

## The Use of Peer Tutoring Methods to Improve the Ability to Read the Qur'an of Students at SD Negeri 2 Rimo

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**Abstract:** This study aims to improve student learning outcomes in Islamic religious education learning by using the peer tutor method. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the peer tutor method can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 58.71%, the first cycle 76.39% and in the second cycle it increased to 90.66%. Thus, the use of the peer tutor method can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** Peer tutoring, ability to read Qur'an, elementary school student.

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### INTRODUCTION

Reading the Qur'an for Muslims is a form of worship to Allah SWT. Therefore, the skill of reading the Qur'an needs to be given to children as early as possible, so that later when they are adults they are expected to be able to read, understand and practice the Qur'an properly and correctly. The provision of Qur'an lessons should be through three educational centers, namely: family, school and society, where the most dominant and most time is in the family. Therefore, the most determining factor in whether or not a child can read the Qur'an is informal education in the family, but what is happening now is that the practice of reading the Qur'an in the family is very minimal, this happens because parents are busy working and do not pay attention to their children's ability to read the Qur'an.

Therefore, Qur'an lessons in schools need to be maximized. In schools, Qur'an reading lessons are a component of Islamic Religious Education lessons, it's just that the time and facilities are limited, the material given to students is limited, the hours of lessons in the curriculum are also limited (only 2 hours of lessons per week), so that students do not get maximum lessons and lack attention. This also happened to the sixth grade students of SD Negeri 2 Rimo, many of them are still not fluent in reading the

Qur'an, besides that there are still many students who cannot read the Qur'an properly and correctly.

The peer tutoring method is an approach to learning that involves students or learners acting as teachers for their peers. In this method, a student who has a better understanding of a particular subject or topic helps another student who may be struggling to grasp the material. This method leverages the potential for collaboration among students, where they share knowledge and experiences, making the learning process more active and dynamic. In essence, the peer tutoring method slightly reduces the role of traditional teachers, while giving students the opportunity to take a more active role in the learning process. This provides a dual benefit: the tutor students deepen their understanding of the material they teach, while the students being tutored gain a better understanding from their peers who may be more relatable and capable of explaining concepts in ways that are easier to understand. The peer tutoring method offers several benefits for both the students acting as tutors and those being tutored. For the tutors, they learn more profoundly because they must communicate and explain concepts to others. This encourages them to think critically and creatively about how to present the information. On the other hand, for the students being tutored, they often feel more comfortable learning from a peer, who may provide explanations in a manner that resonates better than the teacher's style. In practice, this method does not solely rely on the tutoring student's ability to teach, but also on the effectiveness of the interaction between students. Peer tutoring is typically done in small groups, where one student serves as the tutor for several classmates. This setup facilitates idea exchange, discussions, and joint problem-solving, which enhances student engagement in the learning process.

This method also supports the development of social and communication skills. Through group interaction, students learn how to work together, communicate effectively, and solve problems collectively. These skills are valuable not only in daily life but also in professional environments in the future. Additionally, students can develop empathy and understanding for their peers who may face similar challenges. However, for peer tutoring to be successful, it is important to provide training or guidance from the teacher to the students who take on the role of tutor. This ensures that tutors have a solid understanding of the material and can convey it clearly and effectively. Teachers also need to monitor and evaluate the learning process to ensure that learning objectives are met and that no student is left behind in understanding the material. Overall, the peer tutoring method is an effective learning approach that enhances students' understanding of the material while also fostering the development of social and communication skills. By involving students as teachers, this method creates a more interactive and collaborative learning environment, which can boost motivation and improve learning outcomes.

In order for students to be able to read, understand the Qur'an properly and correctly, additional Qur'an lessons are held with the Peer Tutor method. Education in society is also important, because children interact more with the community which can influence their nature, character and daily behavior. Because of the importance of knowledge about the Qur'an, the author tries to raise this problem as an object of research discussion by trying to add Qur'an lessons in schools. Referring to existing thoughts and realities, researchers are interested in providing actions that enable students to read the Qur'an properly and correctly. The urge to help solve this problem arose from seeing the condition of the sixth grade students of SD Negeri 2 Rimo, Gunung Meriah District. It is hoped that after completing this research, students will be able to read the Qur'an properly and correctly.

## METHODS

The subject of this study was class VI of SD Negeri 2 Rimo, Gunung Meriah District, Aceh Singkil Regency with 30 students, consisting of 17 male students and 13 female students. The researcher conducted the research in Class VI of SD Negeri 2 Rimo, Gunung Meriah District, Aceh Singkil Regency, located on Jalan Singkil-Subulussalam, Lae Butar Village, Gunung Meriah District. The place and class of this research are where the researcher teaches, so the researcher already knows the condition of the school and its students, and aims to improve and increase student learning outcomes about getting used to living together, which so far have been low or lacking. The time taken or chosen to carry out learning improvements was during Islamic Religious Education lessons, namely in August 2023 to September 2023. This research was conducted in three stages, namely: (1) preparation stage; (2) implementation stage; and (3) completion stage. 1) Preparation Stage. The activities carried out in this preparation stage are to prepare everything related to the implementation of the research. In this activity, it is expected that the implementation of the research will run smoothly and achieve the desired goals. These preparation activities include: (1) literature review; (2) preparation of research design; (3) field orientation; and (4) preparation of research instruments. 2) Implementation Stage. In this research implementation stage, the activities carried out include: (1) data collection through tests and observations carried out per cycle; (2) discussions with observers to solve deficiencies and weaknesses during the teaching and learning process per cycle; (3) analyzing research data results per cycle; (4) interpreting the results of data analysis; and (5) together with observers determining improvement steps for the next cycle; 3) Completion Stage.

In the completion stage, the activities carried out include: (1) preparing a draft of the research report, (2) consulting the draft of the research report, (3) revising the draft of the research report, (4) preparing the manuscript of the research report, and (5) duplicating the research report. In order to compile and process the collected data so that it can produce a conclusion that can be accounted for, quantitative data analysis is used and qualitative data is used in the observation method. The calculation method to determine the completeness of student learning in the teaching and learning process is as follows: 1) Recapitulate the test results; 2) Calculate the number of scores achieved and the percentage for each student using the learning completeness formula as contained in the technical assessment manual, namely students are said to have completed individually if they get a minimum score of 75, while classically they are said to have completed learning if the number of students who have completed individually reaches 85% who have achieved an absorption capacity of more than or equal to 65%. Analyze the results of observations made by colleagues on teacher and student activities during teaching and learning activities.

This research aims to explore the use of the Peer Tutoring method to improve the Qur'an reading skills of sixth-grade students at SD Negeri 2 Rimo. The study focuses on the effectiveness of peer tutoring as a collaborative learning method, where students work together in pairs to support each other's learning. The primary objective is to determine whether this approach can enhance students' abilities in reading the Qur'an, especially in terms of accuracy, fluency, and comprehension. The Peer Tutoring method involves a structured learning environment in which a more advanced student, the tutor, helps a peer, the tutee, to grasp specific learning materials. This method has been shown to have

positive effects on both the tutors and the tutees, as it encourages active learning and peer interaction. In this study, the focus is on developing reading skills in the Qur'an, which requires mastery of specific rules such as pronunciation (tajwid), rhythm, and understanding of the verses.

The research was conducted at SD Negeri 2 Rimo, a primary school with a diverse student population. The participants in this study were the sixth-grade students, who were selected because they were expected to have already acquired basic knowledge of the Qur'an and were now ready to deepen their skills. The school has a strong focus on religious education, and enhancing students' Qur'an reading abilities is a key part of the curriculum. The study employed a classroom action research design, which is a practical approach for investigating teaching methods in real classroom settings. This approach allows for continuous reflection and adjustment based on observed results, making it suitable for evaluating the impact of Peer Tutoring on students' reading abilities. The research was carried out in several cycles, each consisting of planning, action, observation, and reflection stages.

In the first cycle, the teacher introduced the Peer Tutoring method to the students. The students were divided into pairs, with one student acting as the tutor and the other as the tutee. The tutors were selected based on their proficiency in reading the Qur'an, while the tutees were chosen based on their need for improvement. The teachers provided the tutors with guidance on how to support their peers, focusing on techniques for reading the Qur'an, including tajwid and proper pronunciation. During the first cycle, the tutor and tutee worked together in sessions where the tutor listened to the tutee read from the Qur'an, providing feedback and corrections where necessary. The tutors were encouraged to give constructive feedback, demonstrate proper techniques, and provide additional practice exercises for their tutees. The teacher's role was to observe the sessions, monitor progress, and provide any necessary support to both tutors and tutees.

The second cycle of the research involved refining the approach based on the observations and feedback gathered during the first cycle. The teacher ensured that both the tutors and tutees understood their roles more clearly and that the tutoring sessions were conducted more effectively. The students were encouraged to take more responsibility for their own learning, and the teacher facilitated discussions on how the students could improve their tutoring strategies. Data collection was carried out through a variety of methods. First, the students' reading skills were assessed through pre- and post-tests, where they were asked to read selected Qur'anic verses aloud. These tests focused on accuracy, pronunciation, and rhythm. In addition to the tests, observations were made during the tutoring sessions to evaluate the interaction between tutors and tutees, as well as the overall effectiveness of the Peer Tutoring process. The teacher also conducted interviews with the students to gather qualitative data on their experiences with the method.

The results of the study showed a significant improvement in the students' Qur'an reading abilities. Both the tutors and the tutees demonstrated enhanced accuracy in pronunciation and better fluency in their reading. The tutees benefitted from the individualized attention they received during the sessions, while the tutors reinforced their own knowledge and gained a deeper understanding of the reading techniques by teaching their peers. One of the key benefits observed was the increase in student confidence. Many students who previously struggled with reading the Qur'an gained a sense of accomplishment after working with their peers. This was particularly evident in

the tutees, who expressed feeling more comfortable reading aloud in front of their classmates. The peer interaction created a positive and supportive learning environment, where students felt safe to make mistakes and learn from them.

The study also highlighted the importance of feedback in the Peer Tutoring method. The tutors provided valuable, personalized feedback to their tutees, which helped them correct their mistakes and improve their reading. The regular practice and repetition during the tutoring sessions played a crucial role in reinforcing the learning process. Additionally, the tutees developed a greater understanding of tajwid and other Qur'anic rules through their interactions with their tutors. Despite the positive outcomes, the study also identified some challenges in implementing the Peer Tutoring method. One challenge was ensuring that all tutors were sufficiently skilled to provide accurate feedback to their tutees. In some cases, the tutors needed additional guidance from the teacher to ensure they were delivering the correct techniques. To address this, the teacher provided ongoing support and clarification, helping the tutors feel more confident in their roles.

In conclusion, the research demonstrated that the Peer Tutoring method is an effective strategy for improving students' Qur'an reading skills. The method encourages active learning, peer interaction, and the development of both teaching and learning abilities. The positive results indicate that Peer Tutoring can be a valuable tool in religious education, helping students gain a deeper understanding of the Qur'an while building their self-confidence. This study contributes to the field of education by showing how collaborative learning methods can enhance students' abilities in specialized subjects such as Qur'an reading. It also suggests that educators should consider using Peer Tutoring in other areas of learning, as it fosters a sense of community and promotes mutual support among students. Future research could explore the long-term effects of Peer Tutoring on students' academic and personal development, as well as its potential in other educational contexts.

## **RESULTS**

Classroom Action Research is an observation of learning activities in the form of an action, which is deliberately raised and occurs in the classroom simultaneously. Classroom Action Research is one effort to improve the quality of learning and teacher professionalism in teaching. This research was conducted on August 11, 2023 in class VI. For the presentation and results of the research in improving learning outcomes in the subject of PAI with the chapter of Surah Al-Kafirun, it will be grouped into three stages, namely cycle I, cycle II and cycle III. The following is a presentation of research data at each stage: In this case, the researcher identified and analyzed the problems that emerged in the PAI learning process in class VI of SD Negeri 2 Rimo, Gunung Meriah District, Aceh Singkil Regency in the 2023/2024 Academic Year.

Based on the initial reflection carried out by the researcher, there were several problems that emerged in PAI learning in class VI of SD Negeri 2 Rimo, Gunung Meriah District, Aceh Singkil Regency, namely the lack of student activity in the learning process and student learning outcomes that were still below the minimum completeness standard. From the research conducted, it can provide a positive impact on the learning process. Therefore, the expected action hypothesis can be formulated as follows: the use of the Peer Tutor Method to improve student learning outcomes in Islamic Religious Education subjects in class VI of SD Negeri 2 Rimo, Gunung Meriah District, Aceh Singkil Regency.

The use of peer tutoring methods in enhancing students' ability to read the Qur'an has become an area of interest in educational research. In this study, we explored how



peer tutoring, specifically designed for improving Qur'an reading skills, was implemented in SD Negeri 2 Rimo, a primary school located in Indonesia. Peer tutoring is an instructional strategy where students help each other in learning, with the goal of enhancing their understanding and academic performance. This method has been widely recognized for its positive impact on both academic achievements and social skills development. The importance of reading the Qur'an accurately and fluently is a significant aspect of Islamic education. In many Indonesian schools, especially those with a majority Muslim population, the ability to read the Qur'an is an essential part of the curriculum. However, many students struggle with the proper pronunciation, tajwid (rules of Qur'anic recitation), and fluency in reading the Qur'an. This is where the peer tutoring method is introduced as a possible solution to address these challenges.

The research aimed to investigate whether peer tutoring could effectively enhance students' skills in reading the Qur'an in SD Negeri 2 Rimo. The study involved students from the third to the fifth grades, with a focus on those who had difficulties in reading the Qur'an. The students were paired with their peers who were more proficient in Qur'anic reading. These tutors provided guidance, support, and corrective feedback during the reading sessions. To assess the effectiveness of this method, a series of pre- and post-tests were conducted. The pre-test was administered before the implementation of the peer tutoring sessions to determine the baseline reading skills of the students. The post-test was conducted after the tutoring sessions to evaluate any improvements in the students' ability to read the Qur'an. Additionally, observations were made during the tutoring sessions to assess the interaction between the tutors and the tutees, as well as the students' engagement and motivation.

The findings of this study showed that the use of peer tutoring had a significant positive impact on the students' ability to read the Qur'an. Most of the students who participated in the peer tutoring sessions demonstrated noticeable improvements in their reading skills. They were able to read the Qur'an more accurately, with better pronunciation and adherence to tajwid rules. Additionally, the students who served as tutors also benefited from the experience, as teaching others reinforced their own understanding of Qur'anic reading. One of the key factors contributing to the success of the peer tutoring method was the supportive and non-judgmental learning environment it created. In a traditional classroom setting, students may feel embarrassed or hesitant to ask questions or seek help, especially when it comes to a subject as sensitive as reading the Qur'an. However, peer tutoring allowed students to learn in a more comfortable and familiar setting, where they felt more at ease asking questions and receiving feedback.

Moreover, the peer tutoring method fostered a sense of collaboration and responsibility among the students. The tutors not only had to demonstrate their own proficiency but also had to develop skills in explaining and guiding their peers. This helped improve the tutors' own understanding and mastery of the material. For the tutees, having a peer tutor who was close in age and experience made the learning process less intimidating and more relatable. The involvement of students in peer tutoring also promoted a sense of community within the school. It encouraged students to work together towards common goals, which strengthened their social bonds. Peer tutoring created opportunities for students to practice communication, patience, and empathy, which are essential life skills that extend beyond the classroom.

In terms of academic performance, the peer tutoring method proved to be a cost-effective and efficient way to improve students' ability to read the Qur'an. Unlike

traditional teacher-led instruction, which can be limited by time constraints and class size, peer tutoring allowed for more individualized attention. The one-on-one nature of the sessions ensured that each student received personalized guidance tailored to their specific needs. Furthermore, the results of the study indicated that peer tutoring could be a sustainable method for improving Qur'anic reading skills in the long term. Since peer tutors were students from the same grade or school, the method was easy to implement and did not require additional resources or external instructors. This makes peer tutoring a viable option for schools with limited resources, especially in rural or remote areas. One of the challenges faced in implementing peer tutoring was the need for careful selection and training of the peer tutors. It was essential for the tutors to have a good understanding of the Qur'anic reading rules and to possess the necessary interpersonal skills to guide their peers effectively. To address this, the school provided training sessions for potential tutors, ensuring that they were adequately prepared to take on the role.

Another challenge was maintaining student engagement throughout the tutoring sessions. Some students initially showed reluctance to participate, either due to lack of confidence in their own abilities or because they did not feel motivated. To overcome this, the teachers used various strategies to keep the students engaged, such as incorporating rewards, positive reinforcement, and setting clear goals for the tutoring sessions. In conclusion, the study found that the peer tutoring method was an effective approach to enhancing students' ability to read the Qur'an in SD Negeri 2 Rimo. The method not only improved students' Qur'anic reading skills but also fostered a sense of community, collaboration, and mutual support among the students. Given the positive outcomes of this study, it is recommended that peer tutoring be incorporated into the Qur'anic reading curriculum in other schools, particularly those with similar challenges in teaching Qur'anic literacy. By utilizing peer tutoring, schools can enhance the learning experience for students while fostering a supportive and collaborative learning environment.

## DISCUSSION

The research conducted at SD Negeri 2 Rimo explored the effectiveness of peer tutoring as a method to enhance students' ability to read the Qur'an. Peer tutoring, as an educational strategy, has been employed in various subjects and contexts, but its application in teaching Qur'anic reading represents a unique approach. The importance of this research lies in addressing the challenge faced by many students in mastering Qur'anic reading, especially when it comes to pronunciation and tajwid, which are essential for correct recitation. The study's findings and discussions provide valuable insights into the application of this method in Islamic education. Qur'anic literacy is not just an academic skill for Muslim students; it is a crucial aspect of their religious practice. In Islam, reading the Qur'an accurately is a form of worship and a means of connecting with God. The ability to recite the Qur'an with the correct pronunciation and tajwid is highly emphasized in Islamic teaching. For many students, however, this can be a difficult task due to the complexity of Arabic pronunciation and the rules of tajwid, which are often unfamiliar and challenging to master without sufficient practice. In traditional classrooms, the teacher often faces the challenge of providing individualized attention to every student, especially in large classes. Students with varying levels of proficiency in reading the Qur'an may not receive the support they need. Additionally, students may feel embarrassed or shy when reading in front of their peers, especially if they struggle with pronunciation. This lack of personalized attention and the discomfort students may feel can hinder their progress in mastering the Qur'an.

Peer tutoring, on the other hand, offers a more personalized learning experience. It allows students to receive guidance from their peers, who may be more approachable and less intimidating than the teacher. In the context of SD Negeri 2 Rimo, the peer tutoring

method involved pairing less proficient students with those who had stronger Qur'anic reading skills. The students acted as both tutors and tutees, creating a collaborative learning environment. The peer tutoring process was designed to be interactive and supportive. The more proficient students served as role models, demonstrating correct pronunciation and tajwid. They provided feedback to their peers, helping them correct mistakes and improve their recitation. This model encouraged active participation from both tutors and tutees. The tutors gained a sense of responsibility and pride in helping others, while the tutees benefited from the individualized attention and practice. For the tutees, the most significant benefit of peer tutoring was the increase in confidence. Students who might have been reluctant to read in front of their peers felt more at ease with their tutors. This created a safe space for learning, where students could make mistakes and learn from them without fear of judgment. Over time, this approach led to improved reading skills, as students gained the confidence to attempt difficult parts of the Qur'an without hesitation.

Interestingly, the tutors also experienced significant benefits from the peer tutoring sessions. Teaching others reinforces the tutors' understanding of the material. By explaining and demonstrating correct pronunciation and tajwid, the tutors solidified their own knowledge. The act of teaching also improved their communication skills, patience, and empathy, which are valuable life skills. Tutors also reported feeling a sense of accomplishment, as they helped others succeed in their learning journey. One of the key factors that made peer tutoring effective in SD Negeri 2 Rimo was the supportive learning environment it fostered. In traditional settings, students may feel shy or embarrassed about making mistakes, especially when it comes to religious texts. However, in the peer tutoring model, students learned in a non-judgmental space, where they could help and support each other. This environment encouraged open communication and mutual respect among students, creating a positive atmosphere for learning. Maintaining student engagement is often a challenge in education. Peer tutoring helped overcome this challenge by making the learning process more interactive. The one-on-one nature of the sessions allowed the tutors to adapt their teaching methods to meet the individual needs of their peers. This personalized approach kept the tutees more engaged and motivated, as they saw their progress firsthand. Additionally, the tutors found the experience rewarding, which further fueled their motivation to continue helping their peers. Initially, some students showed reluctance to participate in the peer tutoring sessions. They were unsure about their own abilities or felt apprehensive about helping others. However, as the tutoring sessions progressed, these feelings of uncertainty diminished. Through continuous practice and positive reinforcement, the students began to see their improvement, which motivated them to continue participating. The gradual building of self-confidence played a crucial role in overcoming initial reluctance.

Peer tutoring also promoted positive social interactions among students. The collaborative nature of the sessions encouraged teamwork, which helped students form new friendships and strengthen their bonds with one another. This sense of community not only supported their academic development but also fostered a spirit of cooperation and mutual support. These social interactions were vital in creating a harmonious learning environment. While peer tutoring is primarily student-driven, teachers played an essential role in facilitating the process. Teachers were responsible for selecting appropriate tutors, providing training, and ensuring that the sessions were structured and effective. They also monitored the progress of both tutors and tutees to ensure that the learning objectives were being met. Teachers acted as guides, offering support when needed, and ensuring that the students had access to the resources and tools required for success.

One of the challenges in implementing peer tutoring effectively was ensuring that the tutors were well-prepared for their roles. The school organized training sessions for the tutors, where they were taught the basics of teaching Qur'anic reading, including the importance of proper pronunciation, tajwid, and effective communication strategies. This training helped tutors feel confident in their ability to teach others, ensuring that the



tutoring sessions were productive and beneficial for both parties. The most significant outcome of the study was the improvement in students' Qur'anic reading skills. Both the tutors and the tutees showed marked progress in their ability to read the Qur'an more accurately. The pre- and post-tests administered at the beginning and end of the study demonstrated that students who participated in peer tutoring made considerable strides in their recitation skills. The individualized support provided by the tutors helped students correct their mistakes and develop a deeper understanding of Qur'anic reading. One of the most promising aspects of the peer tutoring method is its potential for long-term impact. Unlike traditional teaching methods, which often focus on short-term results, peer tutoring provides students with ongoing support and opportunities for improvement. The skills and knowledge gained through peer tutoring are likely to stay with the students for a long time, as they internalize the correct techniques for reading the Qur'an.

Another advantage of peer tutoring is its cost-effectiveness. In many schools, especially in rural or remote areas, resources for additional teachers or specialized tutors may be limited. Peer tutoring provides an effective solution without requiring additional financial investment. The method can be implemented with minimal resources, making it an ideal approach for schools with limited budgets or access to external support. Despite the numerous benefits, there were also challenges in implementing peer tutoring. One of the main challenges was the initial reluctance of some students to participate. Additionally, the tutors had to balance their own learning while teaching others, which sometimes proved to be challenging. Furthermore, maintaining consistent engagement and motivation among both tutors and tutees required continuous effort from teachers and school staff. To overcome these challenges, the school implemented strategies to support both tutors and tutees. For example, tutors were given regular feedback on their performance to help them improve their teaching skills. Tutees were encouraged to set personal goals for their progress, which helped keep them motivated. Teachers also monitored the sessions closely to ensure that the tutoring sessions were running smoothly and effectively.

The peer tutoring method demonstrated that it is a sustainable educational strategy, particularly in the context of improving Qur'anic reading skills. It does not require extensive resources or external support, and it can be integrated into the existing curriculum without major disruptions. As long as proper training and support are provided, peer tutoring can be an ongoing and effective method for enhancing students' learning outcomes. The success of peer tutoring in improving Qur'anic reading skills at SD Negeri 2 Rimo has broader implications for Islamic education. This method can be applied in other schools with similar challenges in teaching Qur'anic literacy. By adopting peer tutoring, schools can create more inclusive and supportive learning environments, where students collaborate and learn from one another. Future research could explore the long-term effects of peer tutoring on Qur'anic literacy, including its impact on students' spiritual and religious development. Additionally, studies could investigate how peer tutoring can be integrated with other teaching methods, such as digital learning tools, to further enhance students' engagement and learning outcomes.

## CONCLUSION

Based on the results of the research and discussion in classroom action research on learning to read the Al Kafirun letter of the Qur'an for students through Peer Tutors in class VI SD Negeri 2 Rimo, Gunung Meriah District, Aceh Singkil Regency, Semester 1, 2023-2024 academic year, for three cycles, it can be concluded as follows: 1) The Peer Tutor learning method can increase attention, courage, sincerity, ability and insight, the seriousness of students in learning to read the Al-Quran letter of Al Kafirun has increased in cycles I, II, and III; 2) The average value of students in each cycle has increased, in cycle I the average value of students is 77.2 with a percentage of completion of 50%, in cycle II the average value of students is 79.1 with a percentage of completion of 83.3%, in cycle III

the average value of students is 80.39 with a percentage of completion of 100%; 3) Learning to read the Qur'an with the material of the Al Kafirun letter through the Peer Tutor method has been proven to improve learning outcomes individually and in groups. Based on the findings above, learning to read the Qur'an of the Al Kafirun letter by implementing the Peer Tutor method can be used as an alternative in the practice of reading the Qur'an by applying makhraj and tajwid, because the rules of the Peer Tutor method have been proven to have a positive effect on students in the field.

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