



Improving Learning Outcomes in Islamic Cultural History Through the Reciprocal Teaching Model at MTs Nurul Islam Wuluhan Jember

Edi Santoso¹

¹Pengawas Madrasah Kementrian Agama Kabupaten Jember

Email correspondence: edysan74@gmail.com

Article History

Received: 15-12-2024

Revised: 23-12-2024

Accepted: 24-12-2024

Keywords

Reciprocal Teaching, Islamic Cultural History, Learning Outcomes

Abstract

Research Objective-This study aims to improve student learning outcomes in the subject of Islamic cultural history through the implementation of the reciprocal teaching model at MTs Nurul Islam Wuluhan Jember.

Method-The research employed classroom action research conducted in three cycles. Each cycle included planning, action implementation, observation, and reflection stages. Data were collected through observations of student and teacher activities as well as learning outcome tests.

Findings-The implementation of the reciprocal teaching model showed a significant improvement in students' learning outcomes. The classical success percentage increased from 42.5% in the pre-test to 57.5% in the first cycle, 85% in the second cycle, and reached 90% in the third cycle. Student activities also demonstrated enhancement, with more active engagement in the learning process.

Implications/Limitations- This study reveals that the reciprocal teaching model is effective in improving students' learning outcomes and engagement. However, the research is limited to a single subject and school, making it less generalizable to other contexts.

Originality/Value- This study provides practical contributions by adapting the reciprocal teaching method for Islamic cultural history education, offering guidance for teachers in creating more interactive learning environments that foster students' critical thinking skills.

This is an open access article under [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2024 by Author. Published by [CV. Zamron Pressindo](https://www.zamronedu.co.id/)

Available online at: <https://journal.zamronedu.co.id/index.php/arfahruddin/issue/archive>



INTRODUCTION

Teaching approaches are created and developed by researchers in the field of education, with all learning approaches designed by these researchers aimed at improving students' learning outcomes. Other approaches have been developed by classroom teachers who experiment independently to solve the learning challenges they face.¹ Each teaching approach is referred to as a teaching model. In addition to teaching models, learning strategies are also developed with the goal of teaching students how to learn. Researchers and teachers have begun to develop and implement these learning strategies in classrooms to address learning problems.^{2, 3} Essentially, the various learning approaches, teaching models, and strategies developed and applied by teachers share a common goal: to motivate students to improve their academic achievement.^{4, 5}

Teachers need a solid understanding of the potential teaching and learning strategies that align with the predetermined learning objectives. This includes both the instructional effects—explicitly stated learning goals within the teaching and learning process—and the accompanying effects, such as the development of critical thinking skills, creativity, and an open-minded attitude, which may arise after students engage in small group discussions during the learning process.⁶

Teaching strategies are essentially the practical actions of teachers or the methods they implement to conduct teaching in a way that is considered more effective and efficient.⁷ In other words, teaching strategies are the policies or tactics used by teachers during the classroom learning process.⁸ These policies or tactics must reflect systematic steps, meaning that every component of the learning process must be interconnected. Systematic in this

¹ Syarifatul Mutaqorribain, Asrori Asrori, and Rusman Rusman. "The Effect of Teacher's Motivation on Student Learning Activities in Islamic Education Lessons." *Nazhruna: Jurnal Pendidikan Islam* 5, no.3 (2022): 887-907. <https://doi.org/10.31538/nzh.v5i3.2101>

² Abbas Lumbilsa, Asrori Asrori, and Rusman Rusman. "Improving Creativity and Learning Outcomes through Team-Assisted Individualization Learning in Islamic Education Lessons." *Edukasi: Jurnal Pendidikan Islam* 11, no. 2 (2023): 199–213. <https://doi.org/10.54956/edukasi.v11i2.371>.

³ Hanna Widygea Marbella, Asrori Asrori, and Rusman Rusman. "Implementasi Pembelajaran Merdeka Belajar pada PAI dalam Meningkatkan Keaktifan dan Kreativitas Siswa." *Risalah: Jurnal Pendidikan dan Studi Islam* 9, no. 2 (2023): 760–774. https://doi.org/10.31943/jurnal_risalah.v9i2.477

⁴ Abizard Rafli Asrafzani, Moch. Charis, Asrori Asrori, and Gamal Abdul Nasir Zakaria, "Problem Posing Method in Establishing Students' Creative Thinking Ability in Islamic Education Subjects," *Jurnal At-Tarbiyat: Jurnal Pendidikan Islam* 5, no. 3 (2023): 476–482, <https://doi.org/10.37758/jat.v5i3.476>

⁵ Abd Hamid, Asrori Asrori, and Rusman Rusman. "Implementation of Active Learning Methods in Islamic Elementary School (Implementasi Metode Active Learning di Madrasah Ibtidaiyah)." *Al-Mudarris: Journal of Education* 5, no. 1 (2022): 54–71. <https://doi.org/10.32478/al-mudarris.v5i1.932>

⁶ Wahid, Azhar, et al. "Digital technology for indigenous people's knowledge acquisition process: insights from empirical literature analysis." *International Conference on Information and Communication Technology for Competitive Strategies*. Singapore: Springer Nature Singapore, 2023.

⁷ Huda, Miftachul, Abd Hadi Borham, and Muhammad Iqbal Dewantara. "Opportunities and Challenges of Islamic Education in the Digital Era". *Ar-Fachruddin: Journal of Islamic Education* 1, no. 1 (2024): 1–11.. <https://journal.zamronedu.co.id/index.php/arfachruddin/article/view/1>.

⁸ Ridlwan, M., & Asrori, A. "Problems of Implementation of Islamic Religious Education at Muhammadiyah Junior High School 4 Gadung Surabaya." In *International Conference on Islamic and Muhammadiyah Studies (ICIMS 2022)*, 312–18. Atlantis Press, 2022. <https://doi.org/https://doi.org/10.2991/assehr.k.220708.039>.

context implies that the steps taken by the teacher in the learning process are organized coherently and logically to ensure that the predetermined objectives are achieved.⁹

Whatever teaching model or learning strategies a teacher chooses to enhance students' academic performance, they inevitably involve the activity of understanding learning material through reading. It is undeniable that students' ability to comprehend the material significantly influences their learning outcomes. Moreover, this aids teachers in achieving the expected competency standards and meeting the learning outcome indicators.¹⁰

A child's intelligence is an innate potential often associated with their success or failure in learning at school. In other words, intelligence is considered a determining factor in a child's academic achievement. In certain cases, children with below-average intelligence tend to face difficulties in learning.¹¹ Their slower thinking process leads to challenges in adapting to their peers in the classroom, which often results in lower academic performance.¹² Conversely, other studies have found that children with high intelligence also tend to struggle to adapt to peers with average intelligence. This is because children with high intelligence are quicker to absorb, process, and retain the learning material compared to those with average intelligence.^{13, 14}

Each student has limitations when it comes to understanding learning material. Students often feel bored when required to comprehend content through conventional methods, such as reading and listening to the teacher's explanations.¹⁵ This boredom is especially evident when such methods are used to teach subjects like Islamic cultural history, which many students find tedious. Therefore, a teacher must be adept at selecting appropriate teaching models and creating a conducive classroom atmosphere.¹⁶

The reciprocal teaching model is a technique that can be utilized to enhance students' understanding of reading material. In this model, the teacher and students take turns leading a dialogue or discussion about sections of the learning material. The goal of reciprocal teaching is to facilitate a deeper understanding of the material by both students and teachers working collaboratively.¹⁷ Reciprocal teaching involves four key stages: 1) Summarizing – Identifying

⁹ Asrori, M. P. I, *Inovasi belajar dan Pembelajaran PAI (Teori & Aplikatif)* (Surabaya: UMSurabaya Press, 2019). <http://repository.um-surabaya.ac.id/id/eprint/4629>.

¹⁰ Asrori, A., & Rusman, R, *Filsafat Pendidikan Islam: Sebuah Pendekatan Filsafat Islam Klasik*, (Malang: Pustaka Learning Center, 2020). <http://repository.um-surabaya.ac.id/4460/>.

¹¹ A. Asrori, *Psikologi Pendidikan Pendekatan Multidisipliner* (Banyumas: Pena Persada, 2020), <http://repository.um-surabaya.ac.id/4461/>.

¹² Yousef, Wael, et al. "The Development of Islamic Education Curriculum from the Quranic Perspective." *Ar-Fachruddin: Journal of Islamic Education* 1, no. 2 (2024): 93-123. <https://doi.org/10.7401/hms52091>.

¹³ Syaiful Bahri, Djamarah, *Psikologi Belajar*, (Jakarta: Rineka Cipta, 2002).

¹⁴ Shofiyah Salsabila Siswanto, Asrori Asrori, and Rusman Rusman. "Internalization of Pancasila Students' Profile Values through Al-Qur'an Hadith Materials in Tenth Grade at SMKN 8 Surabaya." *Attarbiyah: Journal of Islamic Culture and Education* 8, no. 1 (2023): 47–59. <https://doi.org/10.18326/attarbiyah.v8i1.47-59>

¹⁵ Asrori, A. "The Function of Class Management in The Improving Effectiveness of Learning Aqidah in MTs Al-Hidayah Betoyokauman Gresik." *Studia Religia: Jurnal Pemikiran dan Pendidikan Islam* 3, no. 2 (2019): 145–58. <https://doi.org/10.30651/sr.v3i2.3950>.

¹⁶ Asrori, Asrori, and Aldo Redho Syam. "Direct Method in Islamic Religious Education: Conceptual Framework and Implementation in Indonesia." *Al-Lubab: Jurnal Penelitian Pendidikan Dan Keagamaan Islam* 10, no. 1 (2024): 65-77. <https://doi.org/10.19120/al-lubab.v10i1.5936>

¹⁷ Palincsar, Annemarie Sullivan, and Ann L. Brown. "Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities." *Cognition and Instruction* 1, no. 2 (1984): 117–75. <http://www.jstor.org/stable/3233567>.

the main ideas and key points of the material. 2) Questioning – Formulating questions about the material to encourage critical thinking. 3) Clarifying – Explaining or resolving any ambiguities in the content. 4) Predicting – Making forecasts or predictions about what might happen next based on the material.¹⁸

The reciprocal teaching model is a learning strategy that involves teaching peers. In this strategy, students take on the role of the "teacher," replacing the teacher's role to teach their peers. Meanwhile, the teacher acts more as a model, serving as an example, a facilitator who provides support, and a mentor who conducts scaffolding.^{19, 20}

Scaffolding refers to guidance provided by someone who knows more to someone who knows less or is yet to understand (e.g., a teacher to a student, a skilled student to another student, or a skilled student to a less skilled student). The guidance initially is provided in a structured and controlled manner, and gradually, the responsibility for learning is transferred to the student. Thus, scaffolding enables students to develop their actual abilities into their potential abilities.^{21, 22}

Based on the explanation above, it can be understood that the reciprocal teaching model is very important for enhancing student learning. This is because assigning tasks to students strengthens their understanding of the concepts they have acquired or learned, making their comprehension more thorough. It also encourages students to actively engage in exploring a problem through self-directed learning, attempting exercises, and practicing their knowledge. Additionally, it stimulates students to become more active and diligent in their studies.²³

The reciprocal teaching model is a teaching approach developed by Ann Brown and Anne Marie Palinscar. There are several definitions of reciprocal teaching, all of which fundamentally convey the same concept. Reciprocal teaching is a teaching model based on the principles of question generation, where metacognitive skills are taught through direct instruction and modeling by the teacher to improve the performance of students with low reading comprehension skills.²⁴

¹⁸ Hashey, Jane M., and Diane J. Connors. "Learn from Our Journey: Reciprocal Teaching Action Research." *The Reading Teacher* 57, no. 3 (2003): 224–32. <http://www.jstor.org/stable/20205347>.

¹⁹ Pilonieta, P., & Medina, A. L. Reciprocal Teaching for the Primary Grades: "We Can Do It, Too!" *The Reading Teacher* 63, no.2 (2003): 120–129. <https://doi.org/10.1598/rt.63.2.3>

²⁰ Andry Ferdian, Rusman Rusman, and Asrori Asrori. "Philosophy, Education, and Religious Values in Cultural Pegon Jaranan Dance." *Nazhruna: Jurnal Pendidikan Islam* 5, no. 2 (2022): 852–863. <https://doi.org/10.31538/nzh.v5i2.2064>

²¹ Islamiyah, N. H., & Wijaya, S. D. (2019). The Effectiveness of Reciprocal Teaching Strategy to Increase Students Reading Comprehension in Narrative Text. *Tell : Teaching of English Language and Literature Journal* 7, no. 1 (2019): 33. <https://doi.org/10.30651/tell.v7i1.2699>

²² Hafshah Safrindra F, Asrori Asrori, and Rusman Rusman. "Questions Students Have Method: Improvement Creativity and Learning Outcomes in Islamic Education." *Risalah: Jurnal Pendidikan dan Studi Islam* 9, no. 2 (2023): 552–564. https://doi.org/10.31943/jurnal_risalah.v9i2.478

²³ Cotterall, S. *Reciprocal Teaching: A Problem-Solving Approach to Reading* (Guidelines a Periodical for Classroom Language Teachers, 1990).

²⁴ Muhammad Nur, dan P.R. Wikandari, *Pengajaran Berpusat Kepada Siswa dan Pendekatan Konstruktifis Dalam Pengajaran*, (Surabaya: UNESA, 1999). 12.

METHOD

The method used is classroom action research, which is a type of research focused on a strong intention to take action in solving problems and improving the situation. It involves a careful observation of activities that are deliberately implemented and occur within a classroom setting.²⁵ Classroom action research is illustrated as a dynamic process which includes aspects of planning, action, observation and reflection which are sequential steps in one cycle or cycle related to the next cycle, meaning that the three cycles are a series of interrelated activities.

This research is conducted in four stages: planning, activity and observation, reflection, and revision.

1. Planning stage. The steps taken in the planning stage are as follows:
 - a. Setting the research timeline
 - b. Preparing teaching materials:
 - 1) Lesson Plans
 - 2) Student Books
 - 3) Student Activity Sheets
 - c. Preparing research instruments:
 - 1) Observation sheets for student and teacher activities, as well as classroom management
 - 2) Student comprehension test
 - d. Administering a pre-test to assess students' prior knowledge
2. Activity and observation stage
This stage, called the action stage, involves teaching and learning activities using the reciprocal teaching model at school. The implementation follows the lesson plan, and observations are conducted during the learning process using observation sheets.
3. Reflection stage
In this stage, the researcher reviews the data obtained from the activity and observation stage to evaluate the effectiveness of the implemented actions.
4. Revision stage
Based on the results of the reflection, the researcher makes improvements to the teaching strategy, which will be applied in the next cycle.

In this research instrument, the researcher uses observation sheets. These observation sheets are intended to monitor the teaching and learning process. The observation sheets serve as supporting data to measure the success of the teaching and learning activities. The observation sheets are filled out by the observer during the teaching and learning process. The observation sheets consist of:

- a. Student and teacher activity observation sheet
This observation sheet is designed to identify the activities performed by the teacher and students during the teaching and learning process. It is also used to assess the alignment of student and teacher activities with the lesson plan.

²⁵ R. Asrori, A., & Rusman, *Classroom Action Research: Pengembangan Kompetensi Guru*. (Banyumas: Pena Persada, 2020).

b. Classroom management observation sheet with reciprocal teaching model

This observation sheet is used to evaluate and monitor the teacher’s performance in managing the class while using the reciprocal teaching model.

c. Learning outcomes test

This test consists of 20 objective questions, which aim to determine or measure students' mastery of the subject matter in Islamic education.

Data analysis of teacher’s classroom management skills. The teacher's ability to manage the learning process is analyzed by calculating the average score for each aspect of every session conducted. This average score is then compared with the following criteria:

- $0.00 < x < 1.70$: Very Poor
- $1.70 < x < 2.60$: Fair
- $2.60 < x < 3.51$: Good
- $3.51 < x < 4.00$: Very Good

Analysis of Student Activity Sheets. The student activity sheets are analyzed using percentages (%), as follows:

- 0%-20%: Very Poor
- 21%-40%: Poor
- 41%-60%: Satisfactory
- 61%-80%: Good
- 81%-100%: Very Good

Analysis of Student Learning Outcomes. The learning outcomes data, obtained from Objective Test 1, Objective Test 2, and the final test for the subtopic conducted at the end of the lesson, are analyzed using the following table:

Table.1 Analysis of Student Learning Outcomes

No	Total Score	Individual Success (Passed/Not Passed)
----	-------------	--

Based on the data obtained, the learning completeness standard is referred to according to the 2013 curriculum, which states that students are considered successful if they achieve a score of 75 or if the students' absorption rate reaches 75%. However, at MT's Nurul Islam Wuluhan Jember, students are considered successful if they achieve a score of 65 or higher, as student comprehension of the reading material is one of the factors contributing to learning success. To determine the learning outcomes, the following formula is used:

% Completion: $\frac{\text{Number of Correct Answers}}{\text{Total Number of Questions}} \times 100\%$

% Learning Outcomes: $\frac{\text{Number of Students Who Completed Successfully}}{\text{Total Number of Students}} \times 100\%$

RESULTS AND DISCUSSION

Results

Pre-Test Results of Students

In the initial meeting on August 05, 2024, a pre-test was conducted for 90 minutes with 40 students participating. The test used was a 20-item multiple-choice objective test, aimed at measuring students' learning mastery on the following main topic: The History of the Umayyad Caliphate II in Andalusia, based on the values of previous assignments. The students' scores can be summarized in the table below:

Table 2. Pre-Test Results of Students

No	Category	Number
1	Number of students who achieved the learning success standard	17
2	Number of students who did not achieve success	23
3	Percentage of students' overall success	42.5%

From the table above, it can be concluded that the students still have a low level of prior knowledge about the history of the Umayyad Caliphate II in Andalusia.

Cycle I

1. Planning stage

- a) Prepare Lesson Plan I
- b) Prepare evaluation and observation sheets

2. Activity and observation

In the introductory stage, the teacher informs the learning indicators and introduces the reciprocal teaching model. The learning indicators to be achieved are that students should be able to identify the factors, process, and draw lessons (*Ibrah*) from the arrival of Islam in Andalusia. During this stage, the teacher models reciprocal teaching. The teacher asks students to read the student book on the relevant competency standard to identify the main ideas.

During the teaching and learning process, the teacher asks a representative from each group to become the "student-teacher." The student-teacher asks questions based on the main ideas of the reading and invites students to answer those questions. The student-teacher guides other students in predicting the next paragraph. Then, the student-teacher helps other students identify difficult words in the reading and explains their meanings to make them easier to understand. In this process, the real teacher provides feedback to ensure good communication between the student-teacher and the other students. At the closing stage, the teacher summarizes the day's main lesson and assigns the next topic for the students to read. The teacher then asks the students to complete the evaluation for cycle I.

The results of the activities and observations in cycle I can be presented in the following tables:

a. Student scores

Table 3 Subjective Test Scores of Students on the Subtopic of the History of the Umayyad Caliphate II

No.	Student Name	Score	Individual Success
1.	Abdul Khodir Jaelani	90	B
2.	Achmad Sholeh	80	B
3.	Afatur Rohman	75	B
4.	Afifah Ismi	60	TB
5.	Ahmad Khusin Nur R.	70	B
6.	Amirul Mukminin	90	B
7.	Antoni Widodo	90	B
8.	Arif Pratama	60	TB
9.	Bagus Cahyo Dewanto	80	B
10.	Dian Anggraeni	60	TB
11.	Dian Puspitasari	90	B
12.	Dodik Setiawan	85	B
13.	Dwi Nurdiansyah	85	B
14.	Erni Sugianti	80	B
15.	Febri Fajar Fitroh	70	B
16.	Fendi Purwanto	70	B
17.	Heni Yunita	75	B
18.	Ike Mega Wahyuni	65	B
19.	Iis Ariska	50	TB
20.	Imam Ariska	60	TB
21.	Indri Oktaviani	80	B
22.	Januar Tri Setiawan	55	TB
23.	Khusnul Warhadi	40	TB
24.	Lailiyah Istianah	60	TB
25.	Maryoko	45	TB
26.	Moch. Abduka	80	B
27.	Moch. Fauzi	85	B
28.	Moch. Sholeh	75	B
29.	Moch. Wahyu Hidayat	35	TB
30.	Moch. Zainuriansyah	50	TB
31.	Munawaroh	70	B
32.	Nelly Purwati	60	TB
33.	Ratih Kirminasih	75	B
34.	Ruri Arta Sari	80	B
35.	Setia Wahyu Ningsih	65	B
36.	Siti Aisyah	60	TB
37.	Siti Aminah	50	TB
38.	Slamet Widodo	55	TB
39.	Toni Dwi Saputra	45	TB
40.	Wiwik Umi M	70	B

Note: B : Successful

TB : Unsuccessful

Table 4 Evaluation Results of Cycle I

No.	Category	Amount
1.	Number of students who reached the success standard	23
2.	Number of students who did not reach the success standard	17
3.	Percentage of success (classical)	57.5%

The table above shows that the class success rate for reading comprehension reached 57.5%, with only 23 out of 40 students scoring above 65.

b. Student activity data

Student activities represent the frequency of behaviors exhibited by students during the teaching and learning process. These activities provide insight into the effectiveness of the teaching model being used and the students' engagement. The data below was collected by four observers and reflects the students' activities during cycle I:

Table 5 Student Activity in Cycle I

	Activity Observed	Average	Percentage
1. Introduction Stage	Listening to teacher's explanation	3.5	7.8%
2. Implementation Stage	a. Reading the student book	3	6.7%
	b. Asking questions	1	2.2%
	c. Answering questions, explaining information, and summarizing the reading	2.5	5.6%
	d. Predicting the next paragraph	1	2.2%
	e. Identifying difficult words and explaining them	2	4.4%
3. Closing Stage	a. Listening to teacher's explanation	1.75	3.5%
	b. Writing relevant information	12	26.6%
4. Irrelevant behaviors to the teaching and learning process		3.75	8.3%

Analysis of activities:

- During the introduction stage, students spent 7.8% of their time listening to the teacher's explanation.
- In the implementation stage, students actively engaged in reading, asking questions, answering questions, summarizing, predicting, and identifying difficult words. The total engagement in this stage was 21.1%.
- In the closing stage, students spent 3.5% of their time listening to the teacher and 26.6% on writing relevant information.
- Irrelevant behaviors accounted for 8.3% of the activities observed.

This data suggests that the majority of students' engagement occurred in the Closing Stage with 26.6% on writing, but there was still a substantial portion of time dedicated to tasks directly related to the teaching model, with a total of 21.1% during the Implementation Stage. However, some students exhibited irrelevant behaviors (8.3%), which indicates a need for further classroom management and engagement strategies.

c. Teacher activity data

Teacher activities represent the frequency of behaviors exhibited by the teacher during the teaching and learning process. The data below was collected by four observers and reflects the teacher's activities during cycle I:

Table 6 Teacher Activity in Cycle I

	Activity Observed	Average	Percentage
1. Introduction Stage	a. Informing learning indicators	1	2.2%
	b. Motivating students and connecting with prior material	2	4.4%
	c. Introducing the reciprocal teaching model	1.5	3.3%
2. Implementation Stage	a. Asking students to read the student book	2	4.4%
	b. Pointing to the "student-teacher"	1	2.2%
	c. Asking the student-teacher to ask questions to other students	1	2.2%
	d. Asking students to answer questions, summarize information, and make conclusions	2.5	5.6%
	e. Asking the "student-teacher" and students to predict the next paragraph	1	2.2%
	f. Asking the "student-teacher" and students to identify difficult words and explain them	2	4.4%
3. Closing Stage	a. Closing the lesson and asking students to complete the evaluation test	14.25	31.6%
4. Irrelevant behaviors to the teaching and learning process		1	2.2%

Analysis of activities:

- During the introduction stage, teacher activities such as informing learning indicators, motivating students, and introducing the reciprocal teaching model accounted for a total of 9.9%.
- In the Implementation Stage, the teacher's activities in guiding students through reciprocal teaching processes, such as reading the student book, asking questions, summarizing, and identifying difficult words, made up 21% of the activities.
- The closing stage showed the teacher spending a substantial amount of time (31.6%) closing the lesson and directing students to complete the evaluation test.
- Irrelevant behaviors in cycle I accounted for 2.2%.

This data indicates that the majority of the teacher's activities took place in the Closing Stage, where the teacher closed the lesson and guided students through the evaluation. The teacher's efforts in the Implementation Stage, while important, were more focused on guiding students through the process of reciprocal teaching.

3. Reflection

In the reflection stage, the researcher will analyze the data results from the study as follows:

a. Student achievement

From the analysis of student achievement data, it was found that the percentage of class-wide success was 57.5%, which does not meet the expected class-wide understanding standard of over 75%. Therefore, this result does not address the third research question.

b. Student activity

The analysis of student activity was based on the alignment of activities with the steps outlined in the lesson plan. From the analysis, it appears that students followed the steps in the reciprocal teaching model. However, when reviewing the activity percentages, there were some activities with percentages that were less than expected, such as in reading activities and

behaviors that were irrelevant to the teaching and learning process. The percentage of activity in the reading stage was 6.7%, which is lower than expected. Observers noted that during this stage, students frequently engaged in irrelevant behaviors such as chatting, joking, and lacked motivation when called upon to be the "student-teacher."

The percentage of irrelevant behaviors in Cycle I was 8.3%, indicating that nearly 10 minutes of the teaching and learning process were spent on behaviors unrelated to the lesson. These irrelevant behaviors included students chatting or joking while listening to the teacher's explanation and showing a lack of motivation when selected to become the "student-teacher." According to several observers, the students lacked enthusiasm to become the "student-teacher" because they were hesitant and not confident about performing in front of the class. Some of those selected were even confused about how to fulfill the role of "student-teacher." This reflection highlights areas where improvements can be made, such as increasing student motivation, refining role-playing activities, and improving student engagement during the learning process.

c. Teacher activity

The analysis of teacher activity data is based on the alignment of the frequency of activities with the steps outlined in the lesson plan. From the analysis, it is evident that the teacher has followed the steps in the reciprocal teaching model. However, there are certain activities where the percentages do not align with expectations, such as in introducing the reciprocal teaching model, modeling reciprocal teaching, and behaviors that are irrelevant to the teaching and learning process. The percentage of activity for introducing the reciprocal teaching model was 3.3%, and the percentage for modeling reciprocal teaching was 5%. Both of these percentages are lower than expected. According to observers, during this stage, the teacher introduced and modeled reciprocal teaching too quickly and did not pay enough attention to students' understanding of the reciprocal teaching model.

The percentage of irrelevant behaviors related to teaching and learning activities during cycle I was 2.2%. These irrelevant behaviors included the teacher's lack of firmness in selecting the "student-teacher," while students were reluctant to take on the role. This reluctance from students caused delays in the teaching and learning process, which impeded the flow of the lesson. This reflection suggests that improvements can be made in pacing the introduction and modeling of the reciprocal teaching model, as well as ensuring a clearer and more effective selection of student-teachers to facilitate smoother learning activities.

4. Revisions

Based on the reflection results, the following improvements will be made during the second cycle of the teaching and learning activities:

- a. Provide motivation: The teacher needs to motivate students about the importance of the reciprocal teaching model as a tool for improving reading and learning skills. This will encourage students to be more engaged in performing the steps in the reciprocal teaching model.
- b. Revise lesson plan activities: Changes are needed in the lesson plan during the activities phase, particularly in tasks related to having students identify main ideas, ask questions, answer questions, summarize information, draw conclusions, and identify

difficult words. Instead of spreading these activities, the teacher will ask students to perform the steps of the reciprocal teaching model independently. This change aims to make the “student-teacher” role more effective by encouraging students to carry out their tasks autonomously, without constantly relying on teacher guidance, thus increasing both their and the other students' understanding of the reciprocal teaching steps.

- c. Award participation and feedback: The teacher should provide feedback on student participation and highlight areas for improvement when students take on the “student-teacher” role. This will motivate students to engage more confidently as “student-teachers.”
- d. Classroom management: The teacher needs to manage the class effectively to minimize irrelevant activities during the lesson. This will help keep students focused and maintain an efficient learning environment.
- e. Time management: The teacher should pay more attention to managing time effectively and efficiently, ensuring that each part of the lesson progresses smoothly and within the designated timeframe.
- f. Utilize student worksheets: The teacher should use student worksheets to support understanding of the reciprocal teaching steps and to monitor student activities during their execution of these steps.
- g. Facilitate group discussions: The teacher will provide students with time to discuss key ideas, potential questions, and difficult words within their groups. This approach will help students feel more confident in their understanding and reduce hesitation when they take on the “student-teacher” role.

Table 7 Revised Test Results on the Subtopic of Daulah Umayyah History

Group	"Student-Teacher" Name	Student Name	Score Before Reciprocal Teaching	Score After Reciprocal Teaching
1	A. Kodir Jaelani	Afifah Ismi	55	60
		Arif Pratama	50	60
		Dian Anggraeni	55	60
2	Dian Puspitasari	Iis Ariska	60	50
		Imam Ariska	65	60
3	Indri Oktaviani	Jannuar Tri Setiawan	60	55
		Khusnul Warhadi	50	40
		Lailiyah Istianah	65	60
		Maryoko	40	45
		Moch. Wahyu Hidayat	45	35
		Moch. Zainurrianshah	50	50
4	Munawaroh	Nelly Purwati	60	60
		Siti Aisyah	55	60
		Siti Aminah	55	50
		Slamet Widodo	55	55
		Toni Dwi Saputra	45	45

This table shows the scores of students before and after the implementation of the reciprocal teaching model, reflecting the changes in student performance based on the revisions made in the teaching process.

Cycle II

1. Planning phase

In cycle II, the teaching activities will continue from cycle I by implementing the improvements suggested during the reflection of cycle I. This is done to improve the quality of teaching, increase student participation, and ensure a better understanding of the material presented.

2. Activities and observations

In the introductory phase, the teacher informs the students about the learning indicators and provides motivation about the importance of the reciprocal teaching model. The teacher emphasizes the benefits of this model in enhancing students' reading and learning skills.

The indicators to be achieved in this phase are:

- To show the map of the Daulah Umayyah II's territory
- To mention the historical legacies of Daulah Umayyah II
- To identify the progress achieved in education and knowledge
- To identify the progress achieved in social and cultural fields

The teacher asks students to read the textbook and discuss in groups about the map of the Daulah Umayyah II's territory, the historical legacies of Daulah Umayyah II, and the progress made in education, knowledge, and social and cultural fields. After the discussion, students are asked to apply the steps in the reciprocal teaching model independently. The teacher gives praise and awards to the "student-teacher" who succeeds and provides corrective feedback for any mistakes made.

In the closing phase, the teacher summarizes the material learned and assigns students to find more information on the topics discussed. The teacher then asks students to complete Evaluation II.

a. Student scores

Table 8 List of Subjective Test Scores for Students on the Sub-Topic of the Achievements of Daulah Umayyah II

No	Student Name	Score	Individual Success
1	Abdul Khodir Jaelani	90	B
2	Achmad Sholeh	80	B
3	Afatur Rohman	80	B
4	Afifah Ismi	65	B
5	Ahmad Khusin Nur R.	70	B
6	Amirul Mukminin	90	B
7	Antoni Widodo	90	B
8	Arif Pratama	60	TB
9	Bagus Cahyo Dewanto	80	B
10	Dian Anggraeni	75	B
11	Dian Puspitasari	90	B
12	Dodik Setiawan	85	B
13	Dwi Nurdiansyah	85	B
14	Erni Sugianti	80	B
15	Febri Fajar Fitroh	70	B
16	Fendi Purwanto	70	B
17	Heni Yunita	75	B

18	Ike Mega Wahyuni	65	B
19	Iis Ariska	50	TB
20	Imam Ariska	70	B
21	Indri Oktaviani	80	B
22	Januar Tri Setiawan	70	B
23	Khusnul Warhadi	65	B
24	Lailiyah Istianah	60	TB
25	Maryoko	65	B
26	Moch. Abduka	80	B
27	Moch. Fauzi	85	B
28	Moch. Sholeh	75	B
29	Moch. Wahyu Hidayat	50	TB
30	Moch. Zainuriansyah	55	TB
31	Munawaroh	70	B
32	Nelly Purwati	60	TB
33	Ratih Kirminasih	75	B
34	Ruri Arta Sari	80	B
35	Setia Wahyu Ningsih	65	B
36	Siti Aisyah	70	B
37	Siti Aminah	50	TB
38	Slamet Widodo	70	B
39	Toni Dwi Saputra	65	B
40	Wiwik Umi M	70	B

Note: B = Successful

TB = Unsuccessful

This table reflects the test scores after the second cycle of implementation of the reciprocal teaching model. A majority of students (23 out of 40) have succeeded, but a few still need further improvement.

Table 9 Test Scores of Students in Cycle II

No	Category	Number
1	Number of students who achieved success	34
2	Number of students who did not meet success standards	6
3	Classical success rate percentage	85%

This table shows that 85% of the students achieved success, as 34 out of 40 students scored above 65.

a. Student Activity Data

Table 10 Student Activities in Cycle II

No	Observed Student Activities	Average	Percentage
1	Introduction Phase: Listening to the teacher's explanation	4.75	10.7%
2	Implementation Phase: a. Reading the student's book	2	4.4%
	b. Working on worksheets and discussing in groups	2	4.4%
	c. Asking questions	1	2.2%
	d. Answering questions, summarizing information, and making conclusions from the reading	3	6.7%
	e. Predicting the next paragraph	1	2.2%

	f. Stating difficult words and defining them	2	4.4%
	g. Listening to the teacher's explanation	1	2.2%
3	Closing Phase:		
	a. Listening to the teacher's explanation	2	4.4%
	b. Writing relevant information for the lesson	9	20%
4	Behavior unrelated to the learning process	0.5	1.1%

The table shows that in the introductory phase, students spent 10.7% of the time listening to the teacher's explanation. In the main phase, where students performed the steps of the reciprocal teaching model, activities such as reading the textbook, discussing with groups, asking and answering questions, summarizing information, and stating difficult words took up 26.5% of the time. In the closing phase, students spent 24.4% of the time listening to the teacher's explanation and completing evaluation II. The behavior unrelated to the learning process accounted for 1.1%.

b. Teacher activity data

Table 11 Teacher Activities in Cycle II

No	Observed Teacher Activities	Average	Percentage
1	Introduction Phase:		
	a. Informing the learning indicators	1	2.2%
	b. Motivating students and linking to previous material	2	4.4%
	c. Motivating students on the importance of reciprocal teaching	2	4.4%
2	Implementation Phase:		
	a. Asking students to read the student book	2	4.4%
	b. Pointing to "student-teacher"	1	2.2%
	c. Asking students to discuss with their groups	1	2.2%
	d. Asking the "student-teacher" to ask questions to other students	1	2.2%
	e. Asking students to answer questions, summarize information, and draw conclusions	3	6.7%
	f. Asking the "student-teacher" and students to predict the next paragraph	1	2.2%
	g. Asking the "student-teacher" and students to state difficult words and define them	2	4.4%
	h. Giving rewards, praise, and correcting errors of the "student-teacher"	1	2.2%
3	Closing Phase:		
	Closing the lesson and asking students to complete the understanding test	11	24.4%
4	Behavior unrelated to the learning process	0	0%

The table shows that in the introduction phase, activities such as informing learning indicators, motivating students, and linking to previous material had a total percentage of 11%. During the implementation phase, the teacher's role was as a facilitator when students and "student-teachers" performed the reciprocal teaching steps. The total percentage for this phase was 26.5%. The total teacher activity in Phase II amounted to 21%. In the closing phase, the teacher had a 24.4% participation rate. There were no irrelevant behaviors observed in this cycle.

3. Reflection

In the reflection stage, the researcher conducted analyses of the research data as follows:

a. Student achievement scores

Analysis of student achievement scores in cycle II shows that the classical success rate achieved was 85%, meeting the expected percentage of classical success. Therefore, the results of cycle II address research question III.

b. Student activities

Analysis of student activities indicates that students adhered to the steps of the reciprocal teaching model, and their activity percentages were sufficiently aligned with the lesson plan. The percentage of behaviors irrelevant to the learning process decreased by 7.2% from cycle I. These results demonstrate improvement compared to cycle I.

c. Teacher activities

Analysis of teacher activities reveals that the teacher performed the steps of the reciprocal teaching model well. In cycle II, no irrelevant behaviors by the teacher were observed. The results of cycle II show an improvement compared to cycle I.

4. Revision

In the third cycle, the researcher plans to make adjustments to the lesson plan, including the following:

- a. The teacher will provide students with engaging reading materials unrelated to the core subject matter and ask them to practice the reciprocal teaching steps. This aims to reduce monotony in learning and familiarize students with the steps of reciprocal teaching.
- b. The teacher will allocate more time for reading activities and group discussions, allowing students to better understand the reading materials.
- c. Students will be assigned to find information on the use of addictive and psychotropic substances in healthcare from other sources and to apply the reciprocal teaching steps to the information. This is intended to enhance student understanding.

Table 12 List of Groups and Test Scores after Revision on Subtopic: Achievements of the Umayyad Dynasty

Group	Name of "Student Teacher"	Name of Student	Score Before Reciprocal Teaching	Score After Reciprocal Teaching
1	Amirul Mukminin	Afifah Ismi	60	65
		Arif Pratama	60	60
		Dian Anggraeni	60	75
2	Dwi Nurdiansyah	Iis Ariska	50	50
		Imam Ariska	60	70
3	Moch. Fauzi	Jannuar Tri Setiawan	55	70
		Khusnul Warhadi	40	65
		Lailiyah Istianah	60	60
		Maryoko	45	65
		Moch. Wahyu Hidayat	35	50
		Moch. Zainurrianshah	50	55
4	Ruri Arta Sari	Nelly Purwati	60	60

Siti Aisyah	60	70
Siti Aminah	50	50
Slamet Widodo	55	70
Toni Dwi Saputra	45	65

Cycle III

1. Planning stage

In the third cycle, the researcher follows up on learning activities from the second cycle, which have met the classical success standard. Improvements outlined in the revisions from the second cycle will be implemented in this cycle.

2. Activity and observation stage

During the preliminary stage, the teacher informs the learning indicators, connects the material to previous lessons, and provides training using engaging reading materials. Students are tasked with applying the steps of the reciprocal teaching model to the reading materials. In the main activity, the teacher asks students to read the lesson material and assigns a group representative to act as the "student teacher," leading a class discussion following the steps of the reciprocal teaching model independently. The teacher provides rewards, praises, and corrects any errors made by the "student teacher." At the end, the teacher summarizes the core material and asks students to complete the third evaluation.

a. Student Scores

Table 13 Subjective Test Scores on the Subtopic: The Fall of the Umayyad Dynasty II

No.	Student Name	Score	Individual Achievement
1.	Abdul Khodir Jaclani	90	B
2.	Achmad Sholeh	80	B
3.	Afatur Rohman	80	B
4.	Afifah Ismi	75	B
5.	Ahmad Khusin Nur R.	70	B
6.	Amirul Mukminin	90	B
7.	Antoni Widodo	95	B
8.	Arif Pratama	60	TB
9.	Bagus Cahyo Dewanto	85	B
10.	Dian Anggraeni	90	B
11.	Dian Puspitasari	90	B
12.	Dodik Setiawan	85	B
13.	Dwi Nurdiansyah	85	B
14.	Erni Sugianti	80	B
15.	Febri Fajar Fitroh	70	B
16.	Fendi Purwanto	70	B
17.	Heni Yunita	75	B
18.	Ike Mega Wahyuni	70	B
19.	Iis Ariska	60	TB
20.	Imam Ariska	70	B
21.	Indri Oktaviani	80	B
22.	Januar Tri Setiawan	75	B
23.	Khusnul Warhadi	65	B
24.	Lailiyah Istianah	60	TB
25.	Maryoko	65	B
26.	Moch.Abduka	80	B
27.	Moch.Fauzi	85	B
28.	Moch.Sholeh	75	B

29.	Moch.Wahyu Hidayat	70	B
30.	Moch.Zainuriansyah	60	TB
31.	Munawaroh	75	B
32.	Nelly Purwati	60	TB
33.	Ratih Kirminasih	70	B
34.	Ruri Arta Sari	85	B
35.	Setia Wahyu Ningsih	65	B
36.	Siti Aisyah	70	B
37.	Siti Aminah	75	B
38.	Slamet Widodo	70	B
39.	Toni Dwi Saputra	65	B
40.	Wiwik Umi M	70	B

Key:

- B: Successful
- TB: Not Successful

Out of 40 students, 36 successfully achieved the passing criteria (score ≥ 65), while 4 students did not meet the standard.

Table 14 Evaluation Scores for Students in Cycle III

No.	Category	Total
1.	Number of students meeting standards	36
2.	Number of students not meeting standards	4
3.	Percentage of success (classical)	90%

The table above shows that 90% of students achieved a satisfactory understanding of the reading material on a classical basis. Out of 40 students, 36 scored above 65.

b. Student Activity Data Analysis

Table 15 Student Activities in Cycle III

No	Student Activities Observed	Average	Percentage
1.	Preliminary Stage:		
	a. Listening to the teacher's explanation	3.75	8.3%
	b. Reading and performing the steps of the reciprocal teaching model	7.25	16.1%
2.	Implementation Stage:		
	a. Asking questions	1	2.2%
	b. Answering questions, summarizing information, and drawing conclusions	3	6.7%
	c. Predicting the next paragraph	1	2.2%
	d. Identifying difficult words and interpreting their meanings	2	4.4%
	e. Listening to the teacher's explanation	2	4.4%
3.	Closing Stage:		
	a. Listening to the teacher's explanation	1	2.2%
	b. Writing relevant to the teaching and learning process (TLP)	10	22.2%
4.	Behavior unrelated to the teaching and learning process (TLP)	0	0%

The table above shows that the preliminary stage consists of activities such as listening to the teacher's explanation and reading as well as performing the steps of the reciprocal teaching model on the text. The activities in this stage account for a total percentage of 24.4%. The total percentage of activities in the implementation stage is 31.1%. In the closing stage, students engaged in activities such as listening to the teacher's explanation and

completing evaluation III. The total percentage of activities in this stage is 24.4%. In the third cycle, no activities unrelated to the teaching and learning process (TLP) were observed.

c. Teacher Activity Data

Table 16 Teacher Activities in Cycle III

No	Observed Teacher Activities	Average	Percentage
1.	Preliminary Stage:		
	a. Informing indicators	1	2.2%
	b. Motivating students and connecting to prior material	2	4.4%
	c. Motivating students by providing engaging reading material and asking them to apply reciprocal teaching steps	7	15.7%
2.	Main Stage:		
	a. Asking students to read the student book	3	6.7%
	b. Asking students to complete worksheets (LKS) and discuss in groups	2	4.4%
	c. Appointing a "student teacher"	1	2.2%
	d. Asking students to complete worksheets (LKS) and discuss in groups	1	2.2%
	e. Asking the "student teacher" to pose questions to other students	1	2.2%
	f. Asking students to answer questions, summarize information, and draw conclusions from the reading	3	6.7%
	g. Asking the "student teacher" and students to predict the next paragraph	1	2.2%
	h. Asking the "student teacher" and students to identify and explain difficult words	2	4.4%
	i. Giving rewards, praise, and correcting errors made by the "student teacher"	1	2.2%
3.	Closing Stage:		
	Concluding the lesson and asking students to complete a comprehension test	11	24.4%
4.	Behavior unrelated to the teaching and learning process (TLP)	0	0%

The table above shows that the preliminary stage consisted of activities such as informing indicators, motivating students, connecting to prior lessons, and providing training in the reciprocal teaching model. These activities accounted for a total percentage of 22.3%. In the main stage, the teacher's role was to act as a facilitator while students and the "student teacher" performed the steps of the reciprocal teaching model. The total percentage for this stage was 33.2%. The closing stage accounted for 24.4%. In cycle III, no behavior unrelated to the teaching and learning process was observed.

3. Reflection

a. Student success rates

The analysis of student success data in cycle III shows that the classical comprehension percentage obtained was 90%, which meets the target success rate for the class. This result indicates that cycle III effectively addressed the first research question.

b. Student activities

The analysis of student activity data shows that students adhered to the steps of the reciprocal teaching model. Looking at the percentage of student activities, they were largely in line with the lesson plan. No irrelevant behaviors were observed during the teaching and learning process. This result shows improvement from cycle II.

c. Teacher activities

The analysis of teacher activity data shows that the teacher's activities were in accordance with the steps outlined in the reciprocal teaching model. No behavior unrelated to the teaching and learning process was observed.

4. Revisions

The reflection results indicate that teaching and learning in cycle III went well, achieving a satisfying classical success percentage. The improvements seen in cycle III will be maintained for future lessons.

Table 17 Group List and Final Test Scores on the Subtopic of the Collapse of the Umayyad Caliphate II

Group	"Student Teacher" Name	Student Name	Score Before Reciprocal Teaching	Score After Reciprocal Teaching
1	Antoni Widodo	Afifah Ismi	65	75
		Arif Pratama	60	60
		Dian Anggraeni	75	90
2	Dodik Setiawan	Iis Ariska	50	60
		Imam Ariska	70	70
3	Moch. Abduka	Jannuar Tri Setiawan	70	75
		Khusnul Warhadi	65	65
		Lailiyah Istianah	60	60
		Maryoko	65	65
		Moch. Wahyu Hidayat	50	70
		Moch. Zainurrianshah	50	70
4	Munawaroh	Nelly Purwati	60	60
		Siti Aisyah	70	70
		Siti Aminah	50	75
		Slamet Widodo	70	70
		Toni Dwi Saputra	65	65

Student responses to the Reciprocal Teaching program were used to gather students' opinions about the activities. The analysis of student responses to the implementation of reciprocal teaching is summarized in table 17 below.

Table 18 Students' Responses to the Reciprocal Teaching Program Activities

No	Description	Always	Sometimes	Never
1	Has the reciprocal teaching program been conducted in your school?	0%	85%	15%
		Necessary	Not Necessary Enough	Not Necessary
2	Do you think it is necessary to hold reciprocal teaching activities about the core material?	87.5%	12.5%	0%
3	Should the reciprocal teaching program be conducted for other subjects?	80%	12.5%	7.5%
4	Should reciprocal teaching be implemented in schools?	100%	0%	0%
		Happy	Indifferent	Not Happy
5	How do you feel about the reciprocal teaching program being held?	70%	30%	0%
		Yes	Indifferent	No

Improving Learning Outcomes in Islamic Cultural History Through the Reciprocal Teaching Model at MTs Nurul Islam Wuluhan Jember

6	Has the reciprocal teaching program made your understanding easier?	87.5%	12.5%	0%
7	Has the reciprocal teaching program increased your desire to learn?	87.5%	12.5%	0%
8	Has the reciprocal teaching program been beneficial for you?	95%	5%	0%
9	Has the reciprocal teaching program helped you overcome your fear of studying The History of Islamic Civilization?	62.5%	30%	6.5%
10	Has the reciprocal teaching program helped you feel more confident in asking questions about material you don't understand?	87.5%	12.5%	0%

Based on table 18, the largest average percentages of student responses are in the necessary category (between 80%-100%), yes (52.5%-95%), happy (70%), and never (15%). This indicates a generally positive response from students towards the reciprocal teaching program, with a significant majority finding it useful and helpful for learning.

Discussion

The results of the calculations from the initial test to cycle III can be seen in figure 1.

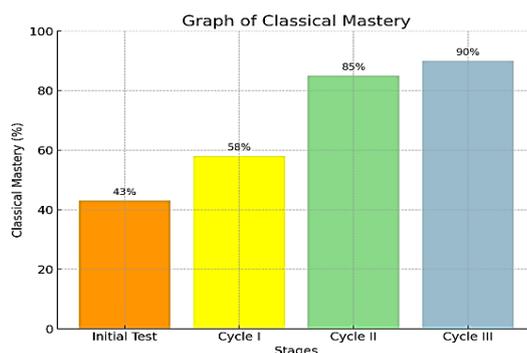


Figure 1 Students' Success Rates Classically

The figure above shows an increase in the percentage of students' success scores in reading conducted classically. The classical success percentage in cycle I was 57.5%. In the second cycle, it increased by 27.5% to reach 85%, and in cycle III, it further increased by 5% to reach 90%.

The analysis of student activity data from the beginning to the end of the activity can be seen in graph 2 as follows:

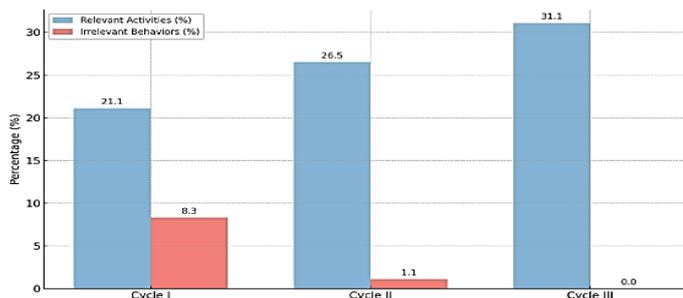


Figure 2 Student Activity

The data reveal a consistent improvement in students’ engagement in relevant learning activities across the three cycles. Relevant activities increased steadily from 21.1% in cycle I to 26.5% in cycle II, and further to 31.1% in cycle III, indicating that students became progressively more involved in meaningful learning processes as the intervention was continuously refined.

Conversely, irrelevant behaviors showed a substantial decline, dropping from 8.3% in cycle I to 1.1% in cycle II, and ultimately reaching 0% in cycle III. The complete elimination of irrelevant behaviors in the final cycle demonstrates the effectiveness of the instructional strategy in fostering focused, disciplined, and purposeful classroom engagement.

If you want, I can tighten this into one compact paragraph, or link it explicitly to active learning, classroom management, or student engagement theory for a stronger discussion section.

The analysis of teacher activity data from the beginning to the end of the lesson can be seen in figure 3 as follows:

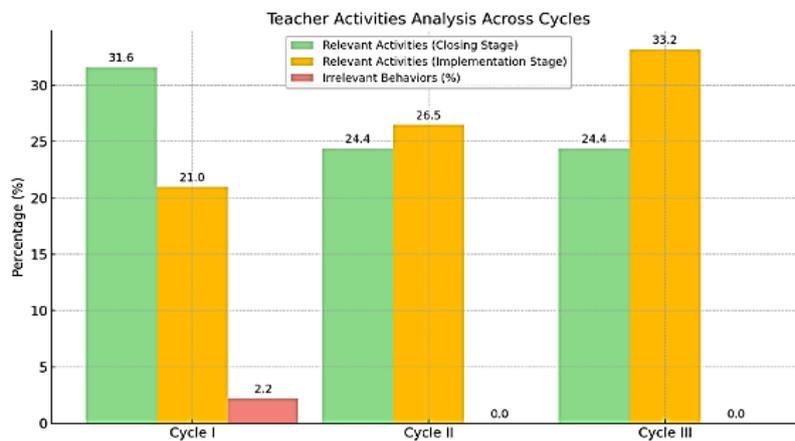


Figure 3. Teacher Activity

The findings indicate a clear shift in students’ learning behaviors across the three cycles. During the closing stage, relevant activities were highest in cycle I (31.6%), then decreased and stabilized in cycle II and cycle III (24.4%), suggesting that students gradually required less guidance at the end of the lesson as learning routines became more established.

In contrast, during the implementation stage, relevant activities showed a consistent and significant increase, rising from 21.0% in cycle I to 26.5% in cycle II, and reaching 33.2% in cycle III. This trend demonstrates improved student engagement and active participation during the core learning process as the instructional strategy was refined and optimized across cycles.

Furthermore, irrelevant behaviors decreased sharply, recorded at 2.2% in cycle I and completely eliminated in cycle II and cycle III (0%). This indicates that the learning intervention was effective in fostering focused learning behaviors and minimizing off-task activities over time.

CONCLUSION

This study demonstrates that the implementation of the reciprocal teaching model significantly improves students' learning outcomes in Islamic cultural history at MTs Nurul Islam Wuluhan, Jember. By integrating four core strategies—summarizing, questioning, clarifying, and predicting—the model effectively enhances students' conceptual understanding, active participation, and collaborative learning during the instructional process.

The improvement in students' learning outcomes was evident across all research cycles. The pre-test mastery level was only 42.5%, indicating low initial achievement. Following the implementation of the reciprocal teaching model, mastery increased to 57.5% in cycle I, rose substantially to 85% in cycle II, and reached 90% in cycle III. Overall, this reflects a 47.5% increase in learning mastery from the pre-test to the final cycle. These findings confirm that reciprocal teaching is an effective pedagogical approach for improving learning outcomes in Islamic education contexts, particularly in fostering student engagement, comprehension, and higher-order thinking skills.

REFERENCE

- Asrafzani, Abizard Rafli, Moch Charis, Asrori Asrori, and Gamal Abdul Nasir Zakaria, "Problem Posing Method in Establishing Students' Creative Thinking Ability in Islamic Education Subjects," *Jurnal At-Tarbiyat: Jurnal Pendidikan Islam* 5, no. 3 (2023): 476–482, <https://doi.org/10.37758/jat.v5i3.476>
- Asrori, Asrori, and Aldo Redho Syam. "Direct Method in Islamic Religious Education: Conceptual Framework and Implementation in Indonesia." *Al-Lubab: Jurnal Penelitian Pendidikan Dan Keagamaan Islam* 10, no .1 (2024): 65-77. <https://doi.org/10.19120/al-lubab.v10i1.5936>
- Asrori, Asrori, and Rusman Rusman. *Classroom Action Research: Pengembangan Kompetensi Guru*. Banyumas: Pena Persada, 2020. <https://repository.um-surabaya.ac.id/id/eprint/4459>
- Asrori, Asrori, and Rusman Rusman. *Filsafat Pendidikan Islam: Sebuah Pendekatan Filsafat Islam Klasik*. Malang: Pustaka Learning Center, 2020. <https://repository.um-surabaya.ac.id/id/eprint/4460>
- Asrori, Asrori. "The Function of Class Management in The Improving Effectiveness of Learning Aqidah in MTs Al-Hidayah Betoyokauman Gresik." *Studia Religia: Jurnal Pemikiran dan Pendidikan Islam* 3, no. 2 (2019): 145–58. <https://doi.org/10.30651/sr.v3i2.3950>.
- Asrori, Asrori. *Psikologi Pendidikan Pendekatan Multidisipliner*. Banyumas: Pena Persada, 2020. <https://repository.um-surabaya.ac.id/id/eprint/4461>
- Asrori, M. P. I. *Inovasi belajar dan Pembelajaran PAI (Teori & Aplikatif)*. Surabaya: UMSurabaya Press, 2019. <https://repository.um-surabaya.ac.id/id/eprint/4629>
- Cotterall, S. *Reciprocal Teaching: A Problem-Solving Approach to Reading* (Guidelines a Periodical for Classroom Language Teachers, 1990).
- Ferdian, Andry, Rusman Rusman, and Asrori Asrori. "Philosophy, Education, and Religious Values in Cultural Pegon Jaranan Dance." *Naẓḥruna: Jurnal Pendidikan Islam* 5, no. 2 (2022): 852–863. <https://doi.org/10.31538/nzh.v5i2.2064>

- Hafshah Safrindra F, Asrori Asrori, and Rusman Rusman, "Questions Students Have Method: Improvement Creativity and Learning Outcomes in Islamic Education," *Risâlah: Jurnal Pendidikan dan Studi Islam* 9, no. 2 (2023): 552–564, https://doi.org/10.31943/jurnal_risalah.v9i2.478
- Hamid, Abd, Asrori Asrori, and Rusman Rusman. "Implementation of Active Learning Methods in Islamic Elementary School (Implementasi Metode Active Learning di Madrasah Ibtidaiyah)." *Al-Mudarris: Journal of Education* 5, no. 1 (2022): 54–71. <https://doi.org/10.32478/al-mudarris.v5i1.932>
- Hashey, Jane M., and Diane J. Connors. "Learn from Our Journey: Reciprocal Teaching Action Research." *The Reading Teacher* 57, no. 3 (2003): 224–32. <http://www.jstor.org/stable/20205347>.
- Huda, Miftachul, Abd Hadi Borham, and Muhammad Iqbal Dewantara. "Opportunities and Challenges of Islamic Education in the Digital Era". *Ar-Fachruddin: Journal of Islamic Education* 1, no. 1 (2024): 1–11. <https://journal.zamronedu.co.id/index.php/arfachruddin/article/view/1>.
- Islamiyah, N. H., & Wijaya, S. D. (2019). The Effectiveness of Reciprocal Teaching Strategy to Increase Students Reading Comprehension in Narrative Text. *Tell : Teaching of English Language and Literature Journal* 7, no. 1 (2019): 33. <https://doi.org/10.30651/tell.v7i1.2699>
- Lumbilsa, Abbas, Asrori Asrori, and Rusman Rusman. "Improving Creativity and Learning Outcomes through Team-Assisted Individualization Learning in Islamic Education Lessons." *Edukasi: Jurnal Pendidikan Islam* 11, no. 2 (2023): 199–213. <https://doi.org/10.54956/edukasi.v11i2.371>
- Marbella, Hanna Widygea, Asrori Asrori, and Rusman Rusman. "Implementasi Pembelajaran Merdeka Belajar pada PAI dalam Meningkatkan Keaktifan dan Kreativitas Siswa." *Risâlah: Jurnal Pendidikan dan Studi Islam* 9, no. 2 (2023): 760–774. https://doi.org/10.31943/jurnal_risalah.v9i2.477
- Muhammad Nur, dan P.R. Wikandari, *Pengajaran Berpusat Kepada Siswa dan Pendekatan Konstruktifis Dalam Pengajaran*, (Surabaya: UNESA, 1999). 12.
- Mutaqorribain, Syarifatul, Asrori Asrori, and Rusman Rusman. "The Effect of Teacher's Motivation on Student Learning Activities in Islamic Education Lessons." *Nazhruna: Jurnal Pendidikan Islam* 5, no.3 (2022): 887-907. <https://doi.org/10.31538/nzh.v5i3.2101>.
- Palincsar, Annemarie Sullivan, and Ann L. Brown. "Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities." *Cognition and Instruction* 1, no. 2 (1984): 117–75. <http://www.jstor.org/stable/3233567>.
- Pilonieta, P., & Medina, A. L. Reciprocal Teaching for the Primary Grades: "We Can Do It, Too!" *The Reading Teacher* 63, no.2 (2003): 120–129. <https://doi.org/10.1598/rt.63.2.3>
- Rattanayium, Fareezee, Asrori Asrori, and Rusman Rusman. 2023. "Critical Incident Strategy: Improving Motivation And Learning Outcomes Of Islamic Education Students In Pattanakarnsuksa School Songkhla Thailand". *Al-Ulum Jurnal Pemikiran Dan Penelitian Ke Islaman* 10 (2), 140-53. <https://doi.org/10.31102/alulum.10.2.2023.140-153>.

- Ridlwan, M., & Asrori, A. "Problems of Implementation of Islamic Religious Education at Muhammadiyah Junior High School 4 Gadung Surabaya." In *International Conference on Islamic and Muhammadiyah Studies (ICIMS 2022)*, 312–18. Atlantis Press, 2022. <https://doi.org/https://doi.org/10.2991/assehr.k.220708.039>.
- Siswanto, Shofiyah Salsabila, Asrori Asrori, and Rusman Rusman. "Internalization of Pancasila Students' Profile Values through Al-Qur'an Hadith Materials in Tenth Grade at SMKN 8 Surabaya." *Attarbiyah: Journal of Islamic Culture and Education* 8, no. 1 (2023): 47–59. <https://doi.org/10.18326/attarbiyah.v8i1.47-59>
- Syaiful Bahri, Djamarah. *Psikologi Belajar*. (Jakarta: Rineka Cipta, 2002).
- Wahid, Azhar, et al. "Digital technology for indigenous people's knowledge acquisition process: insights from empirical literature analysis." *International Conference on Information and Communication Technology for Competitive Strategies*. Singapore: Springer Nature Singapore, 2023.
- Yousef, Wael, et al. "The Development of Islamic Education Curriculum from the Quranic Perspective." *Ar-Fachruddin: Journal of Islamic Education* 1, no. 2 (2024): 93-123. <https://doi.org/10.7401/hms52091>.