Implementation of The Reciprocal Teaching Model in Elementary School's Islamic Education Subjects

Ardiana Dalimunthe[1]*, Amini[2], Nurzannah[3]

[123]University of Muhammadiyah North Sumatra, Indonesia

Abstract

The purpose of this study was to analyze the application of the Reciprocal Teaching model in improving student learning outcomes in Islamic Religious Education (PAI) subjects in class VI of SDN 102062 Bangun Bandar. This Reciprocal Teaching Model, which involves interactive dialogue-based teaching strategies between teachers and students, is applied to build students' understanding skills, problem solving, and reflective abilities regarding teaching materials. This study uses a qualitative research type using a case study approach, which focuses on the application of the Reciprocal Teaching method in class VI SDN 102062 Bangun Bandar. Data collection in this study was obtained through interviews, observations, documentation, or focus group discussions (FGD). Data analysis techniques obtained following interactive miles-huberman include: data reduction, data presentation, and drawing conclusions. Data analysis techniques with triangulation and member crosscheck. The results of this study indicate that the application of the reciprocal teaching model is effective in increasing learning activities for elementary school students in grade VI, totaling 14 males and 21 females. The form of implementation is reviewed from, first, students are grouped to discuss and teach the material to their classmates. Second, training students' critical thinking skills. Third, training students' communication skills. Fourth, teachers can evaluate students' mastery of the material. Fifth, achieving students' learning completion targets. The obstacles in implementing the reciprocal teaching model are the lack of seriousness of some students in preparing themselves to become teachers for their classmates and some students often laugh at friends who act as teachers, thus ruining the learning atmosphere. The solutions implemented include providing students with an understanding of the importance of their role as teachers, establishing a supportive classroom culture with clear rules, and active supervision by teachers to maintain a conducive classroom atmosphere.

Keywords: Learning Outcomes, Student Understanding, Reciprocal Teaching

Abstrak

Tujuan penelitian ini untuk menganalisis penerapan model *Reciprocal Teaching* (Pembelajaran Timbal balik) dalam meningkatkan hasil belajar siswa pada mata pelajaran Pendidikan Agama Islam (PAI) di kelas VI SDN 102062 Bangun Bandar. Model *Reciprocal Teaching* ini yang melibatkan strategi pengajaran berbasis dialog interaktif antara guru dan siswa, diterapkan untuk membangun keterampilan pemahaman, pemecahan masalah, serta kemampuan reflektif siswa terhadap materi ajar. Penelitian ini menggunakan Jenis penelitian kualitatif dengan menggunakan pendekatan studi kasus, yang difokuskan pada penerapan metode *Reciprocal Teaching* di kelas VI SDN 102062 Bangun Bandar. Pengumpulan data dalam penelitian ini diperoleh melalui wawancara, observasi, dokumentasi, atau focus group discussion (FGD). Teknik analisis data diperoleh mengikuti interaktif miles-huberman meliputi: reduksi data, penyajian data, dan penarikan kesimpulan. Teknik analisis data dengan trianggulasi dan member croscheck. Hasil penelitian ini menunjukkan bahwa penerapan model *reciprocal teaching* efektif dalam meningkatkan aktivitas belajar bagi siswa SD di kelas VI yang berjumlah 14 laki-laki dan 21 perempuan. Bentuk penerapannya ditinjau dari, *pertama,* siswa dikelompokkan untuk berdiskusi dan mengajarkan materi kepada teman kelasnya. *Kedua,* melatih keterampilan berpikir kritis siswa. *Ketiga,* melatih keterampilan komunikasi siswa. *Keempat,* guru dapat mengevaluasi penguasaan materi siswa. *Kelima,* tercapainya target ketuntasan belajar siswa. Adapun kendala dalam penerapan model *reciprocal teaching,* yaitu kurangnya kesungguhan sebagian siswa dalam menyiapkan diri menjadi pengajar bagi teman kelasnya dan beberapa siswa kerap menertawakan teman yang berperan sebagai guru sehingga merusak suasana pembelajaran. Solusi yang dilakukan meliputi pemberian pemahaman kepada siswa mengenai pentingnya peran mereka sebagai pengajar, pembentukan budaya kelas yang mendukung dengan aturan yang jelas, serta pengawasan aktif oleh guru untuk menjaga suasana kelas tetap kondusif.

Kata Kunci: Hasil Belajar, Pemahaman Siswa, *Reciprocal Teaching.*

INTRODUCTION

Education is a fundamental aspect of human life that cannot be separated, because it is through education that future generations are prepared to face challenges and opportunities in the future (Basri dan Mubarok, 2023). Education is not just a process of transferring knowledge, but also a means of forming a superior generation that has a noble personality, competent skills, and broad insight (Basri & Rahman, 2025). Basic education, in particular, is an important foundation for students' intellectual and character development, often referred to as the golden age of development (Andikaratri & Atmojo, 2024).

At the Elementary School level, especially in grade VI, Islamic Religious Education (PAI) has a strategic role in shaping students' personalities. This subject aims to internalize Islamic values such as honesty, tolerance, simplicity, and responsibility. However, in many schools, including SDN 102062 Bangun Bandar, students' motivation to study PAI is often less than optimal. Students tend to be passive in the learning process and less active participants, so that understanding of the material presented by the teacher is limited. This condition indicates the need to implement a more interactive learning model that is able to actively involve students.

One effective approach to increase student engagement in learning is Reciprocal Teaching. This learning model emphasizes interaction between teachers and students and between students themselves in understanding the subject matter. (Pradja & Firmansyah, 2020). With this method, students are given the opportunity to play an active role as teachers for their friends through group discussions, problem solving, and structured Q&A. Reciprocal Teaching has been proven to improve students' understanding of the material because they not only learn from the teacher, but also learn from each other from their peers.

The Reciprocal Teaching Model consists of four main strategies, namely summarizing, asking, explaining, and predicting. These four strategies are designed to help students develop critical thinking skills, analyze, and draw conclusions from the material being studied (Prasetyo, 2020). In the context of Islamic Religious Education learning, this strategy can be very effective in helping students understand complex religious concepts, such as morals, worship, and Islamic history. In addition, the application of Reciprocal Teaching can strengthen students' ability to work together and respect the opinions of others, in accordance with Islamic teachings that emphasize the importance of deliberation and brotherhood.

The application of the reciprocal teaching learning model was primarily developed to help teachers use cooperative learning dialogues between students to better understand the lesson material independently in the classroom (Hutauruk et al., 2021). This learning model requires students to understand the material better and then be able to explain the material to their friends, where students become teachers for their friends in the class (Hawa et al., 2024). Therefore, the Reciprocal teaching learning model is applied to Islamic religious education subjects.

Learning Islamic Religious Education (PAI) at the elementary school level is a very important field of study, so Islamic Religious Education is a conscious effort made by educators in order to prepare students to believe in, understand and practice Islamic teachings through guidance, teaching or training activities that have been determined to achieve the goals that have been set (Romdhoni et al., 2023). Through Islamic Religious Education learning, students are directed to increase their belief (faith), understanding, appreciation and practice of Islamic teachings and have a personality that has Islamic religious values, as well as choosing, deciding and acting based on Islamic teachings (Qur'ani et al., 2023).

Therefore, this study aims to analyze the application of the Reciprocal Teaching model in improving student learning outcomes in Islamic Religious Education (PAI) subjects in class VI of SDN 102062 Bangun Bandar. This study will

analyze how the application of this model can affect student learning outcomes and identify factors that support and hinder its success. Thus, the results of this study are expected to provide a positive contribution in efforts to improve the quality of PAI learning through the application of the Reciprocal Teaching model.

RESEARCH METHODS

This research was conducted at SDN 102062 Class VI, Bangun Bandar, Dolok Masihu District, North Sumatra, Indonesia. The time of this research was conducted from October to December 2024. This research used a descriptive qualitative research method using a case study approach (Abdussamad, 2021). This approach aims to provide rich and detailed knowledge about unique phenomena or cases in revealing natural phenomena in schools, thus enabling researchers to provide in-depth interpretations that are more relevant and contextual. The main source of this research is one Islamic Religious Education teacher, with the object of research being students' concrete operational thinking in Islamic Religious Education learning.

Data collection techniques in this study include interviews, observations and documentation. Interviews were conducted with Islamic Religious Education teachers to obtain explanations related to students' concrete operational thinking methods in Elementary Schools. Observations were conducted to find data related to the application of methods, using learning media and how teachers use evaluation in every classroom learning. Documentation was conducted to collect supporting documents related to the analysis of students' concrete operational thinking in Islamic religious learning. Documents were analyzed based on their relevance to the subjects taught by the teacher.

Meanwhile, the technical analysis that the author uses is Miles and Huberman with data reduction techniques, data presentation and drawing conclusions (Sugiyono, 2020). Data reduction, is an important process that involves reducing, simplifying, and organizing data that has been collected during the study. The goal is

to group, classify, and organize the data so that it becomes more organized and can be analyzed more efficiently. The data collected from teachers, and the results of observations and document analysis, are aligned with the established research indicators.

Data presentation or data display involves organizing and structuring data that has been analyzed in such a way that it can be presented clearly and informatively to the reader. The reduced data is displayed in narrative form, charts, images and other forms to make it easier to verify. Verification and drawing conclusions, the data that has been presented is re-verified. One form of verification used is triangulation of data collection to ensure that the data obtained is established. Finally, conclusions are drawn as a contribution of research in the development of educational science.
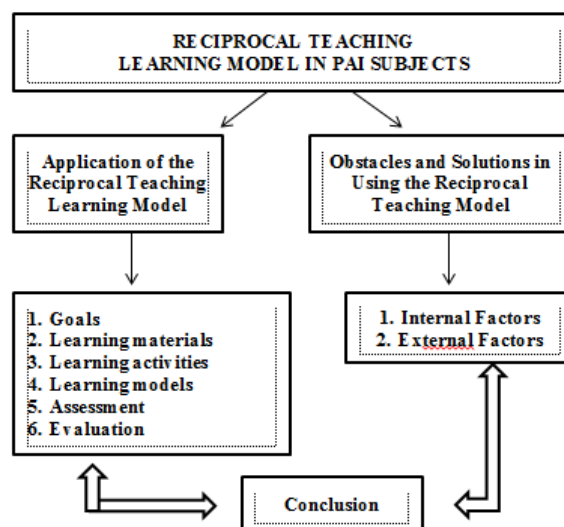
RESULTS AND DISCUSSION
Reciprocal Teaching at SDN 102062 Bangun Bandar: Heterogeneous Discussion Grouping

Learning with the Reciprocal Teaching model is applied by Islamic Religious Education teachers at SDN 102062 to grade VI students to improve student learning activities, namely by encouraging students to actively participate through the strategy of summarizing, asking questions, clarifying, and predicting the material. Students take turns leading the discussion, which

helps improve understanding, critical thinking skills, and self-confidence. Based on the results of interviews with Islamic Religious Education teachers, that

> "...*yes, sir, as evidence of our participation in the training activities, my fellow MGMP PAI teachers and I were expected to report on each lesson we acquired in the WA Group following our participation in socialization and training on the department's independent learning curriculum. One question we get asked a lot is if we've been successful in using cooperative learning models and active learning tactics in the classroom. Therefore, while I'm teaching in a classroom, I personally use this cooperative reciprocal teaching technique. Rather than being the only source of knowledge in the classroom, my main objective is to increase the visibility of my function as a learning facilitator. In addition, we equip students with the necessary skills to mentor their classmates*".

The interview excerpt above informs that the implementation of the reciprocal teaching cooperative learning model is used by teachers as a result of participating in socialization and training activities for the implementation of the independent learning curriculum from the regional education and teaching office. In line with this, Siregar et al., (2020) argue that a form of follow-up to each training on implementing the independent learning curriculum in each region is that teachers are asked for a learning progress report via WhatsApp. Lestari & Arifin (2023) added that this progress report on improving learning is important, even though it is not formal, it can encourage teachers who are members of the Islamic Religious Education MGMP to remind each other of efforts to improve the quality of learning.

In practice, PAI teachers at SDN 102062 Bangun Bandar describe that learning is carried out in the form of heterogeneous and random discussion groups among students, as follows:

> "...*students work in groups to teach and discuss the content to one another during practice. Making in-class learning more efficient and successful is the aim. It makes sense to wonder how long it will take us to teach a single subject to every student if everyone is expected to read the same material and then teach it to the class. In the meantime, it is our duty as educators to impart knowledge in the hopes that every student will comprehend it in order to facilitate class debates in groups. In terms of how to select, it's typically done at random, using other criteria like absences*".

Supporting the teacher's statement in the interview above, Hutauruk., et al (2021) argue that grouping students in the learning process helps teachers overcome limited learning time in one face-to-face meeting. Apart from that, also stated that teachers can also optimize supervision and their role as learning facilitators. In this way, learning in class can be carried out effectively and efficiently, so that students can develop their potential independently during the process of peer teaching or reciprocal teaching in class.

Likewise, PAI teachers also said that there are advantages and disadvantages to implementing reciprocal teaching in the classroom, namely:

> "...*yes, each approach, tactic, and learning model undoubtedly has advantages and disadvantages of its own. Regarding the reciprocal teaching model, one of its weaknesses is that students tend to be inquisitive when they observe their friends teaching; some of them laugh and create noise, thus the intended learning environment should be favorable, right? The benefit is that I can keep an eye on the students' progress and that more and more pupils are becoming confident enough to stand in front of the class*".

The interview quote above confirms that implementing learning using the cooperative reciprocal teaching model has advantages and disadvantages (Alistiana et al., 2020). This is in line with the opinion of, that each cooperative learning model aims to improve the quality of teaching based on collaboration between students, although it is understood that each type of cooperative learning has advantages and disadvantages. In the context of PAI lessons, the application of the reciprocal teaching model is effective in increasing student learning activities.

Reciprocal Teaching at SDN 102062 Bangun Bandar: Training Communication and Critical Thinking Skills in Students

Learning with the reciprocal teaching model aims to train students' learning skills. This is as stated by the teacher at PAI SDN 102062 Bangun Bandar as follows:

> "...*since this methodology is cooperative, it is appropriate for elementary school students who enjoy playing and forming groups with their peers, which is why I want to implement it. Naturally, one of the abilities I wish these kids develop is the bravery to share their understanding with students who are in charge of instruction in front of the class. I'm hoping that students who take part as audience members will be able to critically think about the content in the meantime. Since they are classmates, maybe pupils may learn the material from their buddies more rapidly*".

The interview quote above informs that the aim of implementing the reciprocal teaching model is to train students' communication and critical thinking skills. In line with this, (Yefrina & Miaz, 2019) said that reciprocal teaching is an appropriate model for efforts to train students' communication skills. Because students serve as teachers who must master the learning content and be skilled in attracting the audience's interest in listening to the learning content. In addition, students who serve as audiences also have the opportunity to ask questions or use

other forms of communication to deepen the meaning of material that is not yet understood by the students. In this way, communication contact occurs between students in the peer teaching process in the reciprocal teaching model (Widyaningrum & Wahyuni, 2020).

The opinion above is in line with the interview quote below:

> "...*yes, I do require interactive and communicative communication from my pupils. It order for them to become accustomed to speaking in front of a large group of people, the class, and the presenter, and to have the courage to ask questions. This bravery is definitely pricey. We build this courage in them starting in elementary school, which will help them when they get to college. Since elementary school, we have received similar training at varying degrees, just like their younger siblings who are currently in college. They are also frequently instructed in asking questions and providing replies. With any luck, kids will be able to think critically and engage in more learning activities*".

In connection with the interview quote above, (Alistiana et al., 2020) explains that the cooperative reciprocal teaching model can train students' critical thinking skills. This is seen from the students' ability to convey reading material using their own language. Apart from that, students can also summarize their reading material before presenting it in front of other friends. Then, students who serve as audiences also reason about information from friends presenting teaching material, and can ask critical questions, provide suggestions and refute other students' submissions.

Reciprocal Teaching at SDN 102062 Bangun Bandar: Evaluation of Learning and Student Learning Completeness

Learning using the reciprocal teaching model is recognized by teachers as facilitating the process of delivering material to students, as well as helping teachers in supervising the

learning process. As stated by the PAI Teacher in the following interview quote:

> *"...I find this cooperative reciprocal teaching technique to be really beneficial. due to my freedom to watch how kids behave when they are studying. It is simple to observe which students are serious, which students are boisterous, and several other student behaviors because they sit in groups. From here, I am also able to determine each student's learning mastery achievement level. Beginning with skill levels and subject mastery, we will look at how students listen to their peers teach in front of the class and how they behave. It makes sense that kids would be reluctant to learn from their peers, but what if it's their teacher? Perhaps they even make fun of their pals or take it for granted?".*

The interview quote above informs that the cooperative model helps teachers evaluate students' mastery of material. In line with this, explained that reciprocal teaching makes teachers play their role as learning facilitators. added that the reciprocal teaching model is a learning strategy based on the principles of asking questions, where students' meta-cognitive skills are taught through direct teaching and modeling by the teacher. With reverse teaching, teachers teach students important cognitive skills by creating learning experiences, through modeling certain behaviors and then helping students develop these skills on their own through encouragement, support and a scaffolding system.

Furthermore, Wati et al., (2019) added that teachers can also identify the level of learning achievement and achieve students' learning completion targets. This is seen from the indicators of student behavior during the learning process. Likewise, expressed the opinion that there are obstacles in implementing the reciprocal teaching model, namely the lack of seriousness on the part of some students in preparing themselves to become teachers for

their classmates and some students often laugh at friends who act as teachers, thereby destroying the learning atmosphere. Thus, the reciprocal teaching model of learning is effectively and efficiently applied to PAI learning at the elementary school level, while continuing to monitor student behavior in order to minimize obstacles caused by the nosy behavior of students in class.

CONCLUSION

Based on the description above, it can be concluded that the implementation of the Reciprocal Teaching model in Islamic Religious Education (PAI) learning in class VI of SDN 102062 Bangun Bandar shows positive results in increasing student understanding and participation. This model has proven effective in actively engaging students in the learning process through group discussions, predictions, clarifications, questions and answers, and summaries. Students not only gain a deeper understanding of the subject matter, but also develop critical, collaborative, and communicative thinking skills.

In addition, Reciprocal Teaching encourages students to be more confident in expressing opinions and asking questions, which has an impact on increasing their learning motivation. Teachers act as facilitators who provide guidance according to student needs, so that an interactive learning atmosphere is created and supports academic and social development. Overall, the Reciprocal Teaching model can be used as an alternative innovative learning strategy to improve the quality of Islamic Religious Education learning in elementary schools.

Some obstacles in implementing this model. One of the main problems is the lack of seriousness of some students in preparing themselves as teachers for their friends. Some students may not be serious in preparing the material they have to teach, so that the teaching they provide is less effective. In addition, there are also students who often laugh at friends who act as teachers, which can damage the learning

atmosphere and reduce the motivation of students who act as teachers. Therefore, although reciprocal teaching has many benefits in improving learning activities and mastery of materials, it is important for teachers to overcome these obstacles. Efforts such as providing clear directions and building a supportive learning environment can help reduce obstacles and ensure that the implementation of this model runs more effectively.

REFERENCES

Abdussamad, Z. (2021). Metode Penelitian Kualitatif. *(Makasar: CV. Syakir Media Press)*, *1*(2), 23.

Andikaratri, M & Atmojo, S. E. (2024). Urgensi Dan Implementasi Pendidikan Karakter Pada Sekolah Dasar Di Indonesia. *Wawasan Pendidikan*, *4*(1), 266–278. https://doi.org/10.26877/wp.v4i1.16882

Alistiana, L., Aswirna, P., & Ariani, Y. (2020). Analisis Penggunaan Model Reciprocal Teaching Berbasis HOTS terhadap Kemampuan Berfikir Kritis Peserta Didik pada Materi IPA Sekolah Dasar. *Tarbiyah Al-Awlad*, *10*(2), 221–235.

Basri, H., & Rahman, Z. A. (2025). Strengthening the Competence of PAI Teachers in the Effective Implementation of the Merdeka Learning Curriculum. *Educative: Jurnal Ilmiah Pendidikan*, *3*(1), 25–34. https://doi.org/10.70437/educative.v3i1.668

Basri, H & Mubarok, A. S. (2023). Transformasi Pemikiran Harun Nasution: Menyongsong Pendidikan Islam Abad Ke-21. *JIEBAR: Journal of Islamic Education: Basic and Applied Research*, *4*(2), 77. https://e-journal.stit-islamic-village.ac.id/jiebar/article/view/610

Hawa, A. M., Putra, L. V, Suryani, E., & … (2024). Efektivitas Model Reciprocal Teaching Untuk Meningkatkan Keterampilan Berbicara pada Pembelajaran Bahasa Indonesia. *ELSE (Elementary School Education Journal)*, *8*(1), 52–60. https://journal.um-surabaya.ac.id/pgsd/article/view/21779%0A https://journal.um-surabaya.ac.id/pgsd/article/download/21779/7400

Hutauruk, E. E., Anzelina, D., Abi, A. R., & Silaban, P. J. (2021). Penerapan Model Pembelajaran Reciprocal Teaching untuk Meningkatkan Hasil Belajar Siswa di Sekolah Dasar. *Jurnal Basicedu*, *5*(4), 2116–2121. https://doi.org/10.31004/basicedu.v5i4.1011

Lestari, R. D & Arifin, Z. (2023). Application of the Stake Evaluation Model to evaluate Kurikulum Merdeka in creating student well-being. *Inovasi Kurikulum*, *20*(2), 275–288. https://doi.org/10.17509/jik.v20i2.58908

Muhammad Ali Romdhoni, dkk. (2023). Challenges of implementing the independent curriculum in Islamic Religious Education learning at SMP Negeri 24 Medan. *Tarbawy: Indonesian Journal of Islamic Education*, *Vol. 10*(2), 115.

Pradja, B. P., & Firmansyah, M. A. (2020). Penerapan Model Pembelajaran Reciprocal Teaching dalam Pembelajaran Matematika untuk Meningkatkan Aktivitas dan Hasil Belajar Siswa. *Imajiner: Jurnal Matematika Dan Pendidikan Matematika*, *2*(2), 159–166. https://doi.org/10.26877/imajiner.v2i2.5829

Prasetyo, D. A. (2020). Implementasi Model Pembelajaran Reciprocal Teaching Untuk Meningkatkan Hasil Belajar Teknologi Dasar Otomotif Peserta Didik Kelas X Tkro 2 Smk Muhammadiyah 1 Bantul. *Jurnal Pendidikan Vokasi Otomotif*, *3*(1), 65–72. https://doi.org/10.21831/jpvo.v3i1.34972

Qur'ani, M. N., Basri, H., & Hasibuan, H. R. (2023). Problematics of Implementing the Independent Learning Curriculum in Learning Islamic Religious Education At SMA Negeri 12 Medan. *Jurnal Ilmiah Didaktika*, *24*(1), 1–23.

Siregar, S. M., et al. (2020). Efektivitas Penggunaan Model Pembelajaran

Reciprocal Teaching Terhadap Kemampuan Komunikasi Matematis Siswa. *JURNAL MathEdu (Mathematic Education Journal)*, *3*(1), 92–104. http://journal.ipts.ac.id/index.php/

Sugiyono. (2020). Metode Penelitian Kualitatif. In *Alfabeta: Vol.*

Wati, S., Rengganis, I., & Syaripudin, T. (2019). Model Reciprocal Teaching Untuk Meningkatkan Keterampilan Membaca Pemahaman Siswa. *Jpgsd*, *4*(1), 142–149.

Widyaningrum, D. A., & Wahyuni, L. (2020). Analis Pengembangan Modul Pembelajaran Berbasis Reciprocal Teaching Pair Share. *Pedagogia : Jurnal Pendidikan*, *9*(1), 99–107. https://doi.org/10.21070/pedagogia.v9i1.26 8

Yefrina, J., & Miaz, Y. (2019). Pengaruh Strategi Reciprocal Teaching Dan Pengetahuan Awal Terhadap Keterampilan Berfikir Kritis Siswa Dalam Pembelajaran Tematik Kelas Iv SD. *Jurnal Basicedu*, *3*(2), 681–688. https://doi.org/10.31004/basicedu.v3i2.55