



Research Article

Implementation of Peer Tutoring in Reading and Memorizing Qur'anic Verses for Students of Class IX SMP Negeri 32 Semarang

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Abstract

This research aims to explore the effectiveness of the peer tutoring in improving the skills of reading and memorising Qur'anic verses among students of SMP Negeri 32 Semarang. peer tutoring allows students who are more proficient in reading the Qur'an to act as tutors for their peers who need guidance, thus creating a collaborative and supportive learning atmosphere. This study used a qualitative approach with a case study method, where data were collected through interviews, observations, and document analyses. The results showed that the application of the peer tutoring improved students' interaction, confidence, and skills in reading and memorising Qur'anic verses. Observations showed that 99% of students achieved good or very good grades in these skills, with an increase in activeness and mutual respect between students. The method proved effective, especially in time-limited learning conditions, and provided positive experiences for students, both as tutors and tutees.

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INTRODUCTION

Peer tutoring, or it can also be called peer teaching, is guidance and learning assistance provided by one or several students who act as tutors for other peers of the same age (Murtisari et al., 2020). Peer tutoring encourages students to learn from each other to achieve the same learning goals. By using the peer tutoring, students are also invited to be active and cooperate in groups to help each other and improve competence (Harsanto, 2007) (Asmin, 2023) (Zaenuri, 2022) (Alifah et al., 2020).

Peer tutoring aim to improve each individual's academic ability, self-development, self-confidence, tutors and tutees together learn in a particular learning material where tutees have obstacles to the material and need help in the learning process. Tutors who are also peers will help tutees to meet learning outcomes (Dhayfullah et al., 2022). In addition to improving learning outcomes, implementing the peer tutoring is believed to increase students' participation and interest in learning, which can be seen from the increased intensity of students when learning is carried out using this method (Ashley et al., 1986). Through active communication between students, in addition to improving academic skills, the peer tutoring can also improve

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students' social skills so that they are skilled in solving problems collectively (Supriyatna et al., 2024).

One of the subjects in Junior High School is Islamic Religious Education. Among the materials studied in PAI subjects are reading and memorizing Qur'anic verses. In Islamic teachings, reading the Qur'an is a sunnah that is rewarded if practiced (At-Tirmidzi, 2016). The skill of reading and memorizing verses of the Qur'an is an important basic skill for a Muslim. One of the institutions that play a role in the learning process of reading and memorizing Qur'anic verses is formal schools, but in reality formal schools only have very few hours of PAI learning, namely 3 hours per week (Humaedi, 2021). As an effective step to maximize the little time, PAI subject teachers in formal schools must be smart and choose and use the right method, especially to improve the ability to read and memorize Al-Qur'an verses for students. It is a must for a teacher to consider various aspects, such as student experience, students' initial abilities and also the availability of time in choosing relevant and effective learning methods so that the results of student learning outcomes can be optimized (Pirimees, 2020) (Al-Mahasneh et al., 2020).

The peer tutoring can be an alternative in improving students' ability and activeness in learning to read and memorize the Qur'an at school. With this method, the learning process focuses on cooperation between students, not competition, so it is hoped that a sense of mutual care will arise. Learners who act as tutors will have a sense of pride because they play a role in the learning success of their friends, besides that being a tutor can also strengthen what they have learned and can take experience from the process. For students who receive guidance assistance, they will be more open, brave and eager to ask their friends (Asnur et al., 2024). With peer tutoring, it is hoped that students can further improve their ability to read and memorize Al-Qur'an verses.

Research on learning methods for reading and memorizing the Qur'an for students in public schools or schools that are not religiously based is very important. Quran learning hours in public schools are relatively shorter so that students are not maximally learning to read and memorize the Quran especially if an educator only uses conventional methods such as lectures, students tend to get bored quickly and lack enthusiasm. In addition to the short learning time, the influence of the environment due to current technological advances makes students prefer to spend their time playing gadgets, so that not a few children lack even the ability to read or memorize the Qur'an. Therefore, it is necessary to have some studies and research to get the best method choices for learning to read and memorize Al-Qur'an verses.

METHODS

This research uses a qualitative method with a case study approach that focuses on processes and results. According to Sugiyono, case study research is research conducted to study certain phenomena that occur in society with the aim of studying the background, interactions, and circumstances that develop in society. Case studies are conducted to observe a unified system, which can be a program, activity, event, or group of individuals involved in a particular event (Sugiyono, 2014).

The subjects of this study were students and PAI teachers of grade IX at SMP Negeri 32 Semarang, Central Java. The first stage in this research is to ensure that the case study can answer the research question. Second, identifying the case and the type of study to be used, in this case the type of case study used is a single instrument case study, because the researcher chooses a case and focuses on the issue or problem that occurs. Third, the data collection process is carried out using the interview method, observation and collection of related documents. Fourth, conducting data analysis, based on the time study used, the data will be analyzed thematically, namely by organizing data based on themes, finding patterns, then giving meaning to the data in accordance with relevant theories. Fifth, compile a report by making a statement from the case data that has previously been analyzed thematically, including making a statement about what lessons can be drawn from the case (Hakim, 2020).

RESULTS AND DISCUSSION

Preparation

Learning to read and memorize Al-Qur'an verses at SMP Negeri 32 Semarang using the peer tutoring begins with the selection of tutors by the teacher. At the beginning of the semester, the teacher conducts formative and diagnostic tests by asking students to read the Al-Qur'an one by one to see and assess which students have more ability in reading and memorizing Al-Qur'an verses. Some students have more ability than other students due to many factors including that they participate in Quranic activities outside the school or

previously came from Islamic elementary school graduates.

In the selection of Tutors for the material of reading and memorizing Al-Qur'an verses, it is entirely done by the teacher's appointment of students after conducting a reading test. Students who are appointed as tutors feel happy because they will play a role in helping their friends in the learning process. The level of knowledge of the tutor has a significant effect on the success of the peer tutoring to achieve learning objectives (Alegre-Ansuategui et al., 2018). herefore, it is important from the beginning that teachers select which students have the potential to become tutors. In general, students who become tutors should be those who have more experience and academic ability than their peers (Chun & Cennamo, 2022). Students who have been appointed then always try to prepare themselves before the learning process. They previously studied the recitation material and memorized the Qur'anic verses to be taught so that they were ready when the learning began.

Implementation

Learning with the peer tutoring in Islamic Religious Education subjects on reading and memorizing Al-Qur'an verses at SMP Negeri 32 Semarang begins by dividing groups of 3-5 students. Each group is then also filled with 1-2 Tutors who will guide tutees. Before inviting each group to start the learning process, the teacher motivates each group to achieve the learning objectives.

Each group started the learning process by being directed by the Tutor of each group. The Tutors feel confident in giving directions to their friends because they are confident in their abilities and desire to help tutees. The Tutors ask the tutees to recite the Qur'anic Verses together first to ensure their respective abilities. The Tutors then give a brief explanation and guide their friends slowly for easy understanding. After ensuring that all tutees in the group can read fluently, the Tutors then invite them to memorize slowly and repeat it several times. In the process, the Tutors always encourage and motivate tutees so that they keep trying their best and do not give up easily. This communication between Tutors and tutees as peers makes the tutees comfortable in the learning process and makes them not hesitate to ask questions and ask for explanations from Tutors. This is certainly different if learning is done unidirectionally only from the teacher, many students are not confident to ask questions and have concerns about making mistakes.

The Tutors are not just released by the Teacher when interacting in groups, but the Teacher must always supervise and observe and always be ready to help the Tutors and other tutees if there are problems that cannot be solved. In addition, to raise the spirit of each group, the Teacher gave appreciation and motivation to the Tutors and tutees. The teacher also emphasizes that each student in a new group will be assessed if all have been able to read and memorize the specified Al-Qur'an verse. This is to foster mutual cooperation in each group to achieve learning success together.

The obstacles and challenges faced in implementing the peer tutoring are that there are still Tutors who lack confidence and tutees who are less serious about following the course of learning. Teachers anticipate and overcome this by providing motivation and rewards in the form of additional grades for Tutors and tutees who want to seriously follow all learning processes. In addition, sometimes there is a mismatch between one participant and another participant or with the Tutor, in this case the Teacher has actually thought about the division of groups that are balanced according to the ability of students to achieve the learning objectives more effectively, because it requires the assertiveness of the Teacher to keep running the method with the groups that have been prepared beforehand while still supervising and evaluating each group. The unequal knowledge and ability of the tutees is also an obstacle in achieving learning outcomes, so it requires patience and diligence from the Tutor to guide the tutees.

After the tutors make sure that the tutees in one group are fluent in reading and memorizing, they will then report and read it to the teacher. The collective process in this method is considered more effective to achieve the learning objectives of each student considering the short learning time. Compared to the conventional method of asking students to read and memorize one by one, the situation in the classroom is usually not conducive and students will only pay attention to their individual interests.

Reflection

The implementation of peer tutoring in the subject of Islamic Religious Education on the material of reading and memorizing Al-Qur'an verses in class IX SMP Negeri 32 Semarang received positive responses from students both who acted as Tutors and tutees. The peer tutoring provides an impressive experience for

tutors because they feel useful and successful when they can direct their friends to follow instructions in the process of reading and memorizing Al-Qur'an verses until their colleagues who become tutees can achieve learning objectives. In terms of knowledge development, students who act as tutors will also master the material they teach to tutees. Studies show that teaching others strengthens a student's understanding and results in improved academic performance (Velez et al., 2011). Students who take on the role of Tutor can also sometimes benefit more, as Tutors face higher cognitive challenges. In order to benefit both tutors and tutees, tutees should be encouraged to actively ask questions to increase their cognitive engagement (Thurston et al., 2021).

The participating students were happy with the peer tutoring because they felt more fluent in reading and memorizing Qur'anic verses. For students who lack confidence, this method helps them to actively communicate in learning because the people they discuss with are their own peers so they feel more comfortable and learning becomes more fun (Moliner & Alegre, 2020). The tutees also feel proud to have friends who are willing to be Tutors who are willing to help them in the learning process. In the future if they are appointed as Tutors by Teachers in other subjects they are also willing according to their respective abilities.

The Islamic Religious Education teacher at SMP Negeri 32 Semarang has used several methods in reading and memorizing Quranic verses. The teacher feels that peer tutoring is the most effective method to use. The underlying factor for the application of this method is the very short learning time of Islamic Education subject in formal schools, especially not based on Islam, so there is not enough time if you have to one-by-one check the reading and memorization of the Qur'an verses of students. From the results of observations and assessments made by teachers of 264 students of SMP Negeri 32 Semarang on the implementation of peer tutoring can be seen from the following table:

Observation table of class IX students

No.	Aspects Observed	Observation Results				
		Very Less	Less	Enough	Good	Very Good
1	Lively interaction and questions and answers	0%	0%	8%	51%	41%
2	Clarity and ability to recite Qur'anic verses	0%	0%	46%	38%	16%
3	Clarity and ability to memorize Qur'anic Verses	0%	0%	9%	51%	40%
4	Positive interaction and mutual respect	0%	0%	6%	25%	69%
5	Achievement of reading and memorization targets	0%	0%	1%	6%	93%

The observation table above shows some conclusions that can be described as follows:

1. The engagement of interaction and questioning by all students, both tutors and tutees, was good, with 92% of students scoring good and very good.
2. The clarity and ability to read the Qur'an of students is quite high, with 46% of students scoring good and excellent, almost equal to 54% of students scoring good and excellent, indicating that the basic reading ability of junior high school students is initially good.
3. The clarity and ability to memorize the Qur'an of students is considered good, because the majority of 91% of students can fluently memorize.
4. Positive interaction and mutual respect between students, both tutors and tutees, went well with 94% of students interacting and communicating well and very well. A small number of tutees sometimes still lack confidence to communicate but are still involved in the learning process.
5. In achieving the target of the ability to read and memorize Al-Quran verses, all students or 100% can achieve learning outcomes with 99% of students who have good and very good grades.

CONCLUSIONS

Implementation of peer tutoring in learning, especially to read and memorize Qur'anic verses at SMP Negeri 32 Semarang is effective in improving students' skills. Most students, both tutors and tutees, showed

active interaction, mutual respect, and increased confidence. Observation results showed 99% of students achieved good/very good grades, indicating that the method supports high learning outcomes. This study aimed to examine how the implementation of peer tutoring method in improving the ability to read and memorize Qur'anic verses for public schools that have limited learning time, especially in SMP Negeri 32 Semarang.

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