

## APPLICATION OF PEER TUTORING LEARNING TO IMPROVE LEARNING MOTIVATION AND QUR'AN READING ABILITY IN GRADE X OTKP STUDENTS OF SMK NEGERI 4 BONE

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### Abstract

The purpose of this study is to determine students' ability in reading the Qur'an and to enhance students' learning motivation in the subject of Islamic Education through the peer tutoring method, where learning occurs cooperatively and with mutual respect and understanding between students and teachers who work together. The research was conducted in Grade X OTKP of SMK Negeri 4 Bone. The problem identified by the researcher is that the Islamic Education learning process is not optimal due to the limited number of instructional hours, which amounts to 3 hours per week, and the learning is conducted 50% online and 50% offline due to the spread of the COVID-19 pandemic, resulting in a different learning process compared to before. The research conducted in this study is Classroom Action Research (CAR). The sampling technique used is saturated sampling, where the population serves as the sample, consisting of 21 students. Data collection techniques include both test and non-test instruments.

**Keywords:** *learning motivation, learning outcomes, peer tutoring*

### Introduction

According to Law No. 20 of 2003 concerning the National Education System (SISDIKNAS), education is a conscious and planned effort to create a learning process with an enjoyable learning atmosphere, encouraging learners to actively develop their potential in terms of spirituality, intelligence, personality, morals, and skills, which are essential in society.

Ki Hajar Dewantara proposed that education is a necessity that should exist within every individual, regardless of age, from children to adults, parents, and even the elderly. In this regard, education directs us towards a better path, as it is inherent in human nature to become beneficial members of society and achieve the key to happiness.

H. Horne argues that education is an ongoing process that adapts to the development of time. Essentially, humans experience various forms of development, including physical, mental, and spiritual growth, as well as acquiring knowledge about the Creator through the manifestation of the surrounding environment. Education also encompasses emotional intelligence and the humanization of individuals.

Considering the different perspectives on education presented by experts, it can be concluded that education is not only a process, guidance, or direction, but also a path towards becoming a beneficial member of society. Education enables individuals to mature and prepare themselves to lead a bright future.

The goal of the National Education System is to create unified and integral individuals. In the present era, where the rapid development of science and technology presents challenges to educators, it is essential for them to compete healthily, adapt to changing times, and accept new developments.

In this regard, education has a significant influence on human life. Through education, individuals can be beneficial to others and become self-reliant. Through this independence, they can harness their potential to improve the quality of education, bring about change, make new discoveries, and solve various problems currently faced by society.

Motivation is an inner drive within a person that enables them to accomplish something that is inherently difficult. In this context, motivation encourages individuals to act and respond to external stimuli, inspiring them to rise above challenges. Motivation is an action that instils a desire in humans to accomplish something. It is a key factor in achieving personal empowerment. Moreover, it provides guidance to individuals, facilitating their journey towards desired goals and providing a sense of satisfaction.

The learning process at the high school level, including SMA and vocational schools, does not always meet the expectations of the community. The situation in the school we observed is particularly concerning, especially in the subject of Islamic Religious Education (PAI), as it has not reached a high level of satisfaction. The causes of this issue include a lack of motivation among students, their lack of engagement during the teaching and learning process, and the fact that many students have not yet mastered the proper recitation of the Quran according to established rules. To address these problems within the school environment, educators must be creative and professional, enhancing the quality of student learning in accordance with the demands of the surrounding community.

Based on our observation and conversations with teachers at SMKN 4 Bone, specifically the teacher of Islamic Religious Education for the 10th grade OTKP class, it is evident that there is a lack of student participation and motivation during the learning process. The use of lecture-based teaching methods by the teacher often bores students and fails to capture their attention. Therefore, educators must create innovative teaching strategies, utilizing creative and innovative learning approaches that prevent students from feeling bored and ignite their enthusiasm for learning. One of these strategies is peer tutoring, which can make the learning process enjoyable.

Based on the views of Mel Silberman (2010: 183) and Huston (in Ahmadi, 2004: 120), we can conclude that peer tutoring is a strategy that aims to improve teaching among peers, with tutors taking full responsibility for teaching their fellow students in small groups. The implementation of peer tutoring can enhance the motivation of all students in the class, supported by their own abilities and continuous guidance from the teacher.

## **Method**

In Classroom Action Research (CAR), the type of research used by the researcher involves various stages, including planning, implementation, observation, and reflection.

The researchers conducted a classroom action research in one of the vocational high schools in Kab. Bone, specifically at UPT SMK NEGERI 4 BONE. The population in this study included all 23 students of the X OTKP class. The sample consisted of 21 students who were present during the research, while the rest were absent without a valid reason. The objective of our research was to improve learning motivation in reading the Quran correctly according to the rules of Tajweed. In this study, the researchers used both test and non-test instruments such as questionnaires, observations, and documentation as data collection techniques. The researchers employed quantitative data analysis techniques, presenting the results in the form of tables and graphs.

## Result and Discussion

A study conducted by the researcher focused on the process of improving students' learning motivation and Quran reading skills in the subject of Islamic Education. The research consisted of two meetings and two cycles.

### Cycle 1

The researchers observed the students' level of engagement during the learning process. Based on the observations conducted by the researchers in cycle 1, the results can be presented in the following table.

**Table 1** Student Motivation Observation Results

NO	Statement	Cycle I	
		Number of Students	Percentage
1	Having the motivation and desire to learn Islamic Education	11	52%
2	Showing students' interest in learning Islamic Education	9	42%
3	Students' engagement in the ongoing Islamic Education lesson	7	33%
4	Students' diligence in completing given exercises	15	71%
5	Students' willingness to prepare learning materials	16	76%
6	Students' participation in asking and answering questions	5	23%

Besides observing the learning process, the researcher also conducted a practical test of reading the Qur'an to assess the students' understanding of their ability to read the Qur'an. The results of the Qur'an reading practice are presented in the table below.

**Table 2** Results of Qur'an Reading Practice

NO	Category	Number of Students	Percentage
1	Good	7 people	33 %
2	Fair	11 people	52 %
3	Unable	3 people	14%

### Reflection

At this stage, after the observation and Qur'an reading practice, the researcher identified some shortcomings that needed to be addressed. The researcher maximized the implementation of peer tutoring by providing guidance to peers to continuously accompany and guide their classmates who still struggle with reading skills, while also continuously motivating the students to stay enthusiastic in the learning process. Additionally, the researcher assigned tasks to the students to encourage better preparation for the next learning session.

### **Second Cycle**

After making various efforts and observing the learning process, data from observations were obtained, as shown in the table below.

**Table 3** Student Motivation

NO	Statement	Cycle II	
		Number of Students	Percentage
1	Having the motivation and desire to learn Islamic Education	16	76%
2	Showing students' interest in learning Islamic Education	12	57%
3	Students' engagement in the ongoing Islamic Education lesson	15	71%
4	Students' diligence in completing given exercises	20	95%
5	Students' willingness to prepare learning materials	21	100%
6	Students' participation in asking and answering questions	10	47%

There has been an increase in the number of students who are more active in the learning process, indicating an improvement in their learning motivation. Furthermore, the peer support provided in helping their classmates understand and study the Qur'an has also shown improvement, as seen in the practical test results shown in the table below.

**Table 4** Results of Qur'an Reading Practice

NO	Category	Number of Students	Percentage
1	Good	15 people	71 %
2	Fair	6 people	28 %
3	Unable	-	-

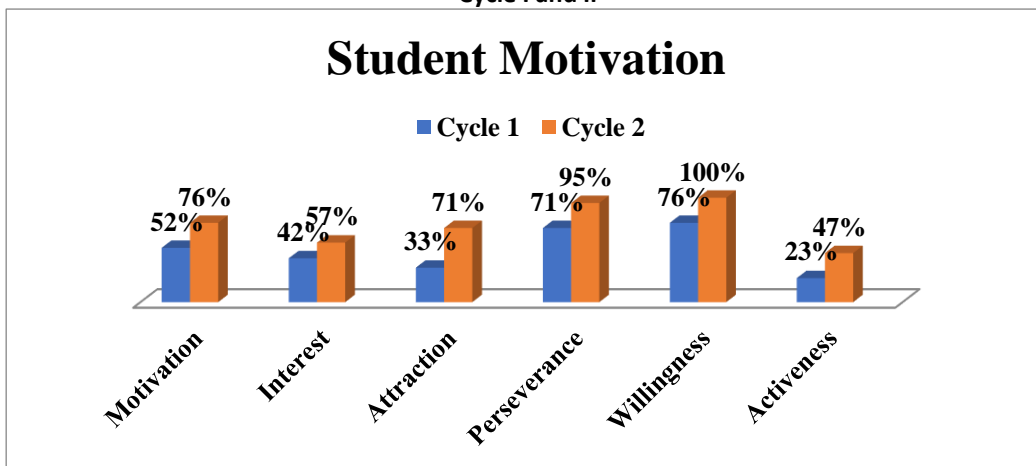
### **Reflection**

Based on the results obtained from Cycle 1 and Cycle 2, data on the improvement of student motivation is presented in the table below.

**Table 5** Results of Observing Student Motivation towards Islamic Education Subject in Cycle I and II

No	Statement	Cycle I	Cycle II
		Meeting	
		N= (21)	N= (21)
1	Having the motivation and desire to learn Islamic Education	11 (52 %)	16 (76 %)
2	Showing students' interest in learning Islamic Education	9 (42 %)	12 (57 %)
3	Students' engagement in the ongoing Islamic Education lesson	7 (33 %)	15 (71 %)
4	Students' diligence in completing given exercises	15 (71 %)	20 (95 %)
5	Students' willingness to prepare learning materials	16 (76 %)	21 (100 %)
6	Students' participation in asking and answering questions	5 (23 %)	10 (47 %)

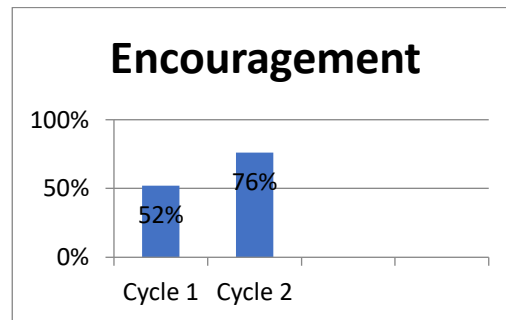
**Diagram 1.1** Results of Observing Student Motivation towards Islamic Education Subject in Cycle I and II



According to the data collected by the researchers, the analysis of student learning motivation improvement can be discussed based on the following indicators:

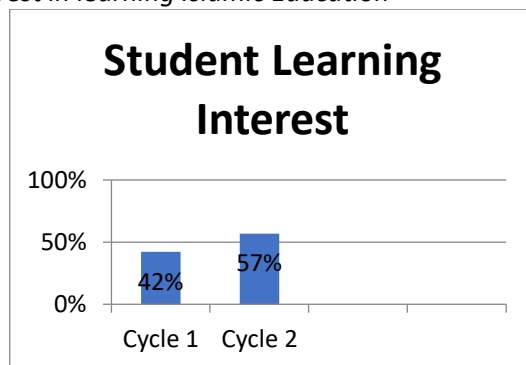
*Encouragement and willingness to learn Islamic Education*

Student learning motivation will increase when they have encouragement and attention from the teacher during the learning process. Based on the results obtained by the researchers, it can be concluded that there is an improvement.



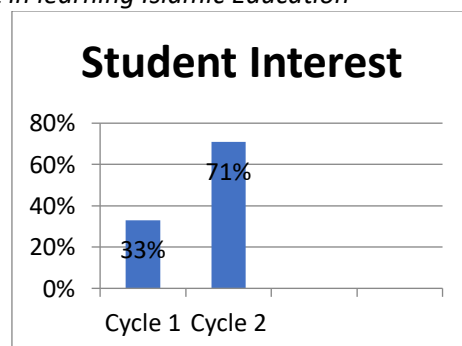
According to the graph above, in Cycle I, there were only 11 students (52%) who had the willingness to learn, and in Cycle II, it increased to 16 students (76%). This shows an improvement of 5 students (24%). This improvement occurred because the researchers were able to provide understanding and motivation to the students regarding the importance of learning Islamic knowledge, particularly in reading the Quran correctly according to the rules of Tajweed.

*Student interest in learning Islamic Education*



Based on the research results presented in the graph above, it can be concluded that there is an improvement in this indicator. In Cycle I, there were only 9 students (42%) interested in learning, and in Cycle II, it increased to 12 students (57%). This shows an improvement of 3 students (15%).

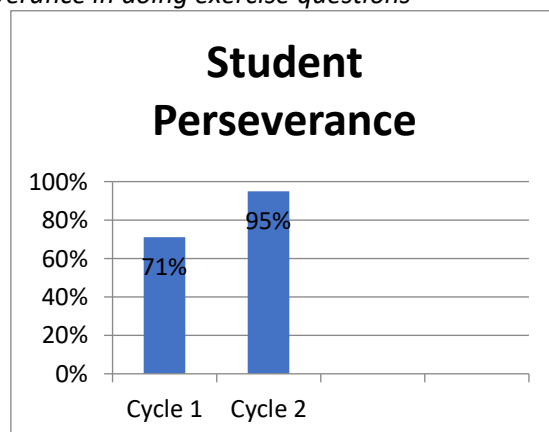
*Student interest in learning Islamic Education*



Based on the graph above, the researchers observed an increase in student interest in learning PAI. In Cycle I, there were only 7 students (33%), while in Cycle II, it increased to 15 students (71%). This indicates an improvement of 8 students (38%). The

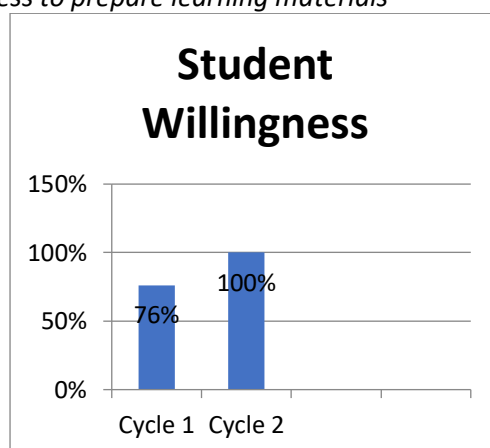
improvement occurred because students felt interested in learning through the implementation of peer tutoring.

#### *Student perseverance in doing exercise questions*



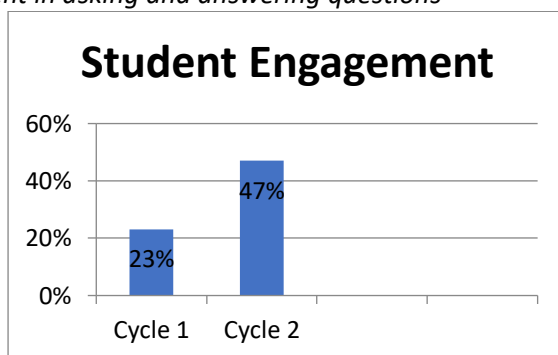
From the graph above, it is clear that there is an improvement in this indicator. In Cycle I, there were 15 students (71%), and in Cycle II, it increased to 20 students (95%). This shows an improvement of 5 students (24%). The implementation of peer tutoring made students diligent in doing the given exercises because the tutors, who were their peers, conveyed the materials in an easily understandable manner, allowing students to ask questions without hesitation and thus facilitating their ability to answer the questions.

#### *Students' willingness to prepare learning materials*



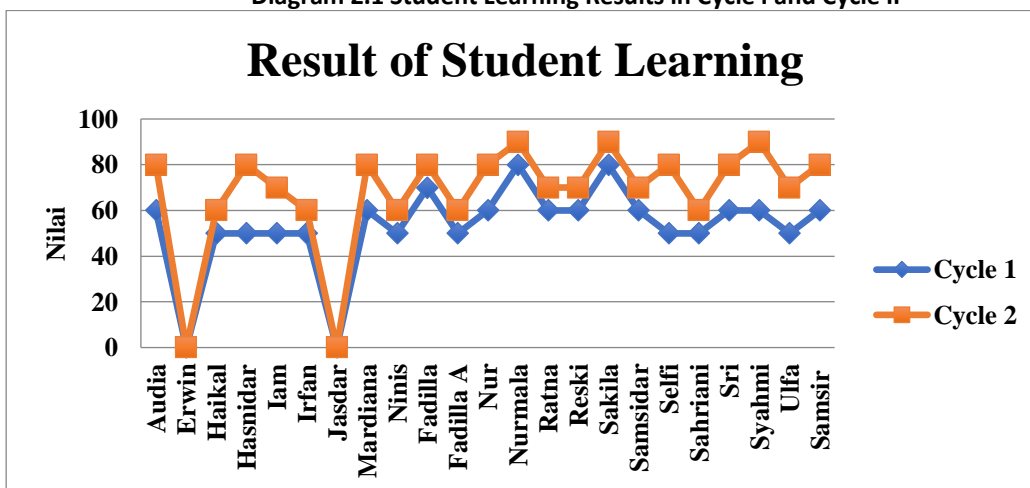
Based on the graph above, the researchers concluded that there was a significant improvement in this indicator. In Cycle I, there were 16 students (76%), and in Cycle II, it increased to 21 students (100%). This shows an improvement of 5 students (24%). This is due to the students' curiosity about the taught materials, leading them to prepare learning materials such as Tajweed books and the Quran.

*Student engagement in asking and answering questions*



Based on the graph above, it can be inferred that there is an improvement in this indicator as well. In Cycle I, there were 5 students (23%), and in Cycle II, it increased to 10 students (47%). This shows an improvement of 5 students (24%). This improvement occurred because the use of peer tutoring activated all students in the classroom, as they taught each other as peer tutors.

**Diagram 2.1 Student Learning Results in Cycle I and Cycle II**



Based on the data presented in the form of tables and diagrams in Cycle I, there were 58% of students who did not meet the standard. The determined KKM (Minimum Completion Criteria) score was 60. This could happen due to the students' lack of understanding of the rules of Tajwid reading, leading them to have difficulties during the test.

In Cycle II, the percentage improved to 74%, showing an increase of 16% from Cycle I. This improvement was a result of the researchers providing detailed explanations of the Tajwid reading rules and giving examples within the category of Tajwid rules. Additionally, the researchers instructed the students to find their own examples based on the explanations. This approach enhanced the students' understanding, making it easier for them to solve the given questions.



**Table 6** The researchers summarized the ability to read Al-Qur'an with proper Tajwid as follows:

NO	Category	Cycle I	Percentage	Cycle II	Percentage
1	Good	7 people	33 %	15 people	71 %
2	Fair	11 people	52 %	6 people	28 %
3	Unable	3 people	14 %	-	-

According to the table above, in Cycle I, around 33% of students read well, 52% read moderately, and 14% were unable to read Al-Qur'an correctly. In Cycle II, there was an increase in students who read Al-Qur'an well, with 71% achieving this level, and around 28% reading moderately. Thus, there was an overall increase of approximately 45% of students who were able to read Al-Qur'an well.

From various results gathered by the presenters in the research related to the test outcomes of reading Al-Qur'an with peer tutoring, a significant improvement was observed. This improvement was attributed to the successful implementation of the peer tutoring method, which allowed students to learn independently. The increase in performance was also due to the high motivation of the students towards the application of this method, enabling them to exchange ideas with their peers and giving the appointed students confidence as tutors.

The implementation of peer tutoring significantly contributed to this improvement. It reduced or eliminated the students' discomfort and hesitation in asking questions, benefiting both the tutors and the students who were being tutored. This method can be classified as Cooperative Learning.

## Conclusion

In conclusion, after conducting the Classroom Action Research (PTK), it can be inferred that the implementation of peer tutoring provided motivation and encouragement to the students, particularly in the subject of Islamic Religious Education (PAI) regarding their ability to read Al-Qur'an. This was evident from the students' active participation during the learning activities.

Throughout the research, the researchers measured the students' motivation in Islamic Religious Education (PAI) based on selected indicators of motivation, all of which showed improvement. Moreover, the researchers assessed the students' proficiency in Tajwid by conducting tests. This proficiency also showed significant improvement. In Cycle I, 58% of students demonstrated proficiency, which increased to 74% in Cycle II, showing an improvement of 16%.

The researchers also examined the students' ability to read Al-Qur'an properly and in accordance with Tajwid rules. It was observed that only 33% of students read Al-Qur'an well in Cycle I, and this number increased to 71% in Cycle II. The number of students with moderate reading ability decreased from 52% to 28% due to the students' motivation to learn Tajwid and read Al-Qur'an properly. In Cycle I, there were 14% of students who could not read Al-Qur'an at all, but with the implementation of peer tutoring, there were no students unable to read Al-Qur'an in Cycle II.

The Classroom Action Research (PTK) conducted in class X OTKP of SMK NEGERI 4 BONE, using the peer tutoring method, succeeded in increasing students' motivation to read Al-Qur'an properly and significantly improved their performance. Therefore, the

researchers can conclude that this research was successful, supported by the presented observation results and student questionnaires.

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