



Improving Students' Quran Reading Skills and Understanding through the Application of the Reciprocal Teaching Learning Model in Islamic Religious Education

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ABSTRACT

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This study aims to determine the application of the Reciprocal Teaching learning model and the improvement of students' Qur'an reading skills and understanding in Islamic Religious Education subjects at Siabu Siabu 025 Elementary Elementary School. This study uses the Classroom Action Research (CAR) method which is implemented in two cycles. Each cycle consists of planning, action implementation, observation, and reflection. The subjects of the study were 30 sixth-grade students of Siabu Siabu 025 Elementary Elementary School. Data collection techniques were carried out through observation, tests, and documentation. Data analysis was carried out descriptively quantitatively and qualitatively to see the improvement in student learning outcomes in each cycle. The results showed that the application of the Reciprocal Teaching learning model was able to improve students' Qur'an reading skills and understanding. This can be seen from the increase in the average value of student learning outcomes. In the pre-cycle stage, the average student score was 66 with a learning completion percentage of 48%. After the actions were carried out in cycle I, the average score increased to 73 with a learning completion of 66%. Furthermore, in cycle II, the average score increased to 85 with a learning completion reaching 89%. Furthermore, student learning activities also improved, as indicated by increased student participation in reading, discussing, and explaining learning materials. The implementation of the Reciprocal Teaching learning model can improve students' Quran reading skills and understanding in Islamic Religious Education learning at Siabu Siabu 025 Elementary Elementary School. This learning model can be used as an alternative, effective learning strategy to improve the quality of Islamic Religious Education learning in elementary schools.

Key Words: : Reciprocal Teaching, reading the Qur'an, student understanding, Islamic Religious Education, learning outcomes.

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Introduction

Islamic Religious Education plays a crucial role in shaping the character, morals, and spirituality of students. One of the fundamental competencies students must possess in Islamic Religious Education is the ability to read the Quran correctly and comprehend its meaning. Reading the Quran involves more than just pronouncing the hijaiyah letters correctly according to the rules of tajwid (recitation), but also understanding the messages and values contained within (Hamidah et al., 2019). Therefore, Quranic reading skills and understanding the content of the reading are crucial components of the Islamic Religious Education learning process in elementary schools (Nasution, 2025).

However, in practice, learning to read the Quran in schools often faces various obstacles. Some students still have difficulty pronouncing the hijaiyah letters, understanding the rules of tajweed, and grasping the meaning of the verses they read. This situation indicates that the learning process has not fully developed students' reading skills and understanding of the Quranic text optimally. Conventional, teacher-centered learning often results in students being less active in the learning process, resulting in slow development of reading skills and comprehension (B. & F. A. I. Dewi, 2019).

Learning to read the Quran fundamentally requires the right method to enable students to read fluently and understand the content. An effective learning process must provide opportunities for students to actively participate in learning activities, engage in discussions, and help each other understand the material. Using innovative learning models is one way to improve students' reading skills and understanding of the Quranic text. One such model is the Reciprocal Teaching model (Tantowie et al., 2022).

The Reciprocal Teaching model is a learning strategy that emphasizes collaborative learning activities through four main activities: summarizing, questioning, clarifying, and predicting. Through these activities, students are encouraged to actively read, comprehend the content, and discuss with their peers in groups to deepen their understanding of the material being studied. This model not only improves reading skills but also trains students' critical thinking skills and comprehension of reading texts (Islam, 2020).

Several studies have shown that the Reciprocal Teaching model is effective in improving students' reading comprehension. Research conducted by Tanto Aljauharie Tantowie and colleagues showed that the implementation of the Reciprocal Teaching model has a positive impact on improving students' reading comprehension because this model encourages students to actively participate in the process of understanding texts through discussion and collaborative reflection (Tantowie et al., 2022), (Dinda Sagita Putri, Dewi Hasanah, 2023).

Furthermore, research conducted by Syaiful Islam shows that applying the Reciprocal Teaching method to reading lessons can increase student engagement in the learning process and improve their ability to comprehend reading material (Islam, 2020). Through the implementation of this strategy, students become more active in asking questions, explaining, and summarizing the material learned, making the learning process more effective and meaningful (Maryani & Popa, 2024).

In the context of Islamic education, Quranic reading skills are a fundamental competency that students must master from an early age. Learning to read the Quran requires an appropriate approach to enable students to read well and understand its meaning. Research by Dewi Hasanah and colleagues shows that the success of Quranic reading learning is greatly influenced by the methods and strategies used by teachers in the learning process (Dinda

Sagita Putri, Dewi Hasanah, 2023). Furthermore, other research shows that the use of cooperative learning models can improve students' Quran reading skills, particularly in pronunciation, tajwid comprehension, and self-confidence (Sawaluddin, Koiy Syahbudin, Imran Rido, 2022). This suggests that a learning approach involving student cooperation and active participation can improve Quran learning outcomes (N. R. Dewi & Muchasan, 2018).

Based on initial observations conducted at the Siabu Siabu 025 Elementary Elementary School, it was found that students' Quran reading skills and understanding of Islamic Religious Education materials still need improvement. Some students still have difficulty reciting Quranic verses fluently and understanding the content of the readings they are studying. This is due to several factors, including conventional learning methods, a lack of active student involvement in the learning process, and the limited use of innovative learning models.

Therefore, efforts are needed to improve students' Quranic reading skills and comprehension through the implementation of more interactive and participatory learning models. One alternative is the Reciprocal Teaching model, which emphasizes collaborative reading, questioning, explaining, and summarizing. This learning model is expected to encourage students to be more active in the learning process and improve their Quranic reading skills and understanding of Islamic Religious Education materials.

Research Method

This study uses a mixed approach (qualitative and quantitative) with the type of Classroom Action Research (CAR). Classroom action research is a research conducted by teachers in their own classes with the aim of improving the learning process and increasing the quality of student learning outcomes through specific, systematically designed actions. This research was conducted in stages through several cycles consisting of planning, action implementation, observation, and reflection. Through these stages, it is hoped that the extent to which the application of the Reciprocal Teaching learning model is able to improve students' Quran reading skills and understanding in Islamic Religious Education learning (Rukminingsih et al., 2020).

This research was conducted at the Siabu 025 Elementary Elementary School. The location was selected based on initial observations, which indicated that students' Quran reading skills and understanding of Islamic Religious Education (IS) still needed improvement. The research is planned for the even semester of the 2025/2026 academic year, adapting to the school's IS schedule (Hikmawati, 2020).

The subjects in this study were 30 sixth-grade students at Siabu 025 Elementary Elementary School, consisting of both male and female students. The selection of research subjects was based on initial observations that showed that some students still had difficulty reading the Quran properly according to the rules of tajwid and understanding the meaning of the verses studied in Islamic Religious Education. Therefore, a learning model is needed that can improve reading skills and students' understanding of the material being studied (Rukminingsih et al., 2020).

The research design used in this study refers to the Kemmis and McTaggart model, which consists of four main stages: planning, action, observation, and reflection. In the planning stage, the researcher prepared a learning plan by applying the Reciprocal Teaching learning model, compiled learning tools such as the Lesson Implementation Plan (RPP),

prepared Al-Quran learning materials, and prepared research instruments in the form of observation sheets and learning outcome tests.

The next stage is implementation, which involves implementing the learning process according to the established plan. At this stage, the teacher applies the Reciprocal Teaching model to Islamic Religious Education learning activities. This model emphasizes active student involvement through four main activities: summarizing reading material, asking questions, explaining or clarifying the content of the reading, and predicting or concluding the reading. Through these activities, students are expected to be more active in reading the Quran and understanding the content of the reading they are studying (Rasyid, 2022).

The next stage is the observation phase, which is conducted to observe the learning process. Observations are made of teacher and student activities during the lesson. The purpose of this observation is to determine the level of student participation in the lesson, their skills in reading the Quran, and their ability to understand the content of the reading material (Yama P. Sumbodo, Marzuki, Sandi Mahesa Yudhantara, 2024).

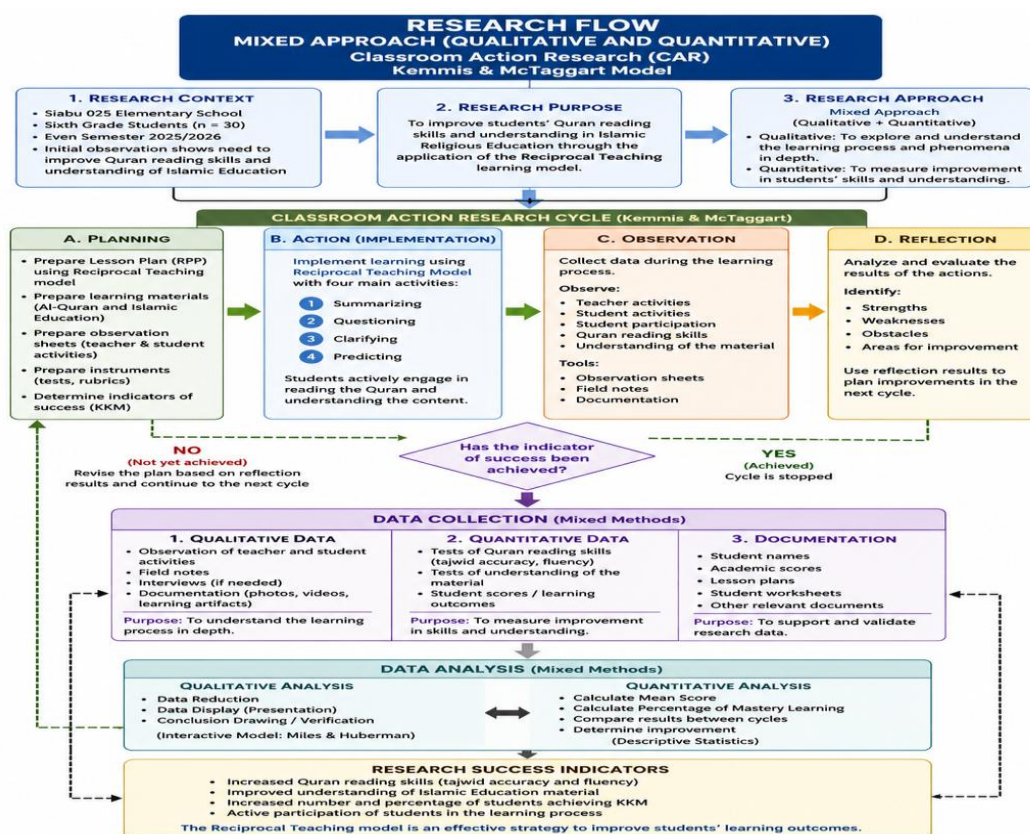
The final stage is reflection, which evaluates the results of the actions taken in each cycle. At this stage, researchers analyze the strengths and weaknesses of the learning implementation. The results of the reflection are then used as a basis for improving and perfecting the implementation of actions in the next cycle to achieve more optimal learning outcomes (N. Harahap, 2020).

Data collection techniques in this study were conducted through several methods, namely observation, tests, and documentation. Observations were used to observe student and teacher activities during the learning process. Tests were used to measure students' Quran reading skills and level of understanding of the material being studied. Meanwhile, documentation was used to collect data in the form of student names, academic scores, and other documents related to the research process (Sugiyono, 2013).

The data obtained in this study were analyzed using qualitative and quantitative analysis techniques. Qualitative analysis was used to analyze data from observations of student and teacher activities during the learning process. This analysis was conducted through the stages of data reduction, data presentation, and conclusion drawing. Meanwhile, quantitative analysis was used to analyze the results of the Quran reading skills test and student comprehension. The analysis was conducted by calculating the average score and the percentage of student learning completion in each cycle (Creswell, 2013).

This research is declared successful if there is an increase in students' Quran reading skills and understanding after the application of the Reciprocal Teaching learning model in Islamic Religious Education learning. In addition, the success of the research is also indicated by the increase in the number of students who achieve learning completion scores in accordance with the Minimum Completion Criteria (KKM) set by the school. Thus, the application of the Reciprocal Teaching learning model is expected to be an alternative effective learning strategy in improving Quran reading skills and students' understanding in Islamic Religious Education learning at Siabu Siabu 025 Elementary Elementary School. For further details, please refer to Figure 1 below:

Improving Students' Quran Reading Skills and Understanding through ... Meda Diana Nasution, Salmiah Indriyani, Rizka Ayu Nasution ...



Results and Discussion

Result

Improving Students' Quran Reading Skills and Understanding through the Application of the Reciprocal Teaching Learning Model in Islamic Religious Education Subjects at Siabu Siabu 025 Elementary Elementary School

Based on the results of the interview above, it can be concluded that the evaluation of learning that can be used in the integration of Islam and science in learning at Islamic religious colleges is that the evaluation of education and learning at Islamic religious colleges applies a structured and scheduled lecture system, namely

1. Initial Conditions (Pre-Cycle)

Before implementing the Reciprocal Teaching learning model, researchers first conducted initial observations to determine the condition of students' Quran reading skills and understanding in the Islamic Religious Education subject at Siabu 025 Elementary Elementary School. Based on the results of the initial observations, it was found that some students still had difficulty reading the Quran fluently and did not understand the content of the readings being studied. The ongoing learning process still tended to use lecture methods and reading in turns without active discussion activities (Parameswara et al., 2022). Initial test results showed that the average scores for students' Quran reading and comprehension skills were still below the minimum completion criteria (KKM). This indicates the need for a more interactive learning model to improve student abilities.

Table 1 Pre-Cycle Learning Outcomes

No	Assessment Aspects	Average value	Completeness
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1	Al-Quran reading skills	65	45%
2	Understanding of Islamic Religious Education material	67	50%
3	Overall average	66	48%

Table 1 presents the students' learning outcomes before implementing the Reciprocal Teaching learning model (pre-cycle). Overall, the results indicate that students' Quran reading skills and understanding of Islamic Religious Education (IRE) material were still relatively low and had not yet met the expected learning standards.

The average score for Quran reading skills was 65, with a learning completeness rate of only 45%. This finding indicates that more than half of the students had not yet achieved the school's Minimum Completion Criteria (KKM). The low level of achievement suggests that many students still experienced difficulties in reading the Quran accurately, particularly in applying the rules of *tajwid*, correct pronunciation (*makhraj*), and reading fluency.

Similarly, students' understanding of Islamic Religious Education material showed an average score of 67, with a completeness rate of 50%. Although this result was slightly higher than that of Quran reading skills, it still demonstrates that only half of the students achieved the expected competency level. This suggests that students encountered challenges in comprehending the concepts and meanings of the learning materials presented during classroom instruction.

Overall, the combined average score of both assessment aspects was 66, while the overall learning completeness reached only 48%. These findings reveal that less than half of the students successfully met the expected learning outcomes prior to the intervention. Therefore, the pre-cycle results clearly indicate the need for an instructional strategy capable of promoting students' active participation, improving their Quran reading proficiency, and enhancing their conceptual understanding of Islamic Religious Education.

Based on these findings, the Reciprocal Teaching learning model was selected as the intervention because it encourages active learning through four main activities summarizing, questioning, clarifying, and predicting which are expected to improve both students' Quran reading skills and their understanding of Islamic Religious Education material in subsequent action research cycles. The pre-cycle data also serve as the baseline for evaluating the effectiveness of the intervention implemented in Cycle I and the following cycles.

2. Results of Cycle I Research

Implementation of Learning

In Cycle I, Islamic Religious Education learning was implemented using the Reciprocal Teaching model. The teacher divided students into small groups and implemented four main steps: summarizing, questioning, clarifying, and predicting the reading material. Through these activities, students were encouraged to actively read Quranic verses, discuss their meanings, and re-explain the reading material to their group mates (Utama & Hidayatullah, 2025).

Observation and Test Results

Observations showed that students were beginning to actively participate in reading and discussion activities. However, some students still needed guidance in understanding the steps of Reciprocal Teaching.

Table 2. Learning Outcomes of Cycle I

No	Assessment Aspects	Average value	Completeness
1	Al-Quran reading skills	72	65%

2	Understanding of Islamic Religious Education material	74	68%
3	Overall average	73	66%

Table 2 presents the students' learning outcomes after the implementation of the Reciprocal Teaching learning model in Cycle I. The results indicate a positive improvement in both students' Quran reading skills and their understanding of Islamic Religious Education (IRE) material compared with the pre-cycle condition. Although the expected level of learning mastery had not yet been fully achieved, the data demonstrate that the instructional intervention contributed positively to students' learning performance.

The average score for Quran reading skills increased to 72, with a learning completeness rate of 65%. Compared with the pre-cycle average score of 65 and completeness of 45%, this result represents an improvement of 7 points in the average score and 20 percentage points in learning completeness. This improvement indicates that students began to demonstrate better mastery of Quran reading, including more accurate pronunciation, improved application of *tajwid* rules, and greater reading fluency. The structured learning activities embedded in the Reciprocal Teaching model encouraged students to become more actively involved in practicing Quran recitation and discussing reading difficulties with their peers.

Similarly, students' understanding of Islamic Religious Education material also showed notable progress. The average score increased to 74, with a completeness rate of 68%, compared with the pre-cycle average of 67 and completeness of 50%. This reflects an increase of 7 points in the average score and 18 percentage points in learning completeness. The findings suggest that the Reciprocal Teaching strategy successfully promoted students' conceptual understanding through collaborative learning activities, such as summarizing, questioning, clarifying, and predicting, which encouraged deeper engagement with the learning material.

Overall, the combined average score reached 73, while the overall learning completeness increased to 66%. Compared with the pre-cycle overall average of 66 and completeness of 48%, this represents an improvement of 7 points in the average score and 18 percentage points in learning mastery. These results demonstrate that the implementation of Reciprocal Teaching had a positive impact on students' academic achievement during Cycle I.

Nevertheless, the findings also indicate that the research success indicators had not yet been fully achieved because approximately 34% of the students still had not reached the school's Minimum Completion Criteria (KKM). Several students continued to experience difficulties in reading the Quran fluently and comprehending certain Islamic Religious Education concepts. Therefore, the reflection conducted at the end of Cycle I identified several aspects requiring improvement, including increasing teacher guidance, providing additional practice opportunities, strengthening peer collaboration, and maximizing student participation during Reciprocal Teaching activities.

Based on these findings, the research proceeded to Cycle II, with improvements made to the instructional process based on the reflection results. It was expected that these refinements would further enhance students' Quran reading skills, deepen their

understanding of Islamic Religious Education material, and increase the percentage of students achieving learning mastery in the subsequent cycle

3. Results of Cycle II Research

In cycle II, improvements were made to the learning process based on the results of reflections in cycle I. The teacher provided a clearer explanation of the steps of Reciprocal Teaching and provided more intensive guidance to students in reading the Quran and understanding the contents of the reading. During the learning process, students appeared more active and confident in reading the Quran. Group discussions were more effective because students understood their respective roles in the learning activities.

Table 3. Learning Outcomes of Cycle II

No	Assessment Aspects	Average value	Completeness
1	Al-Quran reading skills	84	88%
2	Understanding of Islamic Religious Education material	86	90%
3	Overall average	85	89%

Table 3 presents the students' learning outcomes after the implementation of the Reciprocal Teaching learning model in Cycle II. The findings demonstrate a substantial improvement in both Quran reading skills and students' understanding of Islamic Religious Education (IRE) material compared with the results obtained in the pre-cycle and Cycle I. The improvements indicate that the refinements made during the reflection stage of Cycle I successfully enhanced the effectiveness of the learning process.

The average score for Quran reading skills increased to 84, with a learning completeness rate of 88%. Compared with Cycle I, where the average score was 72 and learning completeness reached 65%, this represents an improvement of 12 points in the average score and 23 percentage points in learning completeness. When compared with the pre-cycle condition, the average score improved by 19 points, while the percentage of students achieving learning mastery increased by 43 percentage points. These findings indicate that most students were able to read the Quran more accurately and fluently, demonstrating better mastery of *tajwid* rules, correct pronunciation (*makhraj*), and reading confidence. The continuous practice and collaborative learning activities incorporated in the Reciprocal Teaching model enabled students to learn from both the teacher and their peers, thereby improving their Quran reading performance.

Students' understanding of Islamic Religious Education material also showed remarkable progress in Cycle II. The average score reached 86, with a learning completeness rate of 90%. Compared with Cycle I, the average score increased by 12 points, while learning completeness improved by 22 percentage points. Relative to the pre-cycle results, the average score increased by 19 points, and the percentage of students achieving mastery rose by 40 percentage points. These results suggest that students developed a deeper conceptual understanding of Islamic Religious Education through the structured learning activities of Reciprocal Teaching, particularly summarizing, questioning, clarifying, and predicting. These activities encouraged active engagement, critical thinking, and collaborative discussion, allowing students to construct knowledge more effectively than through conventional instruction.

Overall, the combined average score reached 85, with an overall learning completeness rate of 89%. This represents a significant improvement from the Cycle I average score of 73 and completeness rate of 66%, as well as from the pre-cycle average score of 66 and completeness rate of 48%. The increase of 12 points from Cycle I and 19

points from the pre-cycle, together with the substantial increase in learning mastery, demonstrates that the Reciprocal Teaching model effectively improved students' academic performance in both assessed aspects.

The achievement of an 89% overall learning completeness indicates that the predetermined research success criteria had been met, as the vast majority of students achieved the school's Minimum Completion Criteria (KKM). Only a small proportion of students remained below the expected standard, while most students demonstrated satisfactory mastery of both Quran reading skills and Islamic Religious Education concepts. Furthermore, classroom observations during Cycle II revealed higher levels of student participation, confidence, collaboration, and engagement throughout the learning process. Students became more active in discussing learning materials, asking questions, explaining concepts to their peers, and practicing Quran recitation collaboratively.

Based on these findings, it can be concluded that the implementation of the Reciprocal Teaching learning model was effective in improving students' Quran reading skills and their understanding of Islamic Religious Education material. The marked improvement from the pre-cycle through Cycle II demonstrates that the model provides meaningful learning experiences by fostering active participation, collaborative learning, and reflective thinking. Therefore, the research was concluded in Cycle II because the predetermined indicators of success had been successfully achieved, indicating that the Reciprocal Teaching model can serve as an effective instructional strategy for enhancing learning outcomes in Islamic Religious Education at the elementary school level.

4. Comparison of Pre-Cycle, Cycle I, and Cycle II Learning Outcomes

Table 4. Comparison of Student Learning Outcomes

Research Stage	Average Value	Completion Percentage
Pre-Cycle	66	48%
Cycle I	73	66%
Cycle II	85	89%

Table 4 presents a comparison of students' learning outcomes across the three stages of the classroom action research, namely the Pre-Cycle, Cycle I, and Cycle II. The data demonstrate a consistent and substantial improvement in both the average learning scores and the percentage of students achieving learning mastery following the implementation of the Reciprocal Teaching learning model in Islamic Religious Education.

During the Pre-Cycle, the overall average learning score was 66, with a learning completeness rate of only 48%. These findings indicate that more than half of the students had not yet achieved the school's Minimum Completion Criteria (KKM). The low level of achievement reflected students' limited Quran reading proficiency and insufficient understanding of Islamic Religious Education material, indicating the need for an instructional approach capable of increasing student engagement and improving learning outcomes.

Following the implementation of the Reciprocal Teaching model in Cycle I, students' learning outcomes showed noticeable improvement. The average score increased to 73, while the learning completeness rate rose to 66%. Compared with the pre-cycle condition, the average score increased by 7 points, and the percentage of students achieving learning

mastery improved by 18 percentage points. These findings suggest that the Reciprocal Teaching strategy began to produce positive effects by encouraging students to participate more actively in the learning process through collaborative discussion, questioning, clarifying, summarizing, and predicting learning content. Nevertheless, the results also indicated that the predetermined success criteria had not yet been fully achieved because approximately one-third of the students still failed to meet the KKM. Consequently, improvements to the instructional process were implemented based on the reflection results from Cycle I.

The most significant improvement occurred in Cycle II. The average learning score increased further to 85, while the percentage of learning completeness reached 89%. Compared with Cycle I, the average score improved by 12 points, and learning completeness increased by 23 percentage points. Relative to the pre-cycle condition, the overall improvement reached 19 points in the average score and 41 percentage points in learning mastery. These results demonstrate that the refinements introduced in Cycle II successfully optimized the implementation of the Reciprocal Teaching model, enabling students to become more actively engaged, confident, and collaborative during the learning process. The structured learning activities also facilitated a deeper understanding of Islamic Religious Education concepts while simultaneously improving students' Quran reading proficiency.

The progressive increase in learning outcomes from 66 (48%) in the pre-cycle, to 73 (66%) in Cycle I, and finally 85 (89%) in Cycle II clearly demonstrates the effectiveness of the Reciprocal Teaching model in enhancing students' academic achievement. The continuous upward trend indicates that the model not only improved students' cognitive achievement but also fostered active participation, critical thinking, communication skills, and collaborative learning. These findings support the fundamental principle of Reciprocal Teaching, which emphasizes learner-centered instruction through interactive dialogue and shared responsibility for learning.

Overall, the results presented in Table 4 confirm that the implementation of the Reciprocal Teaching learning model significantly improved students' Quran reading skills and their understanding of Islamic Religious Education material. The achievement of an 89% learning completeness rate indicates that the predetermined research success indicators were successfully attained. Therefore, the classroom action research was concluded in Cycle II, as the learning objectives had been achieved and the intervention proved to be an effective instructional strategy for improving learning outcomes in Islamic Religious Education at the elementary school level.

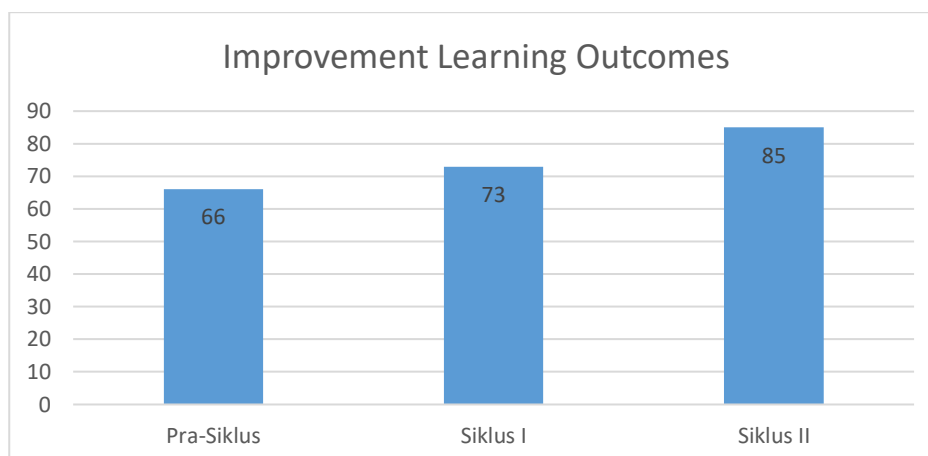


Figure 1. Improvement in Learning Outcomes

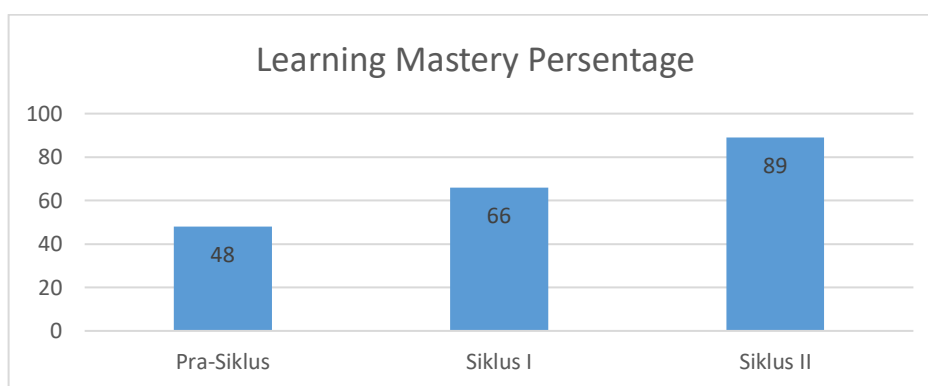


Figure 2. Percentage of Learning Completion

The graph above shows that student learning outcomes significantly improved in each research cycle. In the pre-cycle phase, the average student score was still relatively low, at 66, with a 48% completion rate. After implementing the Reciprocal Teaching model in cycle I, the average score increased to 73, with a 66% completion rate.

A more significant improvement occurred in cycle II, with an average score of 85 and a learning completion percentage of 89%. This indicates that the implementation of the Reciprocal Teaching learning model was able to gradually improve student learning outcomes from cycle to cycle.

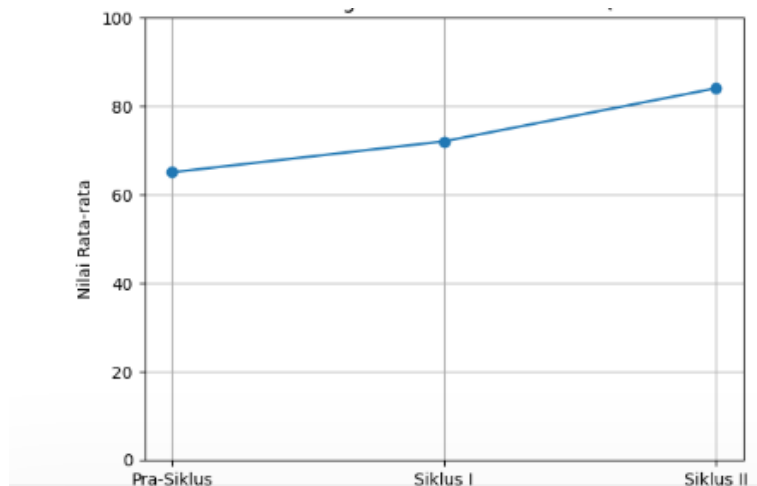


Figure 3. Graph of Increased Reading of the Qur'an

The graph shows that the average score of students' Quran reading skills increased gradually in each research cycle. In the pre-cycle stage, the average score of students was still relatively low, namely 65, which indicates that some students still had difficulty reading the Quran fluently and had not fully applied the rules of tajwid properly. After the Reciprocal Teaching learning model was implemented in cycle I, the average score increased to 72. This increase occurred because students began to actively read, discuss, and correct each other's reading in groups.

A more significant increase was seen in cycle II, where the average score reached 84. This shows that students are increasingly accustomed to the Reciprocal Teaching learning steps so that their Qur'an reading skills have improved more optimally, both in terms of reading fluency, accuracy of letter pronunciation, and application of the rules of tajweed.

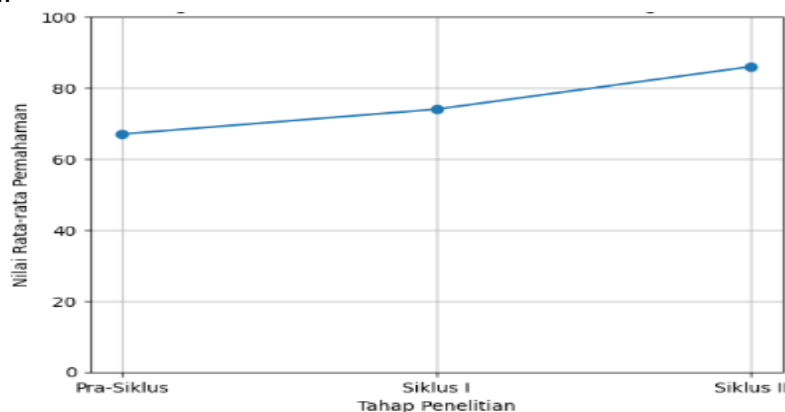


Figure 4. Graph of increasing understanding of Islamic Religious Education Material

The graph shows that students' understanding of Islamic Religious Education material increased in each research cycle. In the pre-cycle stage, the average student understanding score was still relatively low, at 67. This indicates that some students were not yet able to optimally grasp the learning material.

After the Reciprocal Teaching learning model was implemented in cycle I, the average value of students' understanding increased to 74. This increase occurred because students

began to be active in reading activities, discussing, asking questions, and re-explaining the contents of the material to their group members.

A more significant increase was seen in cycle II, where the average value of student understanding reached 86. This shows that students are increasingly accustomed to the steps of Reciprocal Teaching learning so that they can more easily understand the material being studied.

Discussion

The results of the study indicate that the application of the Reciprocal Teaching learning model can improve students' Quran reading skills and understanding in Islamic Religious Education learning at Siabu 025 Elementary Elementary School. This improvement is evident in student learning outcomes, which experienced a gradual increase from pre-cycle, cycle I, to cycle II. In addition to improving grades, there was also an increase in student learning activities throughout the learning process .

Based on the graph above, it can be seen that student learning outcomes experienced a significant increase in each research cycle. In the pre-cycle stage, the average student score was still relatively low, at 66 with a learning completion rate of 48%. After implementing the Reciprocal Teaching learning model in cycle I, the average score increased to 73 with a learning completion rate of 66%. A more significant increase occurred in cycle II, with an average score reaching 85 and a learning completion percentage of 89%. This indicates that the application of the Reciprocal Teaching learning model was able to improve student learning outcomes gradually from cycle to cycle.

Theoretically, Reciprocal Teaching is a learning model that emphasizes collaborative learning activities through four main strategies: predicting, questioning, clarifying, and summarizing. This strategy encourages students to actively construct understanding of texts through interactions with peers and teachers (K. S. Harahap & Sawaluddin, 2025). This approach also aligns with Vygotsky's social constructivism theory, which emphasizes that knowledge is constructed through social interaction and group discussion (Ginanjar et al., 2025) .

The application of Reciprocal Teaching provides an opportunity for students to read verses of the Quran in turns, discuss the meaning of the verses, and re-explain the contents of the reading to their group mates. These activities help students to understand the text more deeply and gradually improve their reading skills. These results indicate that a learning approach that emphasizes active student involvement can improve the quality of Islamic Religious Education learning (Ginanjar et al., 2025). The findings of this study are in line with research showing that Reciprocal Teaching is effective in improving students' reading comprehension skills because this strategy combines critical thinking activities, group discussions, and reflection on the content of the reading (Zaman, 2025). Experimental research shows that students who learn using Reciprocal Teaching achieve higher reading scores than students who learn using conventional methods (Dipi & Harahap, 2024). Other research also shows that the application of Reciprocal Teaching can increase student learning activities and significantly increase the percentage of learning completion in classroom action research conducted in two learning cycles (N. R. Dewi & Muchasan, 2018).

In addition, Reciprocal Teaching has been proven to increase students' metacognitive awareness in reading. In the learning process, students are trained to monitor their own understanding through asking questions, explaining, and summarizing the content of the reading (L. H. Harahap et al., 2025). This helps students develop more effective learning strategies and improve their critical thinking skills regarding the texts they read (Parameswara et al., 2022). In the context of Islamic Religious Education learning, improving Quranic reading

skills is not only related to the ability to recite verses correctly according to the rules of tajwid, but also related to the ability to understand the meaning and messages contained in the verses (Lestari et al., 2025). Therefore, the use of learning models that involve discussion and active interaction is crucial to help students understand the values contained in the Quran (Utama & Hidayatullah, 2025).

The results of this study indicate that the application of Reciprocal Teaching is able to improve students' Qur'an reading skills in terms of reading fluency, accuracy of letter pronunciation, and application of tajweed rules. This improvement occurs because students have the opportunity to practice reading repeatedly and provide feedback to each other on their groupmates' readings (Chinwonno, 2023). In addition to improving reading skills, this learning model also improves students' understanding of Islamic Religious Education materials. Students not only read the verses of the Qur'an but also discuss their meanings and relate the contents of the verses to everyday life (Sawaluddin, Imran Rido, Koiy Sahbudin Harahap, 2024). This process helps students develop a deeper understanding of the Islamic values contained in the Qur'an (Wahyudi & Rozimela, 2024).

The Reciprocal Teaching learning model is an effective learning strategy for improving students' Quran reading skills and comprehension. This model can create an active, collaborative, and meaningful learning environment, making it easier for students to understand the material being studied (Al-ezzi, 2024). Therefore, the application of Reciprocal Teaching can be an alternative learning strategy that Islamic Religious Education teachers can use to improve the quality of learning in elementary schools.

CONCLUSION

The results of the study indicate that the application of the Reciprocal Teaching learning model is able to improve students' Qur'an reading skills and understanding. This can be seen from the increase in the average value of student learning outcomes. In the pre-cycle stage, the average student score was 66 with a learning completion percentage of 48%. After the actions were carried out in cycle I, the average score increased to 73 with a learning completion of 66%. Furthermore, in cycle II, the average score increased to 85 with a learning completion reaching 89%. In addition, student learning activities also increased as indicated by increased student participation in reading, discussing, and explaining learning materials. The application of the Reciprocal Teaching learning model can improve students' Qur'an reading skills and understanding in Islamic Religious Education learning at Siabu 025 Elementary Elementary School. This learning model can be used as an alternative effective learning strategy to improve the quality of Islamic Religious Education learning in elementary schools.

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