



Implementation of Reciprocal Teaching Learning Strategies for Teaching Nahwu

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Received: May 25, 2024

Revised: September 13, 2025

Accepted: October 29, 2025

Abstract

This study delineates the design and implementation of the reciprocal teaching-learning strategy within a Nahwu Science curriculum and subsequently examines student perceptions of this pedagogical intervention. Employing a descriptive qualitative methodology, the research focused on a cohort of nineteen fourth-semester students enrolled in the Arabic Language Education Study Program (Class B) during the 2024 academic year. Data were gathered through systematic observation of instructional sessions, in-depth interviews with participants, and the collection of learning artifacts and documentation. The findings indicate that the reciprocal teaching strategy constitutes a viable pedagogical approach for Nahwu instruction. Its efficacy is attributed to a framework that actively engages students in the learning process, fostering independent and collaborative comprehension of the material, facilitating a deeper conceptual grasp through structured discussion and questioning, and culminating in the demonstration of acquired knowledge via assessed assignments.

Keywords: Reciprocal teaching, Nahwu instruction, Student perceptions, Qualitative study

مستخلص البحث

يصف هذا البحث تخطيط وتنفيذ استراتيجيات التعليم والتعلم المتبادل في مقرر علم النحو وكيف ينظر الطلاب إلى استراتيجيات التعلم هذه. منهج البحث المستخدم هو الوصفي الكيفي، حيث تكون موضوعات هذا البحث طلاب برنامج دراسة تعليم اللغة العربية في الفصل الرابع من عام 2024، مركزين على الصف (ب) والبالغ عددهم 19 طالباً. يتم تنفيذ تقنيات جمع البيانات من خلال المراقبة المباشرة لأنشطة التعلم، وإجراء مقابلات مع الطلاب، وجمع وثائق التعلم. تظهر نتائج البحث أن استراتيجيات التدريس التبادلي يمكن أن تكون الخيار الصحيح في تعلم النحو لأن جميع جوانب تنفيذها توجه الطلاب إلى أن يكونوا أكثر نشاطاً من خلال عملية فهم المادة بشكل مستقل أو في مجموعات، وتعميق المادة من خلال المناقشات والأسئلة والأجوبة. وتحقيق الفهم من خلال الواجبات باعتبارها نتائج التعلم.

الكلمات المفتاحية: التعليم التبادلي، تعليم النحو، تصورات الطلاب، الدراسة النوعية

Introduction

Learning strategies play a vital role in implementing learning effectively and efficiently. The existence of learning strategies can improve inquiry behavior, support problem-solving skills, and share experiences between students and educators. Learning strategies can instill knowledge and improve skills such as learning more effectively and achieving and developing skills to produce results (Anggraeni, 2019; Hasriadi, 2021). Learning strategies are essential for creating learning activities that

enable students to understand and improve their skills. This strategy also allows students to understand and form their attitudes toward the situation or task that must be carried out so that learning evaluation can be used to measure changes in behavior (Suvriadi Pangabea, 2022). Learning strategy is a process by which a teacher carries out educational activities to gain an in-depth understanding of the material and develop a critical and analytical attitude. In addition, learning strategies can help overcome complex learning challenges, such as differences in learning styles and various ability levels in the class, which can be taken into account, thereby creating a learning environment that is inclusive, diverse, and more interesting for students.

Reciprocal teaching is a learning strategy that has the advantage of achieving learning goals through independent learning activities, and students can explain things to other parties (Magfiroh & Marhaeni, 2024). Reciprocal teaching can help students become more independent, improve their memory, easily find essential points, and develop enthusiasm for learning (Kholifah et al., 2024). Reciprocal teaching encourages students to participate actively through independent training and receiving feedback from peers or educators in the form of questions or providing explanations that can promote the development of students' critical thinking and problem-solving skills (Ngawi, 2025). Compared to other learning strategies, the reciprocal teaching strategy is flexible and can be applied to various subjects. By involving reading, listening, speaking, and writing activities, this strategy helps strengthen overall literacy skills. In addition, teachers can effectively identify students' understanding by providing feedback. Thus, the reciprocal teaching-learning strategy can be very effective in learning activities to help improve understanding and critical thinking skills.

Nahwu is a part of learning Arabic in the field of *'anashir lughowiyah* (language elements), which discusses the syntax (Dan & Permainan, 2024). Nahwu learning in Arabic cannot be ignored (Mualif, 2019). Nahwu knowledge has a significant influence on understanding the Al-Qur'an because, with this knowledge, someone can identify the position of a word in a sentence so that they can interpret the text correctly and adequately (Fauziah et al., 2019; Suratno Suratno et al., 2022). By studying spoken Nahwu, you can avoid Arabic pronunciation errors, especially in the Quran and Hadith. In Arabic, if you make a mistake in pronunciation, it will affect the writing

and translation. Nahwu learning can also make it easier to understand the lecture material, including Arabic literature (Ulfah, 2022). Nahwu learning can help determine and determine the state of character at the end of a sentence so that students can understand sentence structure and can speak, write, and read Arabic texts correctly (Holisoh, 2021). It is important to select strategies to facilitate Nahwu learning that provide learning efficiency and suit each student's learning style. Produce Nahwu interpretations that effectively and relevantly understand the structure and meaning of Arabic writings.

The Arabic Language Education Study Program at UIN Maulana Malik Ibrahim Malang is marketing the Nahwu course in the fourth semester due to several learning achievement targets, namely the ability to master theoretical concepts, actualize Arabic language abilities and skills, and be able to apply specific skills in problem-solving. The goal is to provide the ability to read Arabic books and literature and write Arabic correctly according to Arabic syntax. However, based on initial observations in 2023, semester 3, several students still needed to improve in reading Arabic texts in the Maharah Qiro'ah course and understanding Arabic books and literature as assessed by the accuracy of using tarkib (position of words). Students in the 3rd semester of the 2023 academic year stated that the difficulty in reading Arabic literature was due to a lack of insight into Nahwu Science. This causes students to need help to read literature according to Arabic/Nahwu grammar rules, which impacts critical thinking in understanding Arabic texts. Therefore, teaching lecturers try to provide appropriate strategies using reciprocal teaching strategies.

Based on this background, research is essential to describe the planning and implementation of the reciprocal teaching-learning strategy in the Nahwu Science course and how students perceive this learning strategy.

Methods

The method used in this research is a qualitative descriptive method to gain an in-depth understanding of Nahwu Science learning strategies and the implementation of reciprocal teaching strategies in Nahwu learning. The subjects of this research were students of the Arabic Language Education Study Program in the fourth semester of 2024, focused on class B, a total of 19 students.

The data collection technique was done by directly observing learning activities through class discussion forums and questions and answers. Researchers also interviewed students to learn their perspectives on implementing these strategies for learning nahwu and collecting learning documentation in Semester Lecture Plans (RPS), lecture contracts, teaching materials, assignment results, summaries, and minutes of questions and answers resulting from discussions. Data analysis was carried out qualitatively. This approach provides an opportunity to understand the broader context of learning Nahwu Science using a reciprocal teaching strategy. Data analysis adopts Barney and Anselm's theory, grounded theory (1967), which collects empirical studies leading to a conceptual theory

Result and Discussion

a). Description of Reciprocal Teaching Learning Planning

The application of reciprocal teaching learning strategies to students begins with a learning plan agreed upon at the beginning of the lecture meeting. Lecturers distribute Semester Lecture Plans (RPS) to students, which contain course learning outcomes, meeting learning outcomes, indicators, study time in semester credit units, learning experiences, assessment criteria, grade weights, and references. Student achievement targets consist of mastering the material, utilizing knowledge in their skills in solving problems, and taking reflective action to improve quality and take innovative steps in learning Arabic. In learning meetings, students are trained to apply Nahwu Knowledge correctly in constructing Arabic sentences and can analyze Arabic texts related to these rules. Learning is carried out for 150 minutes with predetermined material.

Lecturers submit lecture contracts that will last one semester to clarify the expectations and commitment of students and lecturers in the agreed teaching and learning process. The lecture contract includes assessment criteria, grade weights, references, learning strategies, and other agreements supporting the lecture process. Lecturers socialize reciprocal teaching and learning strategies with students. After that, students were divided into several groups to form study groups. The lecturer provides material that will be studied during one semester.

Table 1. Nahwu Learning Activities

No	Learning Outcomes	Material	Learning Activity
1	Students are able to understand the types of <i>Al-Musyabbah bil Maf'ul Bih</i> in their application in sentences.	<i>Al-Musyabbah bil Maf'ul Bih</i>	
2	Students are able to understand the meaning, types of <i>Al-Jumal La Mahal Laha minal I'rob</i> and their application in sentences.	<i>Al-Jumal La Mahal Laha minal I'rob</i>	(150 minutes)
3	Students are able to understand the meaning, types of <i>Al-Jumal Laha Mahal minal I'rob</i> and their application in sentences.	<i>Al-Jumal Laha Mahal minal I'rob</i>	Reading material, making conclusions and questions, question and answer discussions.
4	Students are able to understand <i>Anwaul Huruf</i> and apply them in sentences.	<i>Anwaul Huruf</i>	The assignment is to analyze material in Arabic texts
5	Students are able to understand <i>Anwaul Ismi</i> and apply them in sentences.	<i>Anwaul Ismi</i>	
6	Students are able to understand <i>Anwaul Fi'li</i> and apply them in sentences.	<i>Anwaul Fi'li</i>	

b). Implementation of the Reciprocal Teaching Learning Strategy For Nahwu

Reciprocal teaching strategies can be used to teach students to use different reading comprehension strategies, such as predicting, clarifying, asking questions,

and summarizing. Additionally, when applied in small groups, this strategy allows students to engage in discussion so that they collectively improve their understanding of the text they are reading (Suparman et al., 2023). Students use reading comprehension strategies such as predicting, clarifying, asking questions, and summarizing before discussing the material in front of the class (Suparman et al., 2023).

In the Nahwu course, students are required to read and understand the material determined in one meeting. This activity is carried out during the lecture in the first 40 minutes of the learning duration in groups with members who have been determined at the beginning of the meeting. During that time, it is hoped that students can use it optimally and focus on the material being studied. The lecturer provides instructions or questions related to the material to be read so that students have a clear purpose in reading. The guidebook used as a student learning reference is the Jamiuddurus book.

After reading for 40 minutes, students are asked to compile a summary of the material they have read. Summarizing provides an opportunity to identify and combine the most essential information in the reading (Akhir, 2017). Summarizing helps students identify reading concepts and the meanings of each sentence, such as understanding the material *Al-Jumal la Mahal Laha minal I'rob*, which has been done with a summary in the form of a concept map. According to Buzan, concept maps can optimize the potential of thought patterns in a person's brain performance. Thus, using concept maps in the teaching and learning process can help teachers and students transfer and receive lessons from each other quickly and practically. In this way, students can train their brain abilities optimally and absorb what is conveyed effectively (Khasanah, 2019; Rauf & Mufidah, 2021).

The next stage is creating questions. Each group asks several questions regarding the material they have read. Students can analyze *Al-Jumal la Mahal Laha minal I'rob* material more deeply regarding how examples other than books are used in everyday life, how to predict parts of the material in Arabic texts, and examine the use of this material in a sentence. So, by teaching students to ask questions, they will become

students with critical thinking, enabling interaction between students and encouraging them to learn independently. This will also help them discover their concepts and understanding of science (Saadjad, 2024).

After creating questions, the next stage is discussion and question and answer. Groups make presentations according to the sequence. The group explained the *Al-Jumal la Mahal Laha minal I'rob* material by demonstrating the division and its meaning in the form of a concept map that had been prepared. By conducting discussions, students experience a transition from passive to active. Apart from that, students are more creative and encouraged to come up with innovative ideas by exchanging ideas between friends or between groups (Wilda et al., 2023).

After the group presents the results of their understanding, other groups can ask questions based on questions that have been created or questions that arise when listening to the presentation. This question-and-answer forum can hone students' thinking skills to analyze the information presented. Students can express their opinions supported by solid data and arguments. With this, students are encouraged to think critically and logically by considering the validation and relevance of information and opinions (Ridwan & Mustofa, 2023; Ulfah, 2022). Examples of questions asked include how to know and differentiate the number of *al-istinafiyha* and *al-ta'liliyah*, what the meaning of the two things that are commonly used as amplifiers of *kalam* in the number of *al-I'tirodiyah*, and how to identify that the number is included in the division of *Al-Jumal la Mahal Laha minal I'rob*.

The lecturer will review again and add statements regarding incorrect or lacking questions. Lecturers have an essential role as sources of information and providers of advice and knowledge (Rahmawati & Suryadi, 2019). For this reason, as a facilitator, the lecturer provides a forum for students to make it easier for them to learn in the form of a question session that students will ask the lecturer. The interaction between students and lecturers eliminates the top-down nature, which makes lecturers authoritarian, and students follow all the lecturer's instructions. The cooperative relationship between lecturers and students means that lecturers will act as mentors

and companions in all teaching and learning activities, creating a happy and democratic learning atmosphere for students (Arfandi & Samsudin, 2021).

The lecturer closes the learning activities by providing learning outcomes through experiments, such as analyzing Al-Jumal la Mahal Laha minal I'rob on verses or letters in the Al-Qur'an. Reciprocal Teaching learning developed using experiments can increase students' understanding of concepts and motivation (Pratiwi et al., 2023). Lecturers can measure students' knowledge and cognitive abilities through these learning outcomes.

c). Student Perceptions in Applying Learning Strategies

Students' perceptions of teachers' learning styles can influence students' learning performance, abilities, and motivation (Farhan Dwi Laksono, 2024). The results of the student interviews showed positive and negative perceptions. Here are some positive student perspectives:

1. Some students consider the reciprocal teaching strategy a practical approach because it involves students interacting with each other.
2. The reciprocal teaching strategy encourages students to learn more actively.
3. The reciprocal teaching strategy can increase understanding of Arabic vocabulary through reading.
4. The existence of learning outcomes in the form of Arabic text analysis can measure individual abilities.

However, students also face challenges with implementing these learning strategies. Lack of self-confidence in teaching makes students unsure and dare not express their understanding. Apart from that, minimal knowledge of Arabic vocabulary can hinder reading activities and understanding the material.

Effective teaching can be the key to achieving set targets. Appropriate teaching involves strategies and approaches to provide understanding, skill mastery, and cognitive development. To achieve learning targets, educators must have the following considerations:

1. Understanding learning material. Educators must have strong knowledge be able to provide a deep and broad understanding of the subject matter as a basis for objective, systematic, methodological, and argumentative theoretical understanding (Hasanah et al., 2024).
2. Careful and structured planning. Careful planning can create creativity and activeness in students and improve the quality of teaching by referring to the plans that have been made (Putrianingsih et al., 2021).
3. There is instructional differentiation. Educators must consider each student's diversity of learning. By identifying students' needs and providing appropriate encouragement, students have equal opportunities to achieve learning goals.

It is necessary to select strategies to facilitate Nahwu learning that provides learning efficiency and suit each student's learning style, resulting in Nahwu interpretations in understanding the structure and meaning in Arabic writings effectively and relevantly. One way is by using a reciprocal teaching-learning strategy. Applying the reciprocal teaching strategy can cover all aspects of consideration in achieving learning objectives.

Conclusion

Learning objectives are the desired targets in the learning process. To realize the success of learning objectives, choose the appropriate strategy. The reciprocal teaching strategy can be the right choice in Nahwu learning because all aspects of its implementation direct students to be more active by understanding the material independently or in groups, deepening the material through discussions and questions and answers, and realizing understanding through assignments as learning outcomes.

Acknowledgement

The authors would like to express their profound gratitude to all individuals and parties who supported the completion of this research. First and foremost, our sincere thanks are extended to the Department of Arabic Language Education at UIN Maulana Malik Ibrahim Malang for providing the necessary academic environment and resources for this study. We are deeply indebted to the students of the Fourth

Semester, Class B, whose willing participation and valuable insights were indispensable to this qualitative inquiry. Our colleagues are also acknowledged for their constructive feedback during the development of this paper.

Finally, we wish to acknowledge the unwavering support and patience of our families, without which this work would not have been possible. Any shortcomings within this article remain solely our own.

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