groups were formed with varying numbers of members, and within each group, roles were assigned such as discussion leader, note-taker, and presenter. Furthermore, in the observed planning, the teacher specified the teaching methods used as well as the learning resources, which were derived from textbooks and supporting instructional materials. The teacher also included assessment forms covering both the learning process and learning outcomes. In the assessment section, there were indicators used to observe students' activities during the learning process, such as participation in discussions and involvement in group work. The assessment instruments used consisted of observation sheets and assignments given to students. Based on the observation results, the learning time had also been planned with specific allocations for each stage of the activity, from the introduction, core activities, to the closing.

Informant 1: *“Before the learning process begins, I prepare a lesson plan (RPP) that is adjusted to the Reciprocal Teaching model. In it, I have designed steps such as summarizing, generating questions, clarifying, and predicting. I also prepare student worksheets to make it easier for them to follow the learning activities.”*

Informant 2: *“The teacher usually explains what we will do before the lesson starts. We are also divided into groups and given worksheets to summarize the material and create questions.”*

Informant 3: *“Fiqh learning is conducted through group discussions. We are asked to understand the material together, then explain it again to our classmates. If there is something we do not understand, we can ask questions.”*

Informant 4: *“The teacher has prepared activities such as reading the material, making summaries, and answering questions. In the group, there is also a division of tasks, so each student has their own role.”*

Informant 5: *“Before the lesson, the teacher gives directions on how to conduct discussions and the tasks that must be completed. There are group tasks as well as individual assignments that have already been prepared.”*

Based on the results of interviews with five informants, it can be concluded that the planning of Fiqh learning based on the Reciprocal Teaching model in Class IX at MTs YAPNI Tanjung Morawa has been systematically prepared by the teacher prior to the learning process. The teacher prepares instructional tools in the form of a lesson plan (RPP), learning steps that include activities such as summarizing, questioning, clarifying, and predicting, as well as student worksheets to guide the learning activities. In addition, the planning also includes the formation of learning groups and the assignment of roles for each group member, enabling students to actively participate in the learning process. Students are also given initial instructions regarding the activities to be carried out, both in the form of individual and group tasks. Therefore, the interview results indicate that the lesson planning has incorporated the main components of the Reciprocal Teaching model and provides a clear foundation for the implementation of structured and systematic learning.

3.1.2. Supporting and Inhibiting Factors in the Implementation of the Reciprocal Teaching Model in Fiqh Learning in Class IX at MTs

Based on the observations conducted during the Fiqh learning process in Class IX at MTs YAPNI Tanjung Morawa, it was found that the teacher used instructional tools such as lesson plans (RPP) and student worksheets when implementing the Reciprocal Teaching model. The teacher provided guidance to students regarding the learning steps, which included summarizing, questioning, clarifying, and predicting activities. During the learning process, students were divided into several groups. The seating arrangement was adjusted to support group discussions. Students were observed engaging in activities such as reading the material, writing summaries, asking questions, and discussing with their group members. Some students were also seen presenting the results of their discussions in front of the class. The teacher was seen moving around the classroom to monitor the discussions and provide guidance to groups that needed assistance. The learning materials used included textbooks and student worksheets that had been prepared in advance. On the other hand, during the observation, it was noted that not all students were actively involved in the discussions. Some students tended to remain passive and relied on the work of their group members. In addition, in some groups, the activities of questioning and clarifying were not carried out by all members. The allocated learning time indicated that not all groups had the same opportunity to present their discussion results. During the discussion sessions, the classroom atmosphere occasionally became quite noisy, with some students talking outside the context of the lesson. In certain parts of the learning process, it was observed that some students still required guidance from the teacher to carry out the stages of the Reciprocal Teaching model. This was evident when the teacher had to re-explain the tasks that needed to be completed by the students within their groups.

Informant 1: *“In Fiqh learning in Class IX, I have tried to implement the Reciprocal Teaching model, where students are divided into several small groups. Each group has roles such as summarizing the material, generating questions, re-explaining, and predicting the continuation of the material. I see that students become more active compared to the traditional lecture method. However, the challenge is that not all students immediately understand their roles, so at the beginning, I need to provide a lot of guidance.”*

Informant 2: *“When we learn using this method, we become more confident in asking questions and explaining to our friends. Usually, I just listen, but now I have to be active. Sometimes I am still confused when asked to create my own questions, but over time I get used to it. The difficulty is when group members are not serious, so the discussion is not optimal.”*

Informant 3: *“In my opinion, this method is enjoyable because we do not just listen to the teacher. We can discuss and explain to each other. However, sometimes the time feels insufficient because we have to read, understand, and then explain. So, if the material is difficult, we feel a bit overwhelmed.”*

Informant 4: *“We support the use of active learning models such as Reciprocal Teaching because it aligns with the demands of the 2013 Curriculum, which emphasizes student participation. From our observations, the implementation of this model is quite good; however, improvements are still needed in terms of time management and student readiness so that learning objectives can be achieved optimally.”*

Informant 5: *“I observed that during the learning process, students appeared more engaged and less passive. Interaction among students increased, especially during group discussions. However, there are still some students who lack confidence in expressing their opinions, so the teacher needs to provide additional motivation to ensure all students participate.”*

Based on the verbatim interview results from the five informants, it can be concluded that the implementation of the Reciprocal Teaching model in Fiqh learning in Class IX at MTs YAPNI Tanjung Morawa has a positive impact on students' activeness and engagement in the learning process. Students are no longer passive but actively involved in understanding the material through activities such as summarizing, questioning, explaining, and predicting. This also encourages increased confidence in expressing opinions and strengthens social interaction within learning groups. However, there are several challenges in its implementation. Some students still experience difficulties in understanding their respective roles within the group, especially at the initial stage of implementation. In addition, limited learning time and the level of difficulty of the material also hinder the optimal application of this model. Other influencing factors include the lack of active participation from some group members and the low self-confidence of certain students. Overall, the implementation of Reciprocal Teaching is considered effective and relevant to the demands of active learning; however, it requires reinforcement in terms of teacher guidance, time management, and the improvement of students' readiness and confidence to achieve more optimal learning outcomes.

3.2. DISCUSSION

3.2.1. Fiqh Learning Planning Based on the Reciprocal Teaching Model

The planning of fiqh learning based on the Reciprocal Teaching model in grade IX at MTs YAPNI Tanjung Morawa shows an alignment between empirical practice in the field and the theoretical framework that has been developed in various scientific studies. The Reciprocal Teaching

model introduced by (Andini, 2024) emphasizing four main strategies, namely summarizing, questioning, clarifying, and predicting, which aim to improve students' understanding through dialogic interaction and collaborative learning. In the context of this study, these four components have been systematically integrated into the learning tools prepared by the teacher, such as lesson plans and student worksheets. The observation results show that the teacher has designed learning in a structured manner, starting from setting goals, preparing learning steps, to preparing assessment instruments. This is in line with the opinion (Praja, Arnadi, & Eliyah, 2025) which states that effective learning planning is the main foundation in creating a guided and meaningful learning process. Well-prepared planning allows teachers to organize learning activities systematically so that they can encourage active student involvement. Furthermore, the formation of study groups and the division of roles within each group as found in this study also align with the social constructivism theory proposed by (Dahlia & Iskandar, 2024) emphasizing the importance of social interaction in the learning process through the concept of the zone of proximal development (ZPD), where students can achieve a higher level of understanding through the help of peers and teachers. Interview findings that show group discussions, questioning each other, and explaining among students reinforce the relevance of this theory in classroom learning practice. From the evaluation aspect, learning planning that includes the assessment of the learning process and outcomes shows the implementation of authentic assessment. This is in accordance with the view (Ulviyah, Fauziah, & Ulya, 2025) that assessment does not only focus on the final results, but also on the process of student engagement in learning. Indicators such as discussion activity and participation in groups become important parts in evaluating the success of learning based on this model. When related to the interview results, there is consistency between the planning and the implementation of the learning process. The teacher stated that a lesson plan (RPP) based on Reciprocal Teaching had been prepared, while the students confirmed the existence of group division, the use of worksheets, and discussion activities that reflect the four main strategies of the model. This indicates that the planning carried out is not merely administrative, but is actually implemented in the learning process. Thus, it can be concluded that the planning of Fiqh learning based on Reciprocal Teaching at MTs YAPNI Tanjung Morawa is in accordance with the principles of constructivist and collaborative learning recommended in the scientific literature. However, further optimization is still needed, particularly in improving students' readiness and the effectiveness of time management so that all stages of the learning process can be carried out optimally.

3.2.2. Supporting and Inhibiting Factors in the Implementation of the Reciprocal Teaching Model in Fiqh Learning

The implementation of the Reciprocal Teaching model in fiqh learning in class IX MTs YAPNI Tanjung Morawa shows a strong correlation between empirical findings in the field and the results of previous research. Theoretically, the Reciprocal Teaching model developed by (Yani, Arifuddin, Andini, & Rohman, 2025) emphasizing four main strategies, namely summarizing, questioning, clarifying, and predicting, which aim to enhance students' understanding through a dialogic and collaborative process. The results of the observations in this study show that the four components have been implemented in learning activities through the use of lesson plans and student worksheets. Students were seen engaging in reading, summarizing, asking questions, and discussing in groups. This is in line with the research findings. (Diana, Rahmah, & Rofiki, 2022) which states that Reciprocal Teaching is able to increase students' active engagement as well as conceptual understanding through intensive social interaction. In addition, students' involvement in group discussions also strengthens Lev Vygotsky's view that learning is a social process that occurs through interaction between individuals within the context of the zone of proximal development. Interview

findings also indicate that students become more active and courageous in expressing opinions, which previously tended to be passive in conventional learning. This is supported by research (Aisyah Tunisa & Harisatunisa, 2025) which states that cooperative learning models, including Reciprocal Teaching, can increase students' self-confidence and communication skills. In this context, the change in students' roles from information recipients to active participants is an indicator of the successful implementation of the constructivist learning model. However, this research also revealed several obstacles in the implementation of Reciprocal Teaching. Not all students were actively involved in group discussions, some students still relied on their peers, and there were difficulties in understanding each role. These findings are in line with the results of previous research (Fidly, Fadilah, & Mufidah, 2025) which shows that the success of cooperative learning is greatly influenced by students' readiness, social skills, and the teacher's ability to manage the class. In addition, limited learning time also becomes an obstacle in implementing all stages of Reciprocal Teaching, as revealed by informants that not all groups have the opportunity to present.

The classroom conditions, which are sometimes less conducive and there are still students who speak out of the context of learning, indicate that classroom management becomes an important aspect in the success of the implementation of this model. Research (Sudirman & Pombaile, 2024) emphasizing that effective classroom management is highly decisive in creating a learning environment that supports optimal student engagement. In this case, the role of the teacher as a facilitator and learning guide becomes crucial, especially in providing scaffolding to students who are still experiencing difficulties. In addition, the low self-confidence of some students in expressing their opinions is also an important finding in this study. This shows that besides cognitive aspects, affective factors also influence learning success (Putri & Iskandar, 2024). Other research shows that teacher support and a positive learning environment can increase students' self-confidence in participating actively. Thus, this discussion shows that the implementation of Reciprocal Teaching in fiqh learning at MTs YAPNI Tanjung Morawa has had a positive impact on student activity, social interaction, and understanding, as supported by various previous studies. However, its effectiveness still needs to be optimized through improving student readiness, strengthening time management, and the active role of teachers in providing guidance and motivation. These findings reinforce that the success of a learning model is not only determined by its design but also by the quality of its implementation in the classroom.

4. CONCLUSION

Overall, this study shows that the planning and implementation of fiqh learning based on the Reciprocal Teaching model in class IX of MTs YAPNI Tanjung Morawa has been carried out systematically through the preparation of lesson plans, teaching materials, and student worksheets that include activities such as summarizing, questioning, clarifying, and predicting. The implementation of this model has had a positive impact on increasing student activeness, engagement, and social interaction in the learning process. However, its implementation is not yet optimal because there are still obstacles such as uneven student participation, limited time, difficulty understanding roles, and low self-confidence in some students. These findings imply that the success of Reciprocal Teaching is greatly determined by the teacher's readiness in designing the learning process, classroom management skills, and the provision of continuous guidance to students. The limitations of this study lie in the scope being restricted to a single class, the use of a qualitative approach, and the absence of quantitative measurements of student learning outcomes. Therefore, future research is recommended to involve a broader range of subjects, use a mixed methods approach, and examine more deeply the impact of the Reciprocal Teaching model on learning

outcomes and the development of students' affective aspects to obtain more comprehensive and generalizable results.

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