



Reciprocal Peer Teaching Learning Model In Improving Students' Independence and Educational Interaction In Fiqh Lessons

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Abstract:

This study intends to reveal; (1) What is the urgency of the reciprocal peer teaching learning model in increasing student independence and educational interaction in fiqh learning at MTs Azzainiyah and MTs Darul Hikmah Paiton Probolinggo Misbahul Fata Banyuwanyar Probolinggo. (2) How is the application of the reciprocal peer teaching learning model in increasing student independence and educational interaction in fiqh learning at MTs Darul Hikmah. (3) What are the implications of the reciprocal peer teaching learning model in improving student independence and educational interactivity in fiqh learning at MTs Azzainiyah and MTs Darul Hikmah. The model used in this study is qualitative research with a case study approach. Data collection techniques are carried out by interviews, observations, and documentation. In the data analysis, this study uses the Miles & Huberman model analysis procedure, namely using interactive analysis by collecting data, presenting data, reducing data, and drawing conclusions. While checking the validity of the data is carried out by extending the time and persistence of observation, triangulation techniques and discussions with friends. The research findings are as follows; (1) The learning model using Reciprocal Peer Teaching in fiqh lessons in madrasas has several urgencies (2) The application of the Reciprocal Peer Teaching learning model has several steps of application in learning fiqh subjects in madrasas. The following are some of the main roles of the Reciprocal Peer Teaching learning model in the context of fiqh lessons. (3) Using the Reciprocal Peer Teaching learning model has several implications in it.

INTRODUCTION

Education is a conscious and well-planned effort carried out by teachers to facilitate learning activities both inside and outside the classroom in order to develop the potential of students. Education also serves to develop students' potential in order to possess spiritual and religious strength, cultivate willingness, self-control, personality, intelligence, and to foster the spirit of the nation's next

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generation so that these potentials can be optimally developed for the comprehensive advancement of society (Rahman et al., 2022).

Education as a form of character building is an integral part of Islamic educational orientation. Its main objective is to shape individuals with good behavior, honesty, responsibility, respect and appreciation for others, justice, politeness, hard work, and other noble character traits (Nabila, 2021). The foundation and objectives of Islamic education originate from its primary sources, namely the Qur'an and Hadith, and are implemented through leadership activities, teaching, training, and experiential learning (Almi Novita & M. Yunus Abu Bakar, 2021). Therefore, Islamic education is one of the most essential aspects for Muslims, as it serves as a life guideline and a means of instilling correct moral values, including religious character that helps individuals navigate negative cultural influences (Arif Kusuma, 2022).

These objectives are also stated in Law No. 20 of 2023 concerning the National Education System, which emphasizes that national education aims to develop students' potential to become individuals who are faithful and devoted to God Almighty, possess noble character, are healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizens (At, 2023). This formulation clearly shows that national education does not only aim to produce faithful and pious individuals but also independent human beings who are capable of managing their own lives without excessive dependence on others.

Independence is a fundamental aspect learned in education, where students are expected to develop life skills, one of which is self-reliance (Rahma & Suryanto, 2022). Independence is based on the paradigm that every individual or group is responsible for their own life. Stein and Book explain that independence is the ability to direct and control oneself in thinking and acting without excessive reliance on others (Senjaya et al., 2020). Student learning independence refers to the ability of learners to achieve specific goals through active individual effort, although it may still involve guidance from teachers. In the learning process, cognitive and skill domains are often emphasized; however, social competence and character development are equally important aspects that must be strengthened.

Based on observations conducted at MTs Darul Hikmah and MTs Azzainiyah, both institutions have different educational backgrounds. MTs Darul Hikmah is an Islamic boarding school-based institution, while MTs Azzainiyah is a formal school not affiliated with a pesantren. However, both schools share a similar student background, as most students come from coastal communities. In the learning process, several problems were identified, particularly low emotional independence and lack of self-confidence among students. This was evident when students tended to remain passive during presentations, lacked confidence in completing tasks, and frequently depended on more capable peers, often leading to academic dishonesty. One of the contributing factors to low educational interaction was the monotonous teaching model.

The observation also indicates that students' low independence and classroom interaction are influenced by family support and environmental conditions. Coastal communities generally have characteristics of being hard-working and open, with most residents working as traditional fishermen who tend to have relatively low educational backgrounds (Zulaikha, 2016). The environment

plays a crucial role in shaping students' independence because it provides different experiences and learning opportunities.

The school environment significantly influences the development of student learning independence, as it shapes how students learn, adapt to challenges, and develop initiative. In coastal areas, children are often involved in fishing-related activities from an early age, which also affects their educational continuity. Education, which should be a priority, is often considered secondary in these communities, resulting in low average educational attainment, typically only up to elementary or secondary school levels. This condition is influenced by economic, environmental, and family factors.

In addition, limited teacher competence in applying innovative learning models also contributes to low student motivation. Monotonous teaching methods reduce student engagement and learning outcomes. Therefore, teachers play a central role in education and are expected to be creative in designing meaningful, engaging, and effective learning processes. One alternative learning model that can be applied is Reciprocal Peer Teaching, which helps maintain student interest and participation.

Teacher creativity is essential in improving the quality of learning outcomes (Abidin, 2019). Every teacher hopes that learning materials can be fully understood by students; however, differences in students' characteristics require teachers to provide equal learning services through appropriate strategies. Creative and innovative learning models can create active, enjoyable, and meaningful learning environments that enhance student achievement.

Moreover, effective learning depends on the teacher's ability to develop appropriate instructional models that increase student engagement. Proper learning models encourage motivation, improve understanding, and lead to better learning outcomes. In this context, educational interaction plays a vital role in creating a conducive, effective, and efficient learning environment. Educational interaction refers to a two-way relationship between teachers and students based on educational norms to achieve learning objectives (Aliyyah et al., 2022).

Educational interaction also plays a significant role in increasing student interest and guiding them toward maturity (Lubis & Gusman, 2022). Teachers are responsible for planning, organizing, and managing the entire learning process. Proper preparation enables teachers to deliver learning materials more effectively. Various teaching methods are used to create engaging and enjoyable learning environments that enhance motivation for both teachers and students (Febianti, 2022).

RESEARCH METHOD

This study employs a qualitative research approach with a descriptive case study design. The qualitative approach is chosen because this research aims to gain an in-depth understanding of the implementation process of the Reciprocal Peer Teaching learning model in enhancing students' independence and educational interaction in Fiqh learning. The case study design is used because the research is focused on a specific setting, namely MTs Darul Hikmah Probolinggo, allowing the researcher to examine the phenomenon intensively, contextually, and comprehensively in accordance with real conditions in the field, particularly within a pesantren-based school environment located in a coastal

community area.

The research subjects consist of Fiqh teachers, students, and the head of the madrasah, who are selected using a purposive sampling technique based on the consideration that they possess relevant information related to the focus of the study. Data collection techniques are conducted through observation, in-depth interviews, and documentation. Observation is used to directly examine the learning process and educational interactions occurring in the classroom. Interviews are conducted to explore participants' experiences, perceptions, and challenges in implementing the peer teaching learning model. Meanwhile, documentation is used to complement the data in the form of lesson plans, school archives, and relevant evidence of learning activities.

Data analysis in this study follows the interactive model proposed by Miles and Huberman, which consists of data reduction, data display, and conclusion drawing and verification. Data reduction is carried out by selecting and focusing on data relevant to the research objectives, which are then presented in descriptive narrative form to facilitate understanding. Subsequently, conclusions are drawn gradually while continuously verifying the collected data. To ensure data validity, the researcher applies source triangulation and technique triangulation, as well as member checking with informants. The research procedures include preparation, implementation, data analysis, and reporting stages, which are systematically conducted in accordance with scientific research standards.

RESULTS AND DISCUSSION

RESULTS

Implementation of the Reciprocal Peer Teaching Learning Model in Fiqh Lessons

The findings of this study reveal that the implementation of the Reciprocal Peer Teaching Learning Model in Fiqh lessons at MTs Darul Hikmah Probolinggo has been carried out through a structured yet flexible instructional process. The teacher begins the lesson by introducing key Fiqh concepts and outlining learning objectives, followed by organizing students into small peer groups. Within these groups, selected students act as peer tutors who guide discussions, explain materials, and facilitate understanding among their peers. This approach shifts the traditional teacher-centered paradigm into a more student-centered learning environment, where learners actively construct knowledge through interaction. The teacher's role transitions into that of a facilitator who monitors, supports, and provides feedback during the learning process.

The implementation also integrates questioning strategies, peer explanation, and collaborative problem-solving activities, which align with the principles of reciprocal teaching. The findings indicate that this model is particularly effective in engaging students who previously exhibited passive learning behaviors. By involving students directly in the teaching process, the model encourages responsibility and ownership of learning. Furthermore, the pesantren-based environment supports the application of this model, as students are already familiar with peer learning traditions. Overall, the implementation demonstrates a significant shift in instructional practices, fostering active participation and meaningful engagement in Fiqh learning.

Improvement of Students' Learning Independence

The study findings indicate a notable improvement in students' learning independence as a result of implementing the *Reciprocal Peer Teaching Learning Model*. Students who initially demonstrated low confidence and dependency on peers gradually developed the ability to engage in self-directed learning. This transformation is evident in their increased willingness to participate in discussions, complete tasks independently, and express their understanding without hesitation. The peer teaching mechanism plays a crucial role in this development, as students are given opportunities to assume responsibility as tutors, which enhances their self-efficacy and confidence. Additionally, students who act as learners benefit from peer explanations that are often more relatable and easier to understand, thus encouraging them to actively seek knowledge rather than passively receive it.

The findings also reveal that the model helps reduce students' reliance on copying answers from others, a behavior previously observed during classroom activities. Instead, students begin to demonstrate critical thinking and problem-solving skills when faced with Fiqh-related tasks. The supportive classroom environment created through peer interaction further strengthens students' motivation to learn independently. This improvement is particularly significant considering the socio-cultural background of the students, who come from coastal communities where educational support may be limited. Therefore, the model not only enhances academic skills but also fosters essential life skills related to independence.

Enhancement of Educational Interaction in the Classroom

The implementation of the *Reciprocal Peer Teaching Learning Model* has significantly enhanced educational interaction within the classroom setting. The findings show that interaction is no longer limited to teacher-student communication but extends to dynamic student-student engagement. Through structured peer discussions, students actively exchange ideas, ask questions, and provide explanations, creating a more interactive and collaborative learning atmosphere. This increased interaction contributes to a deeper understanding of Fiqh concepts, as students are able to clarify misunderstandings through dialogue. Moreover, the teacher's role in facilitating rather than dominating the learning process allows for a more balanced and reciprocal interaction pattern. The study also highlights that students become more confident in expressing their opinions and responding to questions, which was previously a significant challenge.

The model fosters a sense of mutual respect and cooperation among students, as they rely on each other for learning support. In addition, the use of peer teaching strategies helps bridge communication gaps, particularly for students who may feel hesitant to interact directly with the teacher. The findings suggest that the increased frequency and quality of educational interaction contribute to a more engaging and effective learning environment. This is particularly important in Fiqh lessons, where understanding requires not only memorization but also discussion and interpretation of concepts.

The study identifies several supporting factors that contribute to the

successful implementation of the Reciprocal Peer Teaching Learning Model in Fiqh lessons. One of the primary factors is the teacher's readiness and creativity in designing and facilitating interactive learning activities. Teachers who possess a strong understanding of instructional strategies are better able to adapt the model to suit students' needs and classroom conditions. Additionally, the pesantren-based educational environment plays a significant role in supporting peer learning, as students are accustomed to collaborative and communal learning practices. The availability of learning resources, such as textbooks and structured lesson plans, also enhances the effectiveness of the model. Furthermore, students' enthusiasm and willingness to participate actively in group activities contribute to the success of the implementation. The findings also highlight the importance of a supportive classroom atmosphere, where students feel comfortable expressing their ideas without fear of judgment. This positive learning climate encourages active participation and fosters mutual respect among students. Another supporting factor is the relevance of the Fiqh material to students' daily lives, which increases their motivation to engage in discussions and apply their knowledge. Overall, these factors create a conducive environment for the successful application of the learning model.

Despite its positive impact, the implementation of the Reciprocal Peer Teaching Learning Model also faces several inhibiting factors. One of the main challenges is the variation in students' academic abilities, which can affect the effectiveness of peer teaching. Students with lower understanding may struggle to act as tutors, while more capable students may dominate discussions. Additionally, limited time allocation for Fiqh lessons poses a constraint, as the model requires sufficient time for group discussions and peer interactions. The study also identifies that some students initially lack confidence and are hesitant to participate actively, particularly those who are accustomed to passive learning environments. Another inhibiting factor is the teacher's limited experience in applying innovative learning models, which may result in less optimal implementation. Furthermore, classroom management becomes more challenging when students are engaged in group activities, as it requires the teacher to monitor multiple interactions simultaneously. The socio-cultural background of students from coastal communities, where educational priorities may be secondary, also influences their learning attitudes. Some students may still exhibit low motivation and dependence on others despite the implementation of the model. These challenges indicate that while the model has significant potential, its effectiveness depends on careful planning, teacher competence, and continuous adaptation to classroom conditions.

Overall, the findings of this study demonstrate that the Reciprocal Peer Teaching Learning Model has a positive and meaningful impact on students' development in Fiqh learning. The model not only improves students' academic understanding but also enhances their learning independence and educational interaction. Students become more active, confident, and responsible in their learning processes, which reflects a significant shift from passive to active learning behaviors. The collaborative nature of the model fosters social skills, such as communication, cooperation, and mutual respect, which are essential for holistic development. Moreover, the model aligns with the goals of Islamic education, which emphasize character building, responsibility, and self-discipline.

The findings also suggest that the model is particularly suitable for students from coastal communities, as it provides opportunities for active engagement and reduces dependency on external support. By promoting peer learning, the model creates a supportive learning environment that encourages students to overcome their limitations and develop their potential. Although challenges remain, the overall impact of the model is highly positive, indicating its potential as an effective instructional strategy in Fiqh education. Therefore, the implementation of this model can be considered a valuable contribution to improving the quality of Islamic education in similar educational contexts.

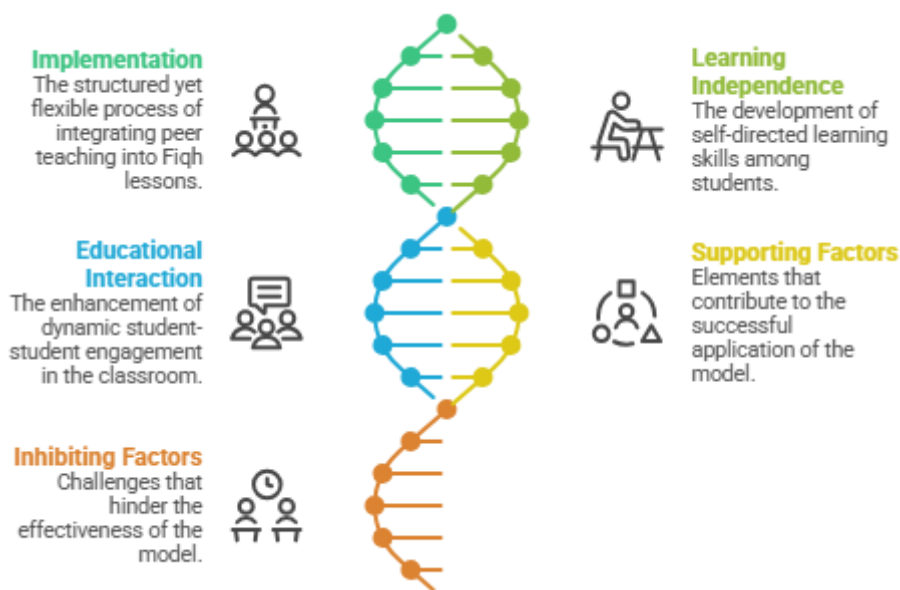


Figure 1. Foundations of Reciprocal Peer Teaching

DISCUSSION

The findings of this study demonstrate that the implementation of the Reciprocal Peer Teaching Learning Model significantly transforms the instructional process in Fiqh learning from a teacher-centered approach to a student-centered paradigm. This shift aligns with constructivist learning theory, which emphasizes that knowledge is actively constructed through social interaction and collaborative engagement (Vygotsky, 1978). The active involvement of students as peer tutors and learners reflects the principles of reciprocal teaching, where learners take responsibility for explaining, questioning, and clarifying concepts (Palincsar & Brown, 1984). In the context of Islamic education, this model also resonates with the tradition of ta'lim and musyawarah, where knowledge is shared and discussed collectively. The findings confirm that when students are given opportunities to teach their peers, they develop a deeper understanding of Fiqh concepts, as teaching requires higher-order thinking skills. Moreover, the role of the teacher as a facilitator supports the development of a more interactive and meaningful learning environment. This is consistent with Abidin (2019), who argues that effective learning models must promote active student engagement to achieve optimal learning outcomes. Therefore, the implementation of this model not only enhances cognitive learning but also

supports the development of pedagogical practices that are more aligned with contemporary educational demands.

The improvement in students' learning independence observed in this study is strongly supported by existing theories of self-regulated learning. According to Zimmerman (2002), learning independence involves the ability of students to plan, monitor, and evaluate their own learning processes. The reciprocal peer teaching model provides a structured environment that encourages students to take initiative and responsibility for their learning. The findings reveal that students become more confident, less dependent on their peers, and more willing to complete tasks independently. This supports the argument by Stein and Book (in Senjaya et al., 2020) that independence is characterized by the ability to control one's thoughts and actions without excessive reliance on others. Furthermore, the model addresses the initial problems identified in the introduction, such as students' tendency to copy answers and lack of confidence. By engaging students in peer teaching activities, the model fosters a sense of accountability and intrinsic motivation. This is particularly relevant in the context of coastal communities, where educational support from families may be limited (Arifin & M, 2021). Thus, the findings suggest that the model not only improves academic independence but also contributes to the development of essential life skills that are crucial for students' future success.

The enhancement of educational interaction found in this study highlights the importance of social engagement in the learning process. Educational interaction, as defined by Aliyyah et al. (2022), involves reciprocal communication between teachers and students that is guided by educational norms and objectives. The reciprocal peer teaching model expands this interaction by incorporating student-student communication as a central component of learning. The findings indicate that students actively participate in discussions, ask questions, and provide explanations, which leads to a more dynamic and interactive classroom environment. This supports the view of Lubis and Gusman (2022) that effective interaction in learning can increase students' interest and engagement. Moreover, the model creates a supportive learning atmosphere where students feel comfortable expressing their ideas, thereby reducing anxiety and fear of making mistakes. This is particularly important for students who initially exhibit low confidence. The increased interaction also facilitates deeper understanding, as students are able to clarify misconceptions through dialogue. In the context of Fiqh learning, which often involves interpretation and application of concepts, such interaction is essential. Therefore, the findings confirm that the reciprocal peer teaching model is effective in fostering meaningful educational interaction that enhances both cognitive and social aspects of learning.

Despite its benefits, the study also identifies several challenges in the implementation of the reciprocal peer teaching model, which must be critically addressed. Variations in students' abilities, limited instructional time, and teachers' readiness are significant factors that influence the effectiveness of the model. These findings are consistent with previous research indicating that the success of innovative learning models depends on teachers' competence and classroom management skills (Febianti, 2022). Additionally, the socio-cultural background of students from coastal communities presents unique challenges, such as low educational motivation and limited parental support (Zulaikha, 2016).

However, these challenges also highlight the importance of adapting teaching strategies to the specific context of learners. The reciprocal peer teaching model, when implemented effectively, has the potential to overcome these barriers by promoting active participation and collaborative learning. The findings suggest that continuous professional development for teachers is essential to enhance their ability to implement such models effectively. Furthermore, adequate time allocation and structured planning are necessary to ensure that all students can benefit from the learning process. Overall, while challenges remain, the model offers a promising approach to improving the quality of Fiqh education, particularly in contexts where traditional teaching methods have proven insufficient in addressing students' learning needs.

CONCLUSION

This study concludes that the implementation of the *Reciprocal Peer Teaching Learning Model* in Fiqh lessons at MTs Darul Hikmah Probolinggo has a significant positive impact on improving students' learning independence and educational interaction. The model successfully transforms the learning process from a teacher-centered approach into a more interactive and student-centered environment, where learners actively engage in constructing knowledge through peer collaboration. Students demonstrate increased confidence, responsibility, and the ability to learn independently, which addresses the initial challenges related to low self-confidence and dependency on others. Furthermore, the enhancement of educational interaction, both between students and among peers, creates a more dynamic and meaningful learning atmosphere that supports deeper understanding of Fiqh concepts.

In addition, the findings highlight that the success of this learning model is influenced by several supporting factors, such as teacher creativity, a conducive learning environment, and the relevance of learning materials, while also facing challenges related to students' diverse abilities, limited time, and socio-cultural background. Despite these limitations, the model proves to be an effective pedagogical strategy in fostering not only cognitive achievement but also social and character development in line with the goals of Islamic education. Therefore, it is recommended that educators adopt and adapt the *Reciprocal Peer Teaching Learning Model* as an alternative instructional approach, while continuously improving their professional competence to ensure its optimal implementation in diverse educational contexts.

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