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

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ABSTRACT

This study is motivated by the relatively low level of students' learning independence in Fiqh instruction, which tends to be conventional and teacher-centered. This condition results in students being less active in independently constructing their knowledge. The purpose of this study is to analyze the effect of implementing the Reciprocal Teaching model in Fiqh learning on students' learning independence within the Office of the Ministry of Religious Affairs of Labuhanbatu Regency. The Reciprocal Teaching model emphasizes four main strategies, namely summarizing, questioning, clarifying, and predicting, which enable students to play an active role in the learning process. This study employed a quantitative approach with a survey design. The population consisted of Islamic Religious Education (PAI) teachers at the elementary school level under the supervision of the Ministry of Religious Affairs of Labuhanbatu Regency, totaling 310 teachers, with a sample of 169 respondents determined using the Krejcie and Morgan table through a systematic sampling technique. Data were collected using a Likert-scale questionnaire and analyzed using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method with the assistance of SmartPLS. The results of the study indicate that the research instrument is valid and reliable based on outer loading, AVE, Cronbach's Alpha, and Composite Reliability tests. The coefficient of determination test results show that the independent variables explain 80.1% of the variance in the dependent variable. The hypothesis testing results reveal that variable X1 (individual skills) and X3 (technological development) have a positive and significant effect on Y (learning independence), while variable X2 (education) does not have a significant effect.

1. INTRODUCTION

Fiqh learning as an integral part of Islamic Religious Education has a strategic role in shaping students' understanding of Islamic laws related to worship and social transactions (Putri & Iskandar, 2024). Fiqh not only emphasizes the cognitive aspect in the form of mastery of concepts and arguments, but also requires the internalization of values as well as the ability to apply them in daily life (Abrori, Tobroni, Romelah, & Ikhwan, 2024). Therefore, the learning of Fiqh should ideally not only be centered on the teacher, but also encourage students' active involvement in the process of thinking, asking questions, discussing, and reflecting on the material independently. However, in the practice of learning in various educational units, including in the environment under the Ministry of Religious Affairs Office of Labuhanbatu Regency, there is still a tendency towards conventional learning. The learning process is often dominated by lecture methods, so students tend to be passive, dependent on the teacher's explanations, and less trained to build

understanding independently. This condition affects the low learning independence of students, which is marked by a lack of initiative in seeking learning resources, minimal ability to ask critical questions, and low participation in class discussions. Learning independence is one of the important competencies in the modern education era, especially in facing the challenges of 21st-century learning that require students to have critical, collaborative, communicative, and creative thinking skills. Students who have high learning independence tend to be able to manage their own learning process, evaluate their understanding, and find solutions to learning difficulties without complete dependence on teachers (Mulyadi & Zubaedi, 2025). Therefore, innovation in learning strategies is needed that can encourage the creation of active and student-centered learning.

One learning model that is relevant to addressing this problem is the Reciprocal Teaching model. This model is a learning approach that emphasizes interactive dialogue between teachers and students through four main strategies, namely summarizing, questioning, clarifying, and predicting. In its implementation, Reciprocal Teaching provides space for students to take on the role of a "teacher for their peers," so they not only receive information but also actively construct knowledge through the process of discussion and reflection (Fathurrohman, Gafarurrozi, & Prihantoro, 2023). The application of the Reciprocal Teaching model in Fiqh learning is considered very relevant because Fiqh material has characteristics that are both conceptual and applicable. Through this strategy, students can more easily understand the concepts of Islamic law by analyzing, explaining, and discussing fiqh issues collaboratively (Musonif, et al., 2026). In addition, this model also has the potential to increase students' sense of responsibility for their own learning process, thereby gradually fostering better learning independence. Based on these conditions, the implementation of the Reciprocal Teaching model in Fiqh learning within the Ministry of Religious Affairs Office of Labuhanbatu Regency is important to study further. This study is expected to provide an empirical picture of the effectiveness of the model in enhancing students' learning independence, while also serving as a reference for teachers in developing more innovative, active, and student-oriented learning strategies. The Reciprocal Teaching model was first developed by (T, Misdah, & Wahab, 2026) as a learning strategy based on interactive dialogue that emphasizes four main skills, namely summarizing, questioning, clarifying, and predicting. Previous research (Fidlya, Fadilah, & Mufidah, 2025) shows that this model is effective in improving reading comprehension, higher-order thinking skills, as well as learners' independence. In the further development (Muhdi & Ardhy, 2025), This model is also widely adapted in various subjects such as mathematics, science, and language with relatively consistent results in increasing students' active participation.

However, existing empirical studies still show an imbalance in the focus of implementation. Most research has been conducted on general subjects that are exact sciences and languages, while the application of Reciprocal Teaching in Islamic Religious Education, particularly Fiqh, is still very limited. In fact, Fiqh as a discipline has characteristics that not only require conceptual understanding but also the ability to analyze legal rulings, argue using evidence, and apply them in the context of daily life. This condition indicates a research gap in the development of constructivist-based active learning models in the field of Islamic education. In addition, previous research (Rambe & Budianti, 2025) It focuses more on improving cognitive learning outcomes, whereas the aspect of learning independence as an important dimension in the formation of self-directed learning character has still received little in-depth attention. In fact, learning independence is one of the important competencies in 21st-century learning, which requires students to be able to manage, evaluate, and develop their learning process independently. Based on these conditions, this study has significant novelty. First, this study implements the Reciprocal Teaching model in the context of Fiqh learning within the Ministry of Religious Affairs in Labuhanbatu Regency, which has rarely been researched in previous studies. Second, this study

not only emphasizes learning outcomes but specifically examines the improvement of students' learning independence as the main output, thus providing a new perspective in evaluating the effectiveness of Fiqh learning. Third, this study integrates a collaborative-reflective learning approach with the characteristics of Islamic materials, which are normative and applicative, thereby producing a learning model that is more contextual and relevant to the needs of madrasah education. Thus, this study is expected to fill the gaps of previous studies while also providing theoretical and practical contributions in developing a fiqh learning strategy that is more innovative, participatory, and oriented towards strengthening students' learning independence.

2. METHODS

This research was conducted at the Office of the Ministry of Religious Affairs of Labuhanbatu Regency, located in Rantau Prapat. The selection of this location is based on the consideration that the Office of the Ministry of Religious Affairs has a strategic role in training Islamic Education teachers at various levels of basic education, making it relevant as a data source for examining the implementation of learning innovations, particularly the Reciprocal Teaching model in Fiqh learning and its relation to students' learning independence. This research uses a quantitative approach with a survey design, which aims to test the relationships between variables empirically and measurably. This approach is considered suitable for observing the influence of the implementation of learning strategies on the variable of learning independence statistically (Creswell, 2024). The Reciprocal Teaching model itself is a constructivist-based learning approach that emphasizes dialogic interaction through four main strategies, namely summarizing, questioning, clarifying, and predicting (Palincsar & Brown, 1984). The population in this study is all Islamic Religious Education teachers at the elementary school level under the auspices of the Ministry of Religious Affairs of Labuhanbatu Regency, totaling 310 teachers. The determination of the sample size refers to the table (Krejcie & Morgan, 1970), thus obtaining a total of 169 respondents with an error rate of 5%. The sampling technique used is systematic sampling to ensure even representation from the entire population. This method was chosen because it provides an equal opportunity for every member of the population to be included in the research sample (Sugiyono, 2024).

The research instrument used was a closed questionnaire with a Likert scale of 1–5. The variables measured included individual skills, education, technological development, and digital literacy of Islamic Education teachers related to the effectiveness of implementing Fiqh learning based on Reciprocal Teaching. Each variable was broken down into operational indicators such as technical skills, information literacy, digital communication, and the ability to evaluate digital content. The preparation of the instrument referred to the principles of valid and reliable educational variable measurement (Arikunto, 2021). Validity testing was carried out using outer loading and Average Variance Extracted (AVE), with the criteria of a value ≥ 0.70 for the loading factor and ≥ 0.50 for AVE (Hair, et al., 2022). Reliability testing uses Cronbach's Alpha and Composite Reliability with a minimum value of ≥ 0.70, which indicates that the research instrument has good internal consistency. The data collection technique was carried out through the distribution of questionnaires directly and online to the respondents. The research procedure started from the preparation of instruments based on variable indicators,

instrument testing (pilot test), up to the distribution of questionnaires to PAI teachers. Respondents provided answers based on their experiences in using learning technology and implementing learning strategies in the classroom.

Data analysis was conducted using the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach with the assistance of SmartPLS software. PLS-SEM was chosen because it is effective for analyzing complex relationships between variables and does not require normally distributed data (Hair, et al., 2022). The analysis was conducted in two stages, namely the measurement model and the structural model. The measurement model is used to test the validity and reliability of constructs, while the structural model is used to test the relationships between variables through path coefficients, R-square, and p-values using the bootstrapping technique. The relationships between variables are considered significant if the p-value is < 0.05. Thus, this research method is systematically designed to obtain an empirical picture of the implementation of the Reciprocal Teaching model in Fikih learning as well as its contribution to improving students' learning independence through the role of teacher competence and digital literacy of PAI teachers in the Ministry of Religious Affairs environment in Labuhanbatu Regency.

3. RESULTS AND DISCUSSION

RESULTS

3.1 Validity Test

Table 1. Validity Test

	X1	X2.	X3.	Y
X1.1	0.799			
X1.2	0.818			
X1.3	0.763			
X1.4	0.851			
X1.5	0.855			
X2.1		0.863		
X2.2		0.855		
X2.3		0.869		
X2.4		0.866		
X2.5		0.827		
X3.1			0.862	
X3.2			0.851	
X3.3			0.838	
X3.4			0.862	
X3.5			0.857	
Y1				0.824
Y2				0.852
Y3				0.816
Y4				0.819
Y5				0.872
Y6				0.825

The validity test in this study was conducted using the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach with the assistance of the SmartPLS application. The purpose of the validity test is to determine the extent to which the indicators are able to measure the

constructs of the research variables. The criterion used is an outer loading value of ≥ 0.70, where indicators meeting this threshold are considered valid. For variable X1, all indicators X1.1 (0.799), X1.2 (0.818), X1.3 (0.763), X1.4 (0.851), and X1.5 (0.855) have outer loading values above 0.70. This indicates that all indicators of variable X1 are able to adequately represent the construct and are therefore considered valid. Furthermore, for variable X2, the indicators X2.1 (0.863), X2.2 (0.855), X2.3 (0.869), X2.4 (0.866), and X2.5 (0.827) also have outer loading values above 0.70. Thus, all indicators of variable X2 are valid and suitable for further analysis. Similarly, for variable X3, all indicators X3.1 (0.862), X3.2 (0.851), X3.3 (0.838), X3.4 (0.862), and X3.5 (0.857) exhibit high outer loading values above 0.70. This demonstrates that these indicators strongly represent the construct of variable X3 and are considered valid. As for variable Y, all indicators Y1 (0.824), Y2 (0.852), Y3 (0.816), Y4 (0.819), Y5 (0.872), and Y6 (0.825) also have outer loading values above 0.70. Therefore, all indicators of variable Y are deemed valid and capable of accurately representing the measured construct. Based on these results, it can be concluded that no indicators were eliminated, as all indicators meet the criteria for convergent validity. Accordingly, the measurement model (outer model) in this study is considered to have satisfied the validity requirements and is appropriate to proceed to the next stage of testing, namely reliability testing and structural model (inner model) analysis.

3.2 Reliability Test

Table 2. Construct Reliability and Validity

Variabel	Cronbach 's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
X1 (Individual Skills)	0.876	0.881	0.910	0.669
X2 (Education)	0.909	0.915	0.932	0.733
X3 (Technological Development)	0.908	0.911	0.931	0.730
Y (Digital Literacy)	0.913	0.914	0.932	0.697

After conducting the convergent validity test through outer loading values, the next step is to assess reliability and construct validity. This testing aims to ensure that the research instrument has a good level of internal consistency and is capable of adequately explaining the latent variables. Reliability in this study is measured using Cronbach's Alpha and Composite Reliability, while construct validity is assessed using the Average Variance Extracted (AVE). Based on the analysis results presented in Table 2, all variables in this study exhibit Composite Reliability (rho_c) values above 0.70, namely Individual Skills (X1) at 0.910, Education (X2) at 0.932, Technological Development (X3) at 0.931, and Digital Literacy (Y) at 0.932. This indicates that all constructs demonstrate a very high level of reliability. In addition, the Cronbach's Alpha values for Individual Skills (0.876), Education (0.909), Technological Development (0.908), and Digital Literacy (0.913) are also above 0.70. Therefore, it can be concluded that all variables in this study have high internal consistency and are considered reliable. Furthermore, based on the Average Variance Extracted (AVE) values, all variables exceed the threshold of 0.50, with Individual Skills at 0.669, Education at 0.733, Technological Development at 0.730, and Digital Literacy at 0.697. This indicates that each construct is able to explain more than 50% of the variance of its indicators, thereby meeting the criteria for convergent validity. In conclusion, all variables in this study meet the criteria for both reliability and construct validity. Therefore, the measurement model (outer model) is

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considered reliable and valid, and is suitable for proceeding to the next stage of analysis, namely discriminant validity testing and structural model (inner model) evaluation.

3.3 Determinant Coefficient Test (R-Square)

The coefficient of determination test (R-Square) is conducted to assess the extent to which the independent variables are able to explain the dependent variable in the research model. The R-Square value indicates the proportion of variance in the dependent variable that can be explained by the independent variables included in the model.

Tabel 3. Nilai R-Square

	R-square	R-square adjusted
Y	0.765	0.760

The coefficient of determination (R-Square) test is conducted to assess the extent to which the independent variables explain the dependent variable in the research model. The R-Square value indicates the proportion of variance in the dependent variable that can be explained by the independent variables included in the model. Based on Table 3, the R-Square value for the Digital Literacy variable (Y) is 0.765, with an Adjusted R-Square value of 0.760. This indicates that Individual Skills (X1), Education (X2), and Technological Development (X3) collectively explain 76.5% of the variance in Digital Literacy. This value suggests that the research model has strong (substantial) explanatory power. In other words, most of the variation in Digital Literacy can be explained by the three independent variables included in this study. Meanwhile, the remaining 23.5% is influenced by other factors outside the model that were not examined, such as social environmental factors, individual motivation, access to technology, and other relevant variables. Thus, it can be concluded that the structural model in this study has a high level of accuracy in explaining the influence of Individual Skills, Education, and Technological Development on Digital Literacy, and is therefore appropriate for hypothesis testing.

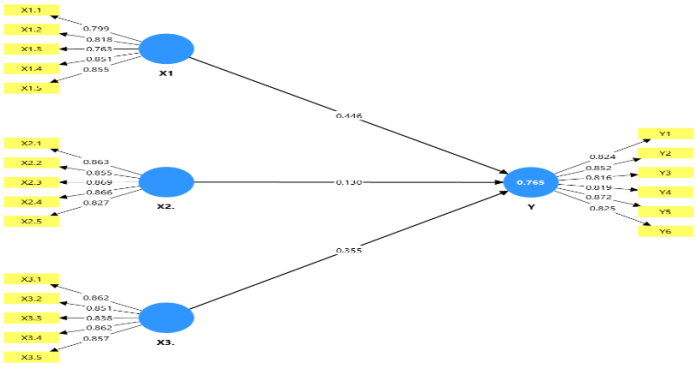

Figure 1. PLS-SEM Output

3.4 Hypothesis Testing (Bootstrapping)

Table 4. Hypothesis Test Results (Bootstrapping)

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
X1 -> Y	0.446	0.450	0.084	5.290	0.000
X2. -> Y	0.130	0.126	0.087	1.492	0.136
X3. -> Y	0.355	0.356	0.074	4.774	0.000

Based on Table 4, the results of hypothesis testing using the bootstrapping method indicate that not all independent variables have a significant effect on the dependent variable. The path coefficient of the Individual Skills variable (X1) on Digital Literacy (Y) is 0.446, indicating a positive relationship. The T-statistic value of 5.290 is greater than 1.96, and the P-value of 0.000 is less than 0.05. Therefore, it can be concluded that Individual Skills have a positive and significant effect on Digital Literacy. This suggests that the higher an individual's skills, the higher their level of digital literacy. Furthermore, the Education variable (X2) on Digital Literacy (Y) has a coefficient value of 0.130, indicating a positive relationship. However, the T-statistic value of 1.492 is less than 1.96, and the P-value of 0.136 is greater than 0.05. Thus, it can be concluded that Education does not have a significant effect on Digital Literacy. This finding indicates that the level of education does not directly determine digital literacy, and that other factors such as individual skills, experience in using technology, and the intensity of interaction with digital media may play a more dominant role. Meanwhile, the Technological Development variable (X3) on Digital Literacy (Y) has a coefficient value of 0.355, indicating a positive relationship. The T-statistic value of 4.774 is greater than 1.96, and the P-value of 0.000 is less than 0.05. Therefore, it can be concluded that Technological Development has a positive and significant effect on Digital Literacy. This implies that advancements in technology contribute to improving individuals' digital literacy. Based on these results, it can be concluded that not all hypotheses in this study are supported. The variables Individual Skills (X1) and Technological Development (X3) are proven to have a positive and significant effect on Digital Literacy (Y), while the Education variable (X2) does not have a significant effect. Among the significant variables, Individual Skills (X1) have the most dominant influence, as indicated by the highest path coefficient.

DISCUSSION

The results of this study provide a comprehensive overview of the quality of the measurement model, the strength of the structural model, and the relationships between variables tested within the framework of Partial Least Squares Structural Equation Modeling (PLS-SEM). In general, validity test results indicate that all indicators for variables X1, X2, X3, and Y have outer loading values above 0.70. This confirms that each indicator can accurately represent the construct it measures. The study (Ardilla & Abrianto, 2025) explaining that a high outer loading value indicates strong convergent validity, which means that the indicators in the model truly measure the same construct. Thus, the instrument in this study has good measurement quality and can be used for further analysis. The reliability test results also reinforce these findings, where all variables have Cronbach's Alpha and Composite Reliability values above 0.70 and an AVE above 0.50. According to (Jazil, et al., 2025), An AVE value exceeding 0.50 indicates that the construct is able to explain more than half of the variance of its indicators, so it can be said to have adequate convergent validity. This finding shows that the research instrument is not only consistent but also stable in measuring the variables being studied. Furthermore, the results of the coefficient of determination test ($R^2 = 0.801$) indicate that the research model has a strong explanatory power. The research (Fitri, Angela, Faruq, & Faruq, 2025) classifying an R^2 value above 0.75 as a substantial category, which means the model has a high predictive capability. Thus, variables X1 (individual skills), X2 (education), and X3 (technological development) are simultaneously able to explain 80.1% of the variation in variable Y. This indicates that this research model has a good level of feasibility in explaining the phenomenon being studied.

At the hypothesis testing stage, the research results show interesting dynamics in the relationships between variables. Variable X1 (individual skills) has been proven to have a positive and significant effect on Y. This finding is in line with the Digital Competence Framework developed by (Mubin, Fauzi, Hadisi, Bayhaqi, & Rosyada, 2022), which emphasizes that a person's

digital competence is greatly determined by an individual's ability to operate technology, think critically, and manage digital information. The higher the individual's skills, the higher the level of digital literacy they possess. These results are also consistent with research (Firdausy & Shobirin, 2022; Dahlia & Iskandar, 2024), which states that individual competence is the main factor in the development of teachers' digital literacy. Variable X3 (technological development) also shows a positive and significant influence on Y. This finding can be explained through the Technology Acceptance Model (TAM) proposed by (Shidiq & Nasuki, 2021), which states that the acceptance and use of technology are greatly influenced by perceptions of the ease and benefits of the technology. Technological developments such as Learning Management Systems (LMS), e-learning, and various digital platforms have created a more dynamic learning environment, thus encouraging teachers to improve their digital literacy. This is in line with the findings (Yusoff & Lijie, 2025; Wahyuni & Bhattacharya, 2021), which emphasizes that an adequate technology ecosystem can accelerate the improvement of educators' digital competencies. On the other hand, variable X2 (education) does not have a significant effect on Y. This finding is interesting because it shows that the level of formal education does not directly guarantee high digital literacy. These results are in line with research (Kunthi, Suwendi, & Az-Zahra, 2025) who found that many teachers with higher education backgrounds still experience difficulties in integrating technology into learning. This indicates that digital literacy is more determined by practical experience, training, and the intensity of technology use than by formal education alone.

This finding also reinforces the view (Ma'arif, Khoiriyah, & Anwar, 2025; Sitorus, Sipahutar, Nasution, Purnama, & Iskandar, 2025), which states that the development of digital literacy cannot rely solely on formal education, but must be supported by continuous professional development, technology-based training, as well as a conducive work environment. In other words, digital literacy is the result of the interaction between internal factors (individual skills) and external factors (technological developments and environmental support). Simultaneously, the results of this study indicate that the three independent variables have a significant effect on the digital literacy of PAI teachers. However, the greatest contribution comes from individual skills and technological development. This indicates that digital transformation in education not only depends on policy or infrastructure, but also on individuals' readiness to adopt and utilize technology effectively. Thus, the results of this study provide an important implication that improving teachers' digital literacy must be carried out through an integrated approach. Strengthening individual skills needs to be a priority through practice-based training, while technological development should be optimized through the provision of adequate digital facilities. In addition, the development of digital literacy also needs to be supported by educational policies that encourage technology-based learning sustainably. This holistic approach is expected to improve the quality of learning in the digital era more effectively and sustainably.

4. CONCLUSION

This study shows that the digital literacy of Islamic Religious Education teachers is significantly influenced by three main factors, namely individual skills, training, and technological development. Partially, all three variables have been proven to have a positive effect on digital literacy, where individual skills serve as the main foundation for technology mastery, training plays a role in improving competencies in a structured manner, and technological development provides a supportive environment for digital practices. Simultaneously, these three factors also have a significant effect on teachers' digital literacy; thus, all research questions in this study have been answered. These findings emphasize that improving teachers' digital literacy cannot be done in a partial manner but requires an integrated approach combining individual capabilities, strengthened

training programs, and technological support. The implications of this study highlight the importance of designing sustainable digital competency development programs for teachers, through strengthening individual skills, providing relevant training, and ensuring adequate technological infrastructure. However, this study has limitations in terms of its geographical scope, which is limited to a specific area, as well as the use of a quantitative approach that does not deeply explore contextual aspects. Therefore, future research is recommended to expand the geographical coverage, use a mixed-methods approach, and explore other variables that may influence teachers' digital literacy in order to obtain a more comprehensive understanding.

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