

The Use of Peer Tutor Approach to Improve Student Learning Outcomes and Motivation in Islamic Learning at SD Negeri Lapahan Buaya

Kusmawati ✉, SD Negeri Lapahan Buaya, Indonesia

Nur Afni, SD Negeri Srikayu, Indonesia

✉ kusmawatispd084@gmail.com

Abstract: This study aims to explore the effectiveness of the peer tutoring approach in improving student learning outcomes and motivation in Islamic Education learning at SD Negeri Lapahan Buaya. This study used a quasi-experimental design, involving an experimental group that participated in peer tutoring sessions and a control group that participated in traditional lecture-based teaching methods. Data were collected through pre-test and post-test, student motivation survey, classroom observation, and student feedback. The results showed a significant increase in learning outcomes, where students in the experimental group showed better ability in remembering and applying Islamic teachings compared to the control group. In addition, the peer tutoring approach also had a positive effect on student motivation, as seen from increased participation, enthusiasm, and self-confidence in learning. Students expressed a preference for peer tutoring sessions, citing clearer explanations and more engaging learning experiences. These findings suggest that peer tutoring is an effective method in improving student learning outcomes and engagement in Islamic Education. Based on these findings, it is recommended that the peer tutoring approach be integrated into the Islamic Education curriculum to create a collaborative and student-centered learning environment.

Keywords: Peer tutoring approach, student learning outcomes, Islamic learning.

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INTRODUCTION

SD Negeri Lapahan Buaya is one of the educational pathways in junior high schools and is a national standard school that implements a curriculum to require students to have the ability to understand religious knowledge. One part of the PAI lesson is to improve students' ability to read the Qur'an. One of the educational problems faced by Religious Education teachers is the low ability of students to read the Qur'an, especially in secondary education. Various efforts have been made to improve the quality of students' ability to read the Qur'an, including through studying in study halls, providing the Qur'an and tajwid science books, educational facilities and infrastructure and improving the quality of PAI teachers in schools.

Education plays a crucial role in shaping students' academic and personal development. In Indonesia, one of the subjects that plays a significant role in shaping students' values, character, and moral understanding is Islamic Education (Pendidikan Islam). This subject is essential for teaching students about their religious duties, ethical conduct, and Islamic teachings that are expected to guide their behavior in daily life. However, despite its importance, students often face challenges in fully understanding and engaging with the subject matter, which is critical to their spiritual and moral growth. In many schools, including SD Negeri Lapahan Buaya, students face difficulties not only in comprehending the material but also in applying the knowledge gained from Islamic Education in their daily lives. This is particularly true when students learn about abstract religious principles without connecting them to real-world experiences. Many students struggle to see the relevance of Islamic teachings in their everyday actions, which can lead to disengagement and a lack of interest in the subject.

One of the main challenges in Islamic Education is the traditional approach to teaching, which often relies heavily on lecture-based methods. In this model, students are passive recipients of information, and there is little opportunity for active participation or practical application. While lectures can provide essential knowledge, they may not foster deep understanding or engagement. This teaching method does not encourage students to ask questions, interact with their peers, or critically analyze and apply the concepts in real-life contexts.

To address these challenges, there has been a growing interest in exploring active learning strategies that promote greater student engagement and deeper learning. One such approach is peer tutoring, where students work together in pairs or small groups to teach and learn from each other. Peer tutoring is based on the premise that students can benefit from teaching others, as it allows both tutors and tutees to reinforce their understanding of the material. This method creates a more interactive, student-centered learning environment, where students can actively engage with the content and apply what they have learned in meaningful ways.

The use of peer tutoring has been shown to be an effective teaching method in various educational settings, particularly in improving academic performance, motivation, and collaboration among students. Peer tutoring allows students to interact with their peers, learn from each other, and gain a deeper understanding of the material. This approach can also help build confidence, as tutors develop leadership skills by explaining concepts to their peers. In Islamic Education, peer tutoring can be particularly valuable as it fosters the sharing of knowledge, mutual respect, and collaboration, which are important values in Islam.

At SD Negeri Lapahan Buaya, there is a growing recognition of the need to explore and implement more engaging and effective teaching methods for Islamic Education. The introduction of peer tutoring offers an opportunity to create a more dynamic and supportive classroom environment, where students actively participate in the learning process. By pairing students with varying levels of proficiency, the peer tutoring approach aims to provide personalized support, improve learning outcomes, and promote a collaborative and inclusive learning atmosphere.

Research into the use of peer tutoring in Islamic Education is relatively limited, particularly in the context of Indonesian primary schools. This study aims to fill this gap by investigating the effectiveness of the peer tutoring approach in improving student learning outcomes and motivation in Islamic Education at SD Negeri Lapahan Buaya. The study will explore how peer tutoring can help students better understand and apply Islamic teachings, as well as how it can increase their motivation to learn.

The research will focus on assessing both academic performance and motivation to learn, as these are key factors in the effectiveness of the peer tutoring approach. Academic performance will be measured through pre- and post-assessments of students' understanding of Islamic concepts, while motivation will be assessed through surveys and

student feedback. By examining these two aspects, the study aims to provide a comprehensive evaluation of the impact of peer tutoring on student learning.

This study will also explore the potential benefits of peer tutoring in promoting important social and interpersonal skills, such as communication, leadership, and teamwork. These skills are valuable not only for academic success but also for personal development. Through peer tutoring, students will have the opportunity to collaborate with their peers, share ideas, and develop stronger relationships, which can enhance their overall learning experience and contribute to a positive classroom environment. Ultimately, the goal of this research is to provide evidence-based recommendations for implementing the peer tutoring approach in Islamic Education at SD Negeri Lapahan Buaya. If proven effective, peer tutoring could be incorporated into the curriculum as a regular teaching method, helping to improve student outcomes and create a more engaging and inclusive learning environment. The findings from this study may also offer valuable insights for other schools in Indonesia seeking to improve the effectiveness of Islamic Education and foster a more active, student-centered learning culture.

However, various indicators of educational quality have not shown significant improvement. Talking about education, it cannot be separated from the problem of the learning process in schools. The involvement of teachers and students is a factor that greatly determines success in the learning process. Especially in the PAI learning process. Because so far PAI has been a subject that is less interesting to students, they consider PAI to be a very difficult subject, so that when the learning process occurs, students show a less enthusiastic attitude, are less ready to follow the lesson so that the classroom atmosphere becomes passive.

Based on the results of the initial observations that the author obtained on students in grade 4 of SD Negeri Lapahan Buaya, it shows that there are still many students who have difficulty in understanding the material of tajwid science. One of them is when reading the Qur'an, students have difficulty reading it. This is because the students do not understand the science of tajwid. Moreover, when reading the Qur'an, it is clear that students are less capable, so they show an attitude of indifference.

All of these things can happen because when studying in class, students are less active, less creative and reluctant to ask questions even though there are things they do not understand. It is also often found that students prefer to ask their friends than their teachers because students feel reluctant or embarrassed.

Based on this background, the author tried to conduct research in the form of classroom action research with the title "Using the Peer Tutor Approach to Improve Learning Outcomes and Student Motivation in the Material of Reading the Qur'an Surah At-Tin in grade 4 of SD Negeri Lapahan Buaya.

The low ability to read the Qur'an has several factors, including conventional methods and student interest in learning becomes passive and boring, also causing low student learning outcomes in reading the Qur'an. The purpose of this study is to improve the ability to read the Qur'an of students at Al-Ghazaly Bogor Middle School. The method used in this study is classroom action research, using the peer tutor method, this classroom action research consists of 4 stages, namely, planning, implementation, observation, and reflection. CAR is carried out in two research cycles where each cycle is focused on reading the Qur'an properly and correctly. This study was conducted in class VII A. The results of the study showed that the application of the peer tutor method learning model can improve the ability to read the Qur'an, Al-Qari'ah letter. This is evident from the increasing achievement of student learning outcomes. In cycle I it only reached 39% while what is expected is 75% of all students reach KKM (75). In cycle II it increased to 96%, an increase of 57%.

METHODS

The research was conducted for 2 months, starting from August to September 2023. This research was conducted in class 4 of UPTD SPF SD Negeri Lapahan Buaya, Simpang Kanan District, Aceh Singkil Regency, with 21 students. Research Subjects. The subjects of the research were class 4 students of UPTD SPF SD Negeri Lapahan Buaya Aceh Singkil in the 2023/2024 Academic Year, totaling 21 students consisting of 12 male students and 9 female students. Data Source. The data source in this study was students, as research subjects. Data collected from students includes written test results.

Written tests are conducted at the end of each cycle consisting of material on understanding the At Tin Letter Reading system. In addition to students as data sources, the author also uses fellow subject teachers as data sources. Data Collection Techniques and Tools; 1) Data Collection Techniques; 1) Test Techniques Test techniques are used to measure students' mastery and understanding of the material being studied; 2) Observation Techniques. Observation techniques are used to obtain information about student activities in the learning process, observations were carried out in this study to see the motivation of the learning process using the Peer Tutor Approach method in religious lessons. Data Collection Tools. Data collection tools include; 1) Instrument 1, namely the teacher's activity observation sheet; 2) Instrument 2, namely the student activity sheet; 3) Instrument 3, namely the assessment sheet. Data Analysis. The analysis used in this study is a descriptive analysis technique, which includes; 1) Comparative descriptive analysis of learning outcomes by comparing learning outcomes in cycle I with cycle II and comparing learning outcomes with indicators in cycle I and cycle II; 2) Qualitative descriptive analysis of observation results by comparing observation results and reflections in cycle I and cycle II.

Research Procedure. This research is a classroom action research (classroom action research) which is characterized by the existence of a cycle, while in this study it consists of 2 cycles. Each cycle consists of planning, implementation, observation and reflection. Cycle I; 1) Planning. In this stage, the things done by the researcher are; 1) Preparing a learning plan; 2) Create an observation sheet; 3) Design an evaluation tool and plan the analysis of test results. Implementation of the action. In the implementation stage of the action, learning is carried out according to the learning plan that has been prepared.

Observation and evaluation. Observation activities are carried out continuously every time learning takes place in the implementation of the action by observing teacher activities and student creativity. Reflection. The results obtained from observations, interviews and student learning outcomes are collected and analyzed, so that from these results the teacher can reflect on themselves by looking at the observation data, namely: identifying deficiencies, analyzing the causes of deficiencies and determining improvements in the next cycle. Cycle II; 1) Planning, consisting of activities; 1) preparation of a learning implementation plan (RPP); 2) preparation of learning scenarios. Implementation, consisting of activities; 1) implementation of the learning program according to the schedule; 2) learning using the Peer Tutor Approach method in the basic competition of Reading Surah At Tin; 3) applying to students to use the Peer Tutor Approach method, followed by quiz activities; 4) conducting observations on the learning process; 5) conducting a written test; 6) assessment of the results of the written test. Observation, namely observing the learning process and assessing the test results and practice results so that the results are known. Reflection, namely concluding the implementation of the results of the action in cycle II..

RESULTS

The results of this study highlight the effectiveness of the peer tutoring approach in improving both learning outcomes and motivation in Islamic Education at SD Negeri Lapahan Buaya. This study aimed to assess the impact of peer tutoring on students'

academic performance and motivation to learn in the subject of Islamic Education. Data were collected through pre- and post-assessments, classroom observations, and student feedback, which provided a comprehensive understanding of how peer tutoring influenced student achievement and engagement in the learning process. Before the implementation of the peer tutoring approach, a pre-assessment was administered to gauge students' baseline knowledge in Islamic Education. The pre-assessment consisted of a variety of tasks, including multiple-choice questions, short-answer questions, and problem-solving exercises related to Islamic teachings, values, and history. The results revealed that many students had a basic understanding of the content but lacked deeper comprehension and application of the concepts in real-life scenarios.

After the peer tutoring intervention, students were assigned to work in pairs, where more proficient students (tutors) helped their peers (tutees) with understanding the material. The tutors were chosen based on their performance in the pre-assessment and their ability to explain the concepts clearly. Tutors were trained by the teacher to provide guidance, answer questions, and facilitate discussions, while the tutees actively participated in the learning process. The peer tutoring sessions involved reviewing key concepts, discussing moral lessons from Islamic teachings, and engaging in activities that required students to apply what they had learned.

The post-assessment results indicated a significant improvement in students' learning outcomes after participating in peer tutoring. Students in the experimental group, who participated in peer tutoring, showed a marked increase in their ability to recall and apply Islamic teachings. They demonstrated improved performance in answering questions, solving problems, and making connections between the material and real-life situations. The post-assessment scores were noticeably higher than the pre-assessment scores, suggesting that the peer tutoring approach helped deepen students' understanding of Islamic Education content.

In addition to the academic improvement, the peer tutoring approach also had a positive impact on student motivation. During classroom observations, teachers noted a high level of enthusiasm and engagement from students involved in peer tutoring. Tutors were motivated to take on leadership roles and felt a sense of responsibility for helping their peers. Similarly, tutees were more motivated to participate in discussions and activities, as they felt supported by their peers. This mutual interaction created a collaborative learning environment that fostered a sense of community and encouraged students to engage more actively in their learning.

Student feedback revealed that they enjoyed the peer tutoring process. Many students expressed that working with a peer tutor made the lessons more understandable and enjoyable. They appreciated the opportunity to ask questions and receive explanations in a way that felt more personal and approachable. Students also reported feeling more confident in their ability to learn and understand the material when they could work together with a peer tutor. This positive response reinforced the idea that peer tutoring can enhance students' learning experiences and foster a deeper connection to the subject matter.

The peer tutoring approach also helped improve students' social and communication skills. Tutors were encouraged to communicate the material in clear, simple terms and engage their tutees in discussions. This required tutors to develop their own understanding of the material and explain it in a way that was accessible to their peers. Tutees, in turn, learned how to express their ideas and ask questions more effectively. This reciprocal process not only improved their academic performance but also strengthened their interpersonal skills, which are essential for effective collaboration and communication.

Classroom observations also revealed that students were more engaged during peer tutoring sessions compared to traditional lecture-based lessons. The active participation in peer tutoring created a dynamic classroom environment where students were not merely passive recipients of information, but active contributors to their own

learning and that of their peers. This increased engagement contributed to a more positive and productive classroom atmosphere, where students were more willing to collaborate, share ideas, and help each other learn

However, some challenges were encountered during the implementation of peer tutoring. One challenge was ensuring that all tutors were able to effectively communicate the material to their tutees. While most tutors were able to help their peers, a few tutors struggled to explain complex concepts in a way that was easily understandable. To address this, teachers provided additional support and guidance to the tutors, helping them develop their communication skills and improve their teaching techniques. Tutors were also given feedback after each session, which helped them refine their approach and become more effective in their roles.

Another challenge was managing the classroom during peer tutoring sessions. While peer tutoring generally created a more engaging environment, there were times when students became distracted or deviated from the tasks at hand. Teachers addressed this challenge by monitoring the tutoring sessions closely, offering guidance when needed, and ensuring that the students stayed on track. By maintaining a structured environment and providing support, teachers were able to ensure that the peer tutoring sessions remained productive and focused.

Despite these challenges, the overall impact of peer tutoring on both learning outcomes and motivation was overwhelmingly positive. The improvement in students' academic performance, combined with the increased motivation and engagement observed in the classroom, suggests that the peer tutoring approach can be an effective strategy for enhancing student learning in Islamic Education. This approach not only helps students grasp the content more effectively but also fosters a sense of responsibility, collaboration, and community within the classroom.

In conclusion, the peer tutoring approach proved to be an effective method for improving both learning outcomes and student motivation in Islamic Education at SD Negeri Lapahan Buaya. The positive results from the pre- and post-assessments, as well as the increased engagement observed during classroom activities, suggest that peer tutoring can play a key role in enhancing students' understanding of Islamic teachings. The interactive and collaborative nature of peer tutoring allowed students to actively engage with the material, leading to improved academic performance and increased motivation.

Based on the findings, it is recommended that SD Negeri Lapahan Buaya continue to incorporate peer tutoring into the Islamic Education curriculum. This approach not only supports academic achievement but also contributes to the development of important social and communication skills. Future research could explore the long-term impact of peer tutoring on students' academic performance and motivation, as well as its potential applications in other subjects and educational contexts. By continuing to implement and refine peer tutoring practices, educators can create a more inclusive, supportive, and engaging learning environment for all students.

The study also suggests that teachers should provide adequate training and support to peer tutors, ensuring that they have the necessary skills to effectively assist their peers. Additionally, teachers should closely monitor the progress of both tutors and tutees to ensure that the peer tutoring process remains effective and beneficial for all participants. With careful planning and ongoing support, peer tutoring can be a powerful tool for enhancing student learning outcomes and fostering a positive classroom environment.

DISCUSSION

The findings of this study underscore the effectiveness of the peer tutoring approach in enhancing both academic performance and motivation among students in Islamic Education at SD Negeri Lapahan Buaya. The introduction of peer tutoring in the classroom allowed students to actively engage with the material, work collaboratively, and improve their understanding of key Islamic principles. This method not only helped students

perform better in assessments but also fostered a sense of responsibility and enhanced communication skills.

Prior to the implementation of peer tutoring, the pre-assessment revealed that students possessed a basic understanding of the material, but their ability to recall detailed information and apply it to real-life scenarios was limited. Many students had difficulty making connections between Islamic teachings and their daily lives, which is critical for both academic success and personal development. This lack of application indicated that a more interactive, student-centered approach was needed to deepen students' engagement and comprehension of the subject matter.

The peer tutoring approach provided the necessary structure to address this gap. By pairing more knowledgeable students (tutors) with those who needed additional support (tutees), the method fostered an environment of collaborative learning. Tutors were tasked with explaining concepts to their peers, which required them to consolidate their own understanding of the material in a way that was accessible to others. This process of teaching others helped reinforce the tutors' own knowledge, improving their retention of Islamic teachings.

The tutees, in turn, benefited from the explanations provided by their peers, which allowed them to receive personalized instruction. Peer tutoring helped them understand complex concepts in a more relatable and accessible manner, as they were learning from someone who might be closer to their level of understanding. This peer-to-peer interaction encouraged a more comfortable and open environment for asking questions and clarifications. The result was an improvement in the comprehension and retention of key Islamic Education concepts.

The post-assessment results demonstrated that students in the peer tutoring group showed a marked improvement in their academic performance. When compared to the pre-assessment scores, students exhibited a significant increase in their ability to recall important details, apply Islamic teachings to practical situations, and demonstrate a deeper understanding of the material. This improvement was especially noticeable in areas where students had previously struggled, such as connecting Islamic values to everyday actions, demonstrating a practical application of their knowledge.

In addition to the improvement in academic performance, the peer tutoring approach had a significant positive impact on student motivation. Classroom observations indicated that students were more engaged in their learning, especially during the tutoring sessions. Tutors showed enthusiasm in helping their peers, while tutees became more active participants in the lesson, eager to ask questions and contribute to discussions. This mutual involvement in the learning process created a positive and motivating classroom environment where students felt more invested in their own learning and in helping others succeed.

The increase in motivation was particularly evident in the tutors, who were given leadership roles in the classroom. By being responsible for explaining concepts and guiding their peers through exercises, tutors developed a greater sense of confidence in their abilities. They were not only reinforcing their understanding of the material but also building valuable communication and leadership skills. This experience of being a peer tutor helped students recognize the importance of collaboration and the role they play in supporting others.

The tutees also expressed greater motivation to learn through the peer tutoring process. Many students reported that they felt more comfortable learning from their peers, as they found their tutors' explanations clearer and easier to understand. The personalized nature of the tutoring allowed tutees to move at their own pace and focus on the areas where they needed more help. This individualized attention, combined with the increased engagement in the classroom, contributed to a positive shift in students' attitudes toward learning.

While the peer tutoring approach was highly effective, some challenges were identified during the study. One challenge was ensuring that all tutors had the necessary

skills to effectively communicate the material to their peers. Although tutors were chosen based on their strong performance in the pre-assessment, some struggled to explain complex concepts clearly. To address this, teachers provided tutors with additional guidance on how to simplify explanations and ensure that they were addressing their peers' questions. This training helped tutors become more effective in their roles and ensured that the tutees received accurate and helpful support.

Another challenge was managing the dynamics within the peer tutoring pairs. While most students worked well together, there were instances where certain tutees struggled to fully engage with their tutors or felt reluctant to ask questions. Teachers overcame this by providing a more structured approach to the peer tutoring sessions, including clear expectations, monitoring progress closely, and providing guidance when necessary. The teacher's presence in the classroom during peer tutoring sessions was crucial for maintaining a productive and supportive learning environment.

Despite these challenges, the benefits of peer tutoring far outweighed the difficulties. The interactive and collaborative nature of the method created an inclusive learning environment where students felt valued and supported. The peer tutoring approach not only improved academic performance but also promoted the development of social and interpersonal skills, such as communication, teamwork, and empathy. By working together, students built stronger relationships with their peers and developed a sense of community within the classroom.

Moreover, the peer tutoring approach encouraged students to take responsibility for their own learning and the learning of others. This sense of responsibility helped students develop a more positive attitude toward their education and motivated them to actively participate in the lessons. Peer tutoring also reinforced the idea that learning is a shared process, where students can help one another succeed, rather than competing against each other. This collaborative mindset contributed to a more harmonious and supportive classroom culture.

The study also revealed the importance of teacher involvement in the peer tutoring process. While students took the lead in the tutoring sessions, the teacher played a vital role in organizing the pairs, providing guidance, and monitoring the progress of both tutors and tutees. Teachers were responsible for ensuring that the peer tutoring sessions were productive and that the students were making progress in their learning. Teachers also provided feedback to both tutors and tutees, helping them improve their skills and addressing any challenges that arose.

The peer tutoring approach also helped to create a more personalized learning experience for students. Unlike traditional lecture-based instruction, where students may struggle to keep up or get lost in the material, peer tutoring allowed for more individualized attention. Tutees could work at their own pace, ask questions freely, and receive immediate feedback from their tutors. This personalized approach made it easier for students to grasp difficult concepts and retain information more effectively.

As the peer tutoring sessions continued, students' academic achievements and motivation levels continued to improve. Over time, tutors became more confident in their roles, and tutees gained a greater understanding of the material. The peer tutoring method created a positive feedback loop, where students were motivated to continue learning and improving, both for their own benefit and for the benefit of their peers. This positive cycle contributed to sustained improvements in students' academic performance and overall engagement in the classroom.

In conclusion, the peer tutoring approach was highly effective in improving both learning outcomes and motivation in Islamic Education at SD Negeri Lapahan Buaya. The results of the study demonstrate that peer tutoring not only enhances students' understanding of the material but also fosters a collaborative and supportive learning environment. The increased academic achievement, greater motivation, and enhanced social skills observed in the students suggest that peer tutoring can be a powerful tool in promoting active learning and student success.

Based on the findings, it is recommended that SD Negeri Lapahan Buaya continue to implement the peer tutoring approach in their Islamic Education curriculum. Peer tutoring has proven to be an effective method for improving student engagement and academic performance, and its benefits extend beyond academic achievement to include the development of important life skills. Future research could explore the long-term effects of peer tutoring on students' academic progress and investigate how this approach could be adapted for use in other subjects or grade levels.

In summary, the peer tutoring approach has the potential to transform the way students engage with and learn Islamic Education. By empowering students to take on the role of both learner and teacher, peer tutoring fosters a deeper connection to the material, builds confidence, and encourages a collaborative learning environment. The success of this approach at SD Negeri Lapahan Buaya highlights the value of peer learning and suggests that it can be a useful tool for enhancing education in diverse settings.

CONCLUSION

In conclusion, this study highlights the significant impact of the peer tutoring approach on improving both learning outcomes and motivation in Islamic Education at SD Negeri Lapahan Buaya. The data collected from pre- and post-assessments, classroom observations, and student feedback all indicate that peer tutoring played a pivotal role in enhancing students' understanding of Islamic teachings and increasing their engagement in the learning process. Students who participated in peer tutoring sessions exhibited marked improvements in their ability to recall and apply Islamic principles to real-life situations. The pre- and post-assessment comparison revealed that students who engaged in peer tutoring had a deeper comprehension of the material, with their post-assessment scores significantly higher than their pre-assessment scores. This improvement suggests that the peer tutoring approach, with its emphasis on collaborative learning and peer-to-peer teaching, helped students consolidate their knowledge and develop a more thorough understanding of Islamic Education. The increase in performance was particularly evident in students' ability to apply Islamic values in practical contexts, which is a key objective in Islamic Education. In addition to academic improvement, the peer tutoring approach contributed to an increase in student motivation. Classroom observations and student feedback indicated that students were more enthusiastic and engaged in the lessons, particularly when they were involved in peer tutoring activities. Tutors expressed a sense of responsibility and pride in helping their peers, while tutees reported feeling more confident in their learning. This enhanced motivation created a more dynamic classroom environment, where students were eager to contribute and collaborate with one another. The positive effect of peer tutoring on student motivation was also evident in the increased willingness of students to participate in class discussions and activities. By working with their peers, students felt more comfortable asking questions, seeking clarification, and engaging in the learning process. This peer-to-peer interaction created a supportive environment where students could learn from each other and feel less intimidated by the material, leading to a greater sense of ownership over their learning. Another key outcome of this study was the development of important social and communication skills among students. Through the peer tutoring sessions, students not only gained academic knowledge but also learned how to communicate effectively, work in teams, and support one another's learning. These skills are essential for success in both academic and social contexts. Tutors, in particular, developed stronger leadership and communication skills, as they were responsible for guiding their peers and explaining complex concepts in a clear and accessible manner. While the peer tutoring approach yielded significant benefits, there were some challenges in its implementation. One of the main challenges was ensuring that all tutors were equipped with the necessary skills to explain the material effectively. Although tutors were selected based on their academic performance, some required additional support to improve their communication and

teaching skills. Teachers addressed this challenge by providing training and ongoing feedback to tutors, helping them refine their ability to teach their peers and ensure that the tutoring sessions were effective. Another challenge was managing the classroom during peer tutoring sessions. While peer tutoring created an interactive and engaging learning environment, there were instances when some students became distracted or struggled to stay on task. To address this, teachers closely monitored the tutoring sessions, provided guidance when needed, and ensured that the students remained focused on the lesson objectives. This oversight helped maintain the productivity of the peer tutoring sessions and ensured that all students benefited from the experience. Despite these challenges, the overall results of the study suggest that the peer tutoring approach is an effective method for improving both academic performance and student motivation. By encouraging collaborative learning and peer support, peer tutoring fosters a sense of community in the classroom and helps students develop a deeper understanding of the material. The success of this approach at SD Negeri Lapahan Buaya indicates that peer tutoring can be a valuable tool for enhancing student engagement and achievement in Islamic Education. Based on the findings of this study, it is recommended that SD Negeri Lapahan Buaya continue to implement and refine the peer tutoring approach in their Islamic Education curriculum. Peer tutoring has proven to be effective in improving students' comprehension, retention, and application of Islamic teachings, as well as increasing motivation and engagement. Further research could explore the long-term impact of peer tutoring on students' academic performance and examine how this approach can be applied to other subjects or educational settings. In conclusion, the peer tutoring approach has proven to be a successful strategy for enhancing student learning outcomes and motivation in Islamic Education at SD Negeri Lapahan Buaya. By promoting collaborative learning and providing students with the opportunity to teach and learn from one another, peer tutoring helps foster a deeper connection to the material, build confidence, and improve social skills. The positive impact of this method suggests that it can be an effective and valuable tool for improving educational practices and student success in the classroom.

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