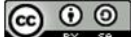


Peer Tutor-Based Quranic Learning in Elementary Schools

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ABSTRACT

The peer tutoring method aims to provide students with greater freedom and opportunities to interact freely and reduce their perceived inadequacy towards their teachers. This is especially true in terms of reading and writing the Quran well and correctly. The research method used is qualitative with a *library research approach*, also known as literature study, with data analysis using content analysis. The peer tutoring method is deemed essential to improve students' ability to read and write the Quran well and correctly and foster students' enthusiasm for studying the Quran. The implementation of the peer tutoring method must go through stages, namely preparation, implementation, and evaluation stages. In implementing the peer tutoring method, there are three series of activities that must be followed: initial activities, core activities, and final or closing activities. By implementing this peer tutoring method, students become enthusiastic and motivated to continue developing their ability to read and write the Quran well and correctly.

Keywords: *Method, Peer Tutor, Elementary School.*

INTRODUCTION

Basic education is the primary foundation for developing the quality of human resources, encompassing the intellectual, spiritual, and character development of students. Within the context of national education, elementary schools serve not only as a place to transfer knowledge but also as a vehicle for the formation of personality and religious values from an early age. Law number 20 of 2003 concerning the national education system affirms that education aims to develop the potential of students to become individuals who are faithful, pious, have noble character, are creative, independent, and responsible for their social and national lives.¹ Due to that, learning Islamic religious education, especially ability to read and write the Qur'an (BTQ), become part of important things to do reinforced at the level of school base.

Ability to read and write the Qur'an is skills the basics that must be owned by participant educate Muslim as form of literacy religious. Ability is not only related with aspect of technical reading letter hijaiyah, but also concerns accuracy of makharijul letters, application of rules of tajweed, as well as habituation of values of Quran in daily life.² However, the reality on the ground shows that many elementary school students still have difficulty reading and writing the Quran properly and correctly. Some students are not yet familiar with the hijaiyah letters, are unable to differentiate between the length and shortness of their recitations, and even experience difficulties pronouncing letters according to the rules of tajwid.³ Condition the

¹ Authority of the Ministry et al., *Journal of Legal Compilation*, 10, no. 2 (2025).

² Tri Endang Tisnawati and Zahra Alfina Putri, *Peer Tutor-Based Al-Qur'an Learning Management Strategy in Improving Al-Qur'an Reading Competence*, 4, no. 2 (2025): 277-85, <https://doi.org/10.35719/managiare.v4i2.2464>.

³ Tanzil Di, RA Mambaul, and Ulum Bata-bata Panaan, *ISSN 1979-2794 e-ISSN: 2655-6634*, 1979.

influenced by various factors, such as low intensity exercise, limitations time learning, lack of individual mentoring, as well as difference ability student in accept BTQ material.

Problems BTQ abilities in students school base requires more learning strategies adaptive, communicative, and participant - centered education. Learning that is monotonous and too teacher - centered often results in student feel awkward, scared ask, and not enough believe self when experience difficulty reciting Al-Qur'an.⁴ In perspective constructivism social, learning process will more effective if participant educate get chance for interact, discuss, and learn together friend peers in more atmosphere open and not tense. Because of that that, is necessary approach learning collaborative capable create environment comfortable learning at a time push involvement active student.

One of assessed method relevant for overcome problem the is peer tutoring method . Peer tutoring method is a learning strategy that involves student with ability more good for help his friends who experienced difficulty study.⁵ In BTQ learning, peer tutoring can become facilitator helpful learning student understand method reading and writing the Qur'an gradually through more interaction communicative and egalitarian. Closeness emotional between students make the learning process more liquid, so that student more brave ask, repeat reading , and correcting error without feel afraid or embarrassed.⁶

A number of study previously show that peer tutoring method capable increase motivation learning, participation students, as well as results learn in various eye lesson.⁷ However thus, the study which is special discuss implementation of peer tutoring in learning read write the Qur'an at the level school base Still relatively limited. Most of study more Lots highlight effectiveness of peer tutoring on learning general, while discussion about implementation of peer tutoring in strengthening al-Quran literacy has not yet reviewed in a way deep, especially from aspect stages implementation, tutor criteria, and patterns interaction BTQ learning in schools base .

Based on condition said, research this aim for study implementation peer tutoring method in learning read write the Qur'an at school base through approach studies bibliography. This study expected can give contribution conceptual about stages application of peer tutoring, tutor terms and criteria, as well as effectiveness peer tutoring method in increase ability students reading and writing the Qur'an school basis. In addition, research this is also expected become references pedagogical for Islamic religious education teachers in develop more BTQ learning collaborative, humanistic, and appropriate with characteristics development participant educate school base.

RESEARCH METHODS

This study use approach qualitative with type study library *research* approach this chosen because study focused on assessment in a way deep to various literature related scientific with implementation peer tutoring method in learning read write the Koran (BTQ) at school basic research literature used for get understanding conceptual about implementation of peer tutoring, starting from stages implementation, tutor criteria, up to its

⁴ Yohanes Vianey Sayangan et al., *Journal of Mathematics and Natural Sciences Education* , 14, no. September (2024): 757–66.

⁵ Ratih Permata Minangsari et al., *Marwan, Iganadia*. “Students’ Activities in Participating in the Peer Tutor Al-Quran Recitation Program and Their Ability to Read the Quran in Class X of SMA Angkasa Lanud Sulaiman, Bandung Regency.” *Jurnal UIN Sunan Gunung Djati* (2022). , 19, no. 1 (2025): 160–65.

⁶ Alliyah Putri Supriyatna, Nurdinah Hanifah, and I. Isrok, *Implementation of Peer Tutoring Method in Improving Social Skills of Fourth Grade Elementary School Students* , 5 (2024): 397–408.

⁷ Wahyu Ningsih, *The Effectiveness of the Peer Tutoring Learning Model in Learning to Write Observation Report Texts for Class VIII Students of SMP Negeri 39 Bulukumba* , 10, no. 2 (2024): 2051–61.

effectiveness in increase ability students reading and writing the Qur'an school base.⁸ In study this, researcher no do field data collection in a way directly, but rather utilise various source scientific as primary data study.⁹

Research data sources consists of on primary sources and secondary sources secondary. Primary sources are in the form of journal scientific, books academic, articles research, as well as results study previously which is special discuss peer tutoring methods, BTQ learning, cooperative learning, and learning Islamic education at the level school basic. As for the source secondary obtained from document supporters like proceedings, theses, regulations education, and other relevant references with focus research. Literature used prioritized originate from five- year publication last to fit with standard article scientific that emphasizes use reference up-to-date and relevant.

Data collection techniques were carried out through studies documentation and tracing literature in a way systematic. Researchers do data search through various scientific databases, such as Google Scholar, SINTA, Garuda, and journal portals Islamic education. Keywords used in search includes "peer tutor", "peer tutoring", "read write the Koran", " BTQ learning", "cooperative learning", and "education the basis of Islam". Furthermore, the literature obtained selected based on relevance theme, credibility source, novelty publications, as well as its suitability with objective research. The data that has been collected Then classified to in a number of theme main, such as peer tutoring concept, tutoring requirements and criteria, stages implementation of peer tutoring, as well as implications peer tutoring method in BTQ learning.

Data analysis techniques in study this use analysis content (*content analysis*). Analysis done with method identify, study, compare, and interpret content various relevant literature with focus research. Stages data analysis begins from data reduction, namely select data that has relatedness direct with implementation peer tutoring method in BTQ learning.¹⁰ Next, the data is presented in a way systematic in form description descriptive and analytical in accordance theme discussion. Stage final done withdrawal conclusion through the synthesis process various theory and results study previously for get formulation conceptual about effectiveness peer tutoring method in increase ability students reading and writing the Qur'an school base.

For ensure data validity , research this use technique triangulation source with compare various literature that has theme similar and level adequate credibility. In addition, researchers also conducted reading deep *reading* of sources main thing to minimize error data interpretation and maintaining objectivity analysis.¹¹ With step said, the results study expected own validity strong academic as well as capable give contribution conceptual for development learning read peer tutor - based Quran writing in schools base.

RESULTS AND DISCUSSION

Peer Tutoring Method

Peer tutoring is a learning method used in schools that provides learning opportunities for classmates. This doesn't eliminate the role of teachers, but rather, it becomes a form of

⁸ Asril Bijaksana, *Symbolic Interactionism Theory Approach in Qualitative Research Methodology* , 4, no. 2 (2025): 2244–56.

⁹ Dellia Annasthasya et al., *Qualitative Research Methodology: A Literature Review in the Educational Context* , nd, 423–29.

¹⁰ Jurnal Teknologi et al., *Qualitative Approach in Research: Strategy, Stages, and Data Analysis Jurnal Teknologi Pendidikan dan Belajar (JTTP)* , 02, no. 03 (2025): 793–800.

¹¹ Wiyanda Vera Nurfajriani et al., *No Title* , 10, no. September (2024): 826–33.

education or teaching. This peer tutoring method allows students to learn by peers or classmates who are deemed capable of understanding and mastering the subject.¹²

According to Ischak and Warji, peer tutors are a number of students who have maximally understood the learning material, given the task of helping students who are experiencing difficulties or do not understand the learning material they are studying. Cony Semiawan also said that peer tutors are a number of smart students, then able to help understand students who are less smart or do not understand the learning material. Students who do not understand the learning material really need tutors as stated by Suherman that students who do not understand the learning material, need to be taught by involving other students (peer tutors) who know and understand the learning material.¹³

The peer tutoring method can help students avoid feelings of awkwardness. When learning with a teacher, there may be feelings of fear, nervousness, and so on that make them reluctant to speak or learn. Therefore, the peer tutoring method helps students improve their quality, build courage, and eliminate their fears. Because the tutors are their own peers, they can express themselves well, speak boldly, and even feel less awkward, as they will always communicate with their peers without limits while learning.¹⁴

This peer tutoring method is a branch of the cooperative learning method, in the sense that students will always work together and learn together. In relation to this method, students or students who have not understood the lesson or do not know at all, then other students who help to teach them, students who have understood or can already in one class or group. will be very easy to understand and comprehend by students, because learning with their own friends will be more open and seen from the side of the closeness between the tutor and students who cannot be very close and they will always be together in every activity.

The peer tutoring method, on the other hand, can be considered a strategy implemented in the classroom to help students understand the lesson. Furthermore, it helps them develop their listening skills, focus, and seriousness, making it easier to absorb the material. Furthermore, a tutor can significantly help improve their skills as a tutor. Teachers don't just pick tutors randomly, but rather choose them based on specific requirements and criteria. Selecting a good tutor based on these requirements can significantly help students who are struggling to grasp the material.

Terms and Criteria for Becoming a Peer Tutor

The appointment of peer tutors in the Quranic reading and writing (BTQ) learning process cannot be done arbitrarily, but must go through a selection process based on competence and character. As the main instrument in the transformation of knowledge between students, a tutor must meet certain qualifications so that the role he plays can have a significant impact on improving the quality of reading and writing of his peers. These requirements are designed to ensure that tutors are not only cognitively superior in mastering Quranic material, but also have an affective aspect that is able to build comfortable instructional communication for their friends. In more detail, the criteria and requirements

¹² Minangsari et al., *Marwan, Iganadia*. "Students' Activities in Participating in the Peer Tutor Al-Quran Recitation Program and Their Ability to Read the Quran in Class X of SMA Angkasa Lanud Sulaiman, Bandung Regency." *Jurnal UIN Sunan Gunung Djati* (2022).

¹³ Zahra Restu Madadina et al., "Implementation of Problem Based Learning through a Peer Tutor Approach in Improving Mathematics Learning Achievement in Trigonometry Material", *HOTS Research Journal of Mathematics Education* , Vol. 4, No. 1, (2024).

¹⁴ Hermansyah et al., "The Effectiveness of the Peer Tutor Method in Improving Number Sense Skills of Grade VII Students of Smp Negeri 1 Duripoku", *MUST: Journal of Mathematics Education, Science and Technology* , Vol. 5, no. 1, (2020): 95–105.

that need to be considered in selecting the ideal peer tutor at the elementary School level are as follows:¹⁵

1. Requirements for Becoming a Peer Tutor

Students selected as peer tutors should have above-average academic competency compared to their classmates. This competency can be seen from their level of understanding of the subject matter, active participation in the learning process, and superior academic ability compared to other students. In addition to possessing strong academic abilities, a tutor must also be able to build cooperation and positive interpersonal relationships with their peers. The ability to build synergy and good communication is crucial for creating a friendly, open, and conducive learning environment. A harmonious relationship between the tutor and group members will facilitate the learning interaction process and maintain the continuity of productive learning activities.

In addition, peer tutors must also be highly motivated and enthusiastic about achieving academic success and assisting their peers experiencing learning difficulties. A tutor is required to possess a sense of responsibility, sincerity, and commitment in guiding group members to achieve better learning outcomes. A tutor's enthusiasm and dedication in assisting other students are crucial factors in creating an active, productive, and effective learning group. Therefore, peer tutors are not only required to excel academically, but also to demonstrate a strong sense of discipline, cooperation, and social awareness throughout the learning process.¹⁶

Theoretically and practically, the effectiveness of the peer tutoring method in Quranic learning depends heavily on the integrity of the tutor's profile, which combines three main pillars: cognitive capacity, social intelligence, and motivational integrity. A tutor not only serves as a "young resource person" with above-average academic excellence, but also acts as an emotional facilitator capable of building inclusive communication through synergy between students. The persistence and positive ambition of tutors are the driving force behind creating a productive learning environment, which in turn can reduce psychological barriers to student understanding. Therefore, strict selection criteria regarding tutor competence and personality are essential to ensuring that the knowledge transformation process remains on track to achieve excellence and dignity.

2. Criteria as a tutor:

A peer tutor should gain recognition and approval from other students to create a sense of comfort in the learning process. Peer acceptance is crucial for reducing fear, awkwardness, and psychological stress in students, allowing them to be more confident in asking questions and communicating any learning difficulties they may be experiencing to the tutor. Furthermore, tutors must possess good morals, such as respect for others, caring, compassion, humility, responsibility, and the ability to treat all peers fairly without discrimination. A tutor's attitude and personality are crucial factors in creating a comfortable and enjoyable learning environment for the students they tutor.

In implementing learning, peer tutors are also required to possess sufficient creativity to deliver material in an engaging and easily understood manner for their group members. Tutor creativity can help students absorb learning materials more quickly and increase their interest and motivation to learn. Furthermore, tutors must possess good language and communication skills to ensure clear, effective, and communicative delivery. Good communication skills will

¹⁵ Supriyatna, Hanifah, and Isrok, *Application of Peer Tutoring Method in Improving Social Skills of Fourth Grade Elementary School Students* .

¹⁶ Article, *Cognitive* .

facilitate tutors in explaining material, providing direction, and fostering active and productive learning interactions.¹⁷

It can be concluded that the qualifications of a peer tutor are not only based on intellectual aspects, but also on social legitimacy and character maturity. Acceptance from peers is a crucial psychological foundation for eliminating mental barriers and fear, thus creating a transparent and participatory dialogue space. Furthermore, the integration of noble morals such as empathy, humility, and responsibility with communicative competence and instructional creativity ensures that the tutoring process takes place in a humanistic and educational atmosphere. Thus, this criterion confirms that the success of the peer tutoring method in teaching the Quran is determined by the tutor's ability to create a learning ecosystem that is not only technically effective but also emotionally soothing.

Implementation of the Peer Tutoring Method in Reading and Writing the Qur'an Well and Correctly

1. Preparation Stages

Stages preparation is stage a very decisive start success implementation peer tutoring method in the learning process. At stage This , the teacher designed various activities that will be implemented so that the goal learning can walk in a way orderly, systematic, and directed. Teachers first formerly set main points the material to be studied at every meetings , including topic learning, content materials, as well as desired goals achieved. Apart from that, teachers also need it compile instruction implementation activity as guidelines for tutors in implementing the learning process. Clarity instruction the it is important for the tutor to understand directions and steps learning that must be done during accompany Friend peers.

Next, the teacher determines a number of participant students who are considered own ability academic, skills communication, as well as readiness For become a peer tutor. Number of tutors selected nature flexible and customizable with amount group learning that will formed. Before implementation learning started, tutor first formerly given training beginning as form provisioning For increase readiness they in guide Friend peers. Training the covers ability speaking, technique interact, skills guiding, as well as method convey material learning in a way good and communicative. After the tutor selection and training process is carried out, the teacher forms a groups small consisting of top five to six participant educate or customized with condition class. Division group done in a way proportional with consider level ability students to create group balanced learning and facilitates the mentoring process. Tutors who have chosen Then placed in each group for help member groups that experience difficulty study.¹⁸

In a way methodological, effectiveness implementation of peer tutoring is greatly influenced by systematic planning and reinforcement tutor capacity since stage early. At the stage this, the teacher does not only play a role as teacher, but also as designer instructional *designer* in charge align material learning with needs and capabilities participant educate. Through determination structured material, selection of the right tutor, training skills communication, as well as distribution proportional groups are created system supportive learning the learning process takes place in a way effective and targeted. With thus, the process of knowledge transfer between students no ongoing in a way spontaneous, but rather still is at in supervision and control teacher pedagogical for reach objective learning read write the Qur'an optimally.

¹⁷ Hermansyah et al., "The Effectiveness of the Peer Tutor Method in Improving Number Sense Skills of Grade VII Students of SMP Negeri 1 Duripoku", *MUST: Journal of Mathematics Education, Science and Technology* , Vol. 5, no. 1, (2020): 95–105.

¹⁸ A. Hamsiah and Mas Muhammadiyah, *Implementation of the Peer Tutor Method on Students' Activeness and Learning Outcomes in Makassar City Introduction Research Methods* , 4, no. 2 (2024): 227–31, <https://doi.org/10.35965/bje.v4i2.4453>.

In line with matter in this regard, Hisyam Zaini in Amin Suyitno explains that there is a number of step important things that need to be done carried out by teachers in apply peer tutoring method. First, the teacher chooses material learning that allows student learn it return in a way independent with share material to in a number of sub-discussions to make it more easy understood. Second, the teacher divides student to in groups small in nature heterogeneous in accordance with amount sub-material being studied. Third, students who have ability more good placed on each group as a tutor for help his friends who experienced difficulty learn. Fourth, every member group given not quite enough answer learn one part material certain, while the tutor is on duty help member group understand material fifth, the teacher gives enough time to student for do preparation, both inside both inside and outside class. Sixth, every group given chance for presenting sub-material that has been studied through representative each group. Seventh, permanent teachers positioning self as source references main in learning. Eighth, after all over group finished presenting material, the teacher gives clarification and conclusion for straighten out understanding less students appropriate as well as do supervision to peer tutoring activities that take place within group.¹⁹

Based on description said, can understood that success peer tutoring method relies heavily on management structured learning and engagement active teachers in supervise the learning process. Division material to in more sub- discussions simple as well as formation group heterogeneous learning capable create atmosphere independent, collaborative, and consistent learning controlled. In context this, the teacher does not release not quite enough answer pedagogically, but rather still play a role as facilitator, mentor, and learning validator who ensures every process of discussion and knowledge transfer ongoing in a way correct and effective. With thus, synergy between peer tutoring and teacher supervision becomes factor main in create inclusive, directed, and capable learning increase ability read write the Qur'an participants educate optimally.

2. Implementation Stages

At the stage implementation, teachers must understand the right steps in initiate and manage the learning process use peer tutoring method. Stage this become part important Because success learning is greatly influenced by readiness teaching materials, readiness participant educate , and teacher's ability in manage dynamics group learn. At every meeting, teacher first formerly give motivation and introduction related learning with the material to be studied. Giving motivation done for build spirit study students, improve attention participant educate, and create atmosphere conducive learning before core activities begin.²⁰

Next, the teacher invites participant educate study together each group that has accompanied by a peer tutor. Tutor on duty explain previous material has prepared by the teacher based on instructions and directions learning provided. During the learning process in progress, the tutor is not only convey material, but also active ask return to member group about parts material that has not been understood. The tutor helps member group in finish task as well as give explanation repeat if there is difficulty in understand material learning. However likewise, if the tutor experiences difficulties that are not can completed in a way independent, then tutors are allowed request help to the teacher as mentor main in the learning process.²¹

¹⁹ Mathematics Material and Basic Sets, *Pancasakti Mathematics and Natural Sciences Education Journal* , 3 (2019): 43–52.

²⁰ Khairun Nisa, *Application of Peer Tutoring Method to Improve Learning Outcomes in Reading the Qur'an (Surah Al-Maa'un in Grade V Students of SD Negeri I Tewah)* , April 2, 2026, <https://e-proceedings.iain-palangkaraya.ac.id/index.php/PPGAI/article/view/936>.

²¹ Tisnawati and Putri, *Peer Tutor-Based Al-Qur'an Learning Management Strategy in Improving Al-Qur'an Reading Competence* .

In addition, participants education is also provided chance for ask, convey opinion, as well as disclose discomfort felt, either related with material lesson and condition learning in class. Openness communication the important for create atmosphere participatory learning and providing room for student for more active in the learning process. In implementation, permanent teachers do supervision to activity learn at every group. The teacher monitors the way discussion, observing interaction between members groups, as well as give solution if found constraint during the learning process ongoing.²²

In a way operational, stages implementation this show that peer tutoring method capable create ecosystem dialogic and participant-centered learning student-*centered learning* without remove the role of teachers as mentor main. The presence of peer tutors functioning as bridge communication that can reduce fear, awkwardness and stress academic in oneself students. Through reciprocal interactions that occur within group, learning process ongoing in a way more active, participatory, and collaborative. In context this, the teacher does not Again only play a role as transmitter information, but also as facilitator, motivator, and *problem solver* who is always do supervision in a way dynamic to the way learning. With Thus, synergy between freedom exploration Study students and controls pedagogically capable teachers create atmosphere conducive class as well as support achievement objective learning in a way effective.²³

3. Evaluation Stages

At the stage evaluation peer tutoring learning, teachers have role important in ensure the effectiveness of the learning process that has been taking place. After activity learning finished implemented, the teacher gives exercise or question evaluation to every member group for know to what extent peer tutors capable operate his duties in guide and explain material to his friends. Evaluation it also aims for measure level understanding student to material that has been studied through peer tutoring activities. In addition, teachers provide directions to the tutors to study material learning next in a way independent at home as form preparation before implementation learning at the meeting next.²⁴ This step important done so that the tutor has readiness adequate academic in accompany member his group on the material next.

Stages evaluation the give more opportunities wide to every member group for interact active with peer tutors, so capable increase participation study students, in particular for participant previous education tend passive become more active in follow the learning process. In implementation peer tutoring method, teachers do not again become center main learning, but rather play a role as facilitators, supervisors, controllers and mentors who ensure activity Study still walk in accordance with objective learning. Teachers only give intervention when the tutor experiences difficulties that are not capable completed in a way independent, so that the learning process still oriented towards independence and collaboration between students.

Peer tutoring method become one of the effective learning strategies in increase understanding student to material lessons. Success implementation method this is greatly influenced by the teacher's readiness in designing and managing the learning process in a way systematic. Miller in Aria Djalil explains that for reach success learning through peer tutoring, teachers need notice a number of aspect important, among others set objective

²² Supriyatna, Hanifah, and Isrok, *Application of Peer Tutoring Method in Improving Social Skills of Fourth Grade Elementary School Students* .

²³ Minangsari et al., Marwan, Iganadia. "Students' Activities in Participating in the Peer Tutor Al-Quran Recitation Program and Their Ability to Read the Quran in Class X of SMA Angkasa Lanud Sulaiman, Bandung Regency." *Jurnal UIN Sunan Gunung Djati* (2022).

²⁴ Sandi Saepudin, Deni Pratidiana, and Rusdian Rifa, *Improving Mathematical Communication Skills of SMA Negeri 1 Panggarangan Students Through Peer Tutoring Method with Youtube Media* , 10, no. 2 (2025): 137–45, <https://doi.org/10.30653/003.2024102.347>.

learning in a way clear and easy understood students, explaining objective the to all over participant educate to grow motivation and sincerity learning, and prepare teaching materials and resources appropriate learning with condition students and the environment school.²⁵ Apart from that, peer tutoring sued for convey material in a way creative so that students no feel bored, while the teacher remains give directions related skills that must be owned by tutors in the learning process. Teachers also need give training to the tutor, do supervision in a way sustainable to activity learning groups, as well as notice tutor's attitude to remain low heart and not show behavior that can cause discomfort for other students.

Thorough preparation in implementation peer tutoring method become factor important for minimize various possible obstacles appear during the learning process ongoing. In line with opinion said, Saminanto explain that teachers need notice a number of stages important in implementation of peer tutoring, namely choose material learning and sharing it to in main points more discussion simple, forming group Study based on level ability students, choose students who have ability more good for used as a peer tutor, as well give enough time to group for learn material good inside both inside and outside class.²⁶ Next, each group given chance for presenting results discussions that have been studied, while the teacher remains play a role as source person the main one that provides clarification and straightening out understanding less students right. At the end activities, students given chance for convey conclusion results learning that has been implemented.

Based on description said, can understood that peer tutoring method emphasizes systematization mastery material through distribution not quite enough answer study in a way collective between students. Division main structured discussion and placement of competent tutors at each group capable create a more effective learning process effective, collaborative, and in-depth. In addition, the activities presentation and withdrawal a fixed conclusion be under teacher supervision as the main validator ensure that understanding student no only develop through discussion group, but also get strengthening correct and directed academics. With thus, the peer tutoring method become a learning strategy that is capable balance independence study student with control teacher pedagogical in increase ability literacy and understanding participant educate.

Implementation of Peer Tutoring Activities

Implementation peer tutoring method in learning to read and write the Qur'an (BTQ) is effort systematic for create a more effective learning process inclusive, collaborative, and participant-centered educate. In its application, interaction social between students made into as the main media in transfer knowledge and skills reading the Qur'an good and right. Through method this, students no only get knowledge from the teacher, but also learn through assistance and support friend peers who have own ability more good in reading the Qur'an. With thus, learning become more communicative and capable reduce obstacle psychological student in study.²⁷

In the activity early, the teacher first formerly determine material learning that will be studied students. Selected material can in the form of themes morals in the Qur'an, for example related verses with obligation devoted to parents. After material determined, the teacher divides student to in a number of group small, each consisting of over five people or customized with condition class. Formation group done in a way heterogeneous based on

²⁵ Ratnasari Diah Utami, Harun Joko Prayitno, and Eka Destriyanto Pristi, *Empowerment of Teachers and Facilitators in Multigrade Learning at the Malaysian Learning Center Using the Pancasila Student Profile Approach*, 5, no. 1 (2023): 96–106, <https://doi.org/10.23917/bkknidk.v5i1.22889>.

²⁶ Ningsih, *The Effectiveness of the Peer Tutoring Learning Model in Learning to Write Observation Report Texts for Class VIII Students of SMP Negeri 39 Bulukumba*.

²⁷ Minangsari et al., Marwan, Iganadia. "Students' Activities in Participating in the Peer Tutor Al-Quran Recitation Program and Their Ability to Read the Quran in Class X of SMA Angkasa Lanud Sulaiman, Bandung Regency." *Jurnal UIN Sunan Gunung Djati* (2022).

level ability reading the Qur'an to students to create balance understanding in every group. Next, each group accompanied by a students who have ability read the Qur'an more good and appointed as a peer tutor for help member group during the learning process ongoing.²⁸

In addition, the teacher also determines allocation time learning in a way proportional . for example, in one meeting during two hours of lessons, students given time about 80 minutes for Study with tutor in each group, while 40 minutes final used for activity presentation, explanation repeat material, and clarification by the teacher. At this stage end activity beginning said, the teacher took over learning for straighten out material that is still not enough understood student as well as give directions to the tutor to prepare the material to be studied at the meeting next. Management structured time the show that success peer tutoring method no only determined by the knowledge transfer process, but also by the teacher's ability in learning manage rhythm learning in a way systematic and directed.

In the core activities, students directed for listen and observe the tutor who is teaching reading the Qur'an. After the tutor has finished give example reading, students given chance for ask about method reading the Qur'an properly and correctly, especially related with Makharijul letters, length short reading, and the law of recitation. Tutor then practice return method read correctly and ask every member group for follow reading the in a way alternate and together.²⁹ Activity this allows student get experience study direct through modeling and practice processes repeatedly, so that understanding student to material become more strong.

Next, each group convey report results study through their respective tutors. In this process, the tutor also makes notes development ability member the group he guided with category such as "can", "enough" Can it be less can", or "not yet" can ". Note the Then handed over to the teacher as material evaluation development Study students. In methodologically, this core activity show there is a systematic monitoring and evaluation process, so that teachers can know level achievement competence every student in a way more accurate and do action carry on learning in a way appropriate target.

In the activity end or closing, teacher returns explain and conclude material learning that has been studied students. In addition, teachers provide motivation and encouragement to students to continue spirit in study reciting al-Qur'an. The teacher also said the material to be studied at the meeting next as well as remind the tutor to prepare self with learn material the moreover before. As closing, the teacher conveys saying accept love and regards to all over student.³⁰

All over series activity in peer tutoring method the must implemented in a way systematic and appropriate with procedure learning that has been designed previously. This is important for the purpose learning can achieved optimally, especially in increase ability students reading and writing the Qur'an school basic. With thus, the peer tutoring method no only functioning as a learning strategy collaborative, but also as means formation independence study, take responsibility answer social, as well as improvement ability participants ' al-Qur'an literacy educate in a way sustainable.

Analysis Study

Based on results study bibliography , peer tutoring method in learning to read and write the Qur'an (BTQ) shows sufficient effectiveness significant in create a more effective learning process participatory, communicative, and participant-centered education. Success

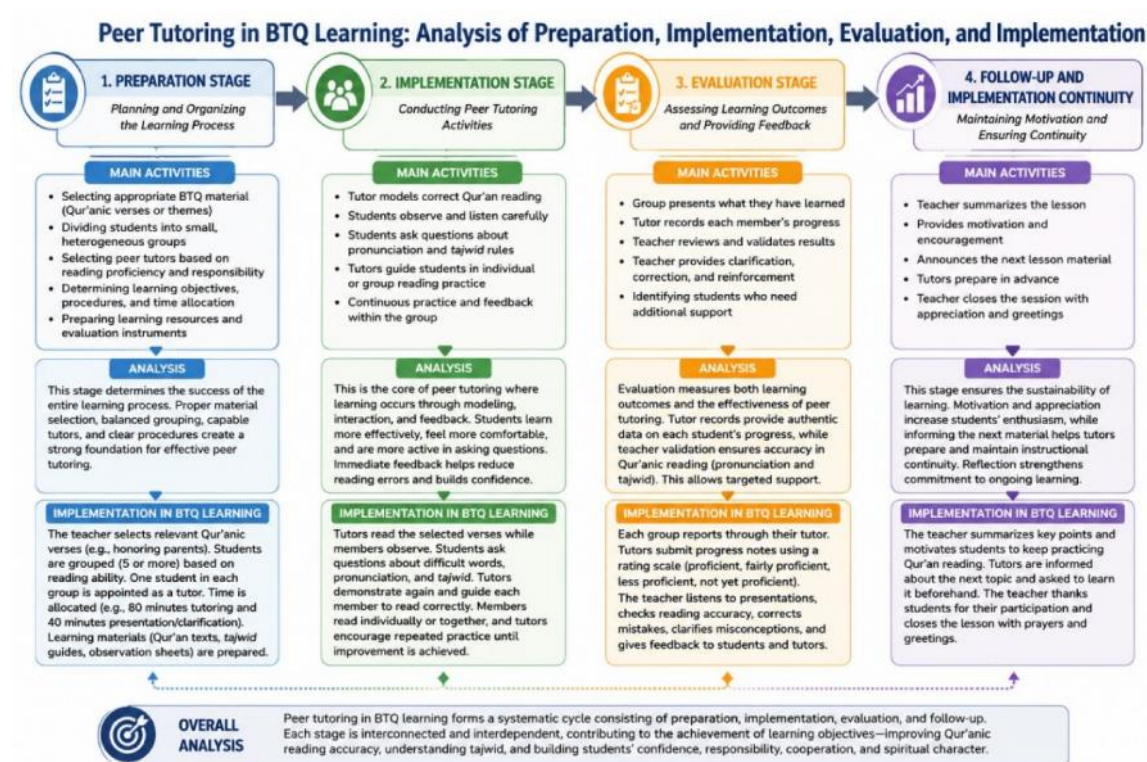
²⁸ Dewi Zainul Alfi and Khoirotul Idawati, *The Effectiveness of the Peer Tutor Learning Model in Improving the Al-Qur'an Reading Skills of Students in the Ba' Da Subuh Study Program at the Tebuireng Islamic Boarding School* , 7, no. 2 (2022): 27–47.

²⁹ Alfi and Idawati, *The Effectiveness of the Peer Tutor Learning Model in Improving the Al-Qur'an Reading Skills of Students in the Ba' Da Subuh Study Program at the Tebuireng Islamic Boarding School* .

³⁰ Alliyah Putri Supriyatna, Nurdinah Hanifah, and I. Isrok, *Implementation of Peer Tutoring Method in Improving Social Skills of Fourth Grade Elementary School Students* , 5 (2024): 397–408.

method this no only determined by ability tutor academics, but also by quality interaction social that is formed within group learning. Closeness emotional between students capable reduce fear , awkwardness and stress psychological problems that often occur appear when student study direct with the teacher. Condition the make student more brave ask, repeat reading, as well as repair error in read the koran without shame. With thus, peer tutors functioning as bridge pedagogical strengthening communication learning in the environment class.

In a way pedagogical, application peer tutoring method show existence shift paradigm learning from teacher centered learning to student centered learning. Teachers don't again become the only one source knowledge, but rather transform become facilitator, supervisor, and controller learning. Meanwhile that, students get room more wide for build knowledge through activity collaborative and experiential study direct together friend peers. In perspective constructivism social, learning process kind of this show that interaction social own role important in form understanding and skills participant educate, especially in BTQ learning that requires exercise recurring and mentoring intensive.



Research results also show that the effectiveness of peer tutoring is greatly influenced by the quality of management learning carried out by teachers. Stages preparation, implementation, and evaluation must designed in a way systematically so that the learning process running optimally. Selection of the right tutor, division of group in a way heterogeneous, provision time proportional learning, as well as teacher supervision sustainable become factor important in determine success implementation peer tutoring method. This show that peer tutors no just method study group normal, but is a learning strategy collaborative work that requires design mature and structured instruction.

In addition to improving ability reading and writing the Qur'an, the peer tutoring method also provides impact positive to development character student school basic. The learning process involves work same, mutual helping, and interpersonal communication is able grow values not quite enough responsibility, empathy, discipline, caring social, as well

as brotherhood Islamic between students. Tutors do not only Study become transmitter material, but also learning leading, guiding, and appreciating ability his friends. With thus, the implementation of peer tutoring in BTQ learning is not only achievement-oriented aspect cognitive, but also contributes to formation character religious and social participant educate since age early.

On the other hand, research this also found that implementation peer tutoring method own a number of challenges that need to be overcome noticed. The difference tutor's ability in explain material, lack of tutor readiness, as well as possibility emergence tutor dominance in group can influence effectiveness learning. Therefore that, the teacher must still do mentoring and supervision in a way active so that the knowledge transfer process still walk in accordance with rules correct learning of the Qur'an, especially related with makharijul letters and laws of tajweed.

CONCLUSION

Referring to the results analysis bibliography and discussion, can concluded that peer tutor method is an effective and relevant pedagogical strategy in increase ability reading and writing the Qur'an for students school basis. Effectiveness method this seen from his abilities in reduce obstacle psychological students, such as fear and awkwardness, so that created interaction more learning open, communicative, and participatory. Success its implementation is largely determined by management teacher learning which includes stage planning (selection and training of tutors), directed implementation, and ongoing evaluation. In context Islamic education, methods this no only mastery-oriented aspect cognitive like makharijul letters and rules writing, but also plays a role in formation character student through mark not quite enough responsibility, empathy, and islamic brotherhood since age early.

Based on findings it is suggested that islamic religious education teachers play a role as facilitator and mentor active which ensures quality peer tutoring learning still in accordance rules of tajweed and writing the Qur'an. School need support with provide source adequate learning as well as build culture study conducive collaborative environment. Students are also expected to operate role optimally, with the tutor taking care of attitude low heart and participants educate behave open to guidance friend peers. In addition, it is recommended development simple and systematic peer tutoring module, providing appreciation for tutors, as well as study advanced through PTK or experiment field for test effectiveness method this in a way empirical. Integration with digital media is also necessary considered to strengthen understanding material and improve quality learning.

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