



Implementation of Peer Tutor Learning Method to Improve Language Skills (Listening, Speaking, Reading and Writing) of Children at Darul Muhsin Kindergarten Group B Through Various Writing Activities

¹Diyan Hardianti Ilyas, ²Fitriani, ³Markuna

^{1,2,3}*Sekolah Tinggi Agama Islam Al Furqan Makassar, Indonesia*

Corresponding Author ✉ st.futriani.ac@gmail.com

ABSTRACT

The study aims to determine the application of the Peer Tutor Learning Method to Improve Language Skills (Listening, Speaking, Reading and Writing) of Children in Darul Muhsin Kindergarten Group B Through Various Writing Activities. This study uses a Classroom Action Research (CAR) approach, the subjects of the study were 11 children in Group B2 Ali Bin Abi Thalib TKIT Darul Muhsin Makassar. Data management with Observation, and Implementation Evaluation. The data from the development research are described as The application of peer tutor learning to develop language skills (listening, speaking, writing and reading) in Group B2 TKIT Darul Muhsin is quite effective. The increase can be seen from the results of observations at the end of the improvement of development activities, including: activities to listen to animated videos and learning, speaking and retelling the contents of the videos that have been watched, reading words in the arrangement of letters forming words and writing and drawing activities on the theme of the Universe sub-theme of celestial bodies and natural phenomena. Quantitatively based on the table of results of the final achievement of cycle 2, there has been an increase in language development (listening, speaking, writing and reading) with the help of peer tutors. The increase was from cycle 1 with a value of 2.30 with the predicate Starting to Develop (MB), in cycle 2 it became 3.07 with the predicate Developing According to Expectations (BSH).

Keywords: Peer Tutor, Learning, Improving Language Skills

ARTICLE INFO

Article history:

Received

November 28, 2024

Revised

December 24, 2024

Accepted

March 1, 2025

Journal Homepage

<https://ojs.staialfurqan.ac.id/IJoASER/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

INTRODUCTION

Education is a learning process in which children will experience changes and developments in their life. Children who previously did not know become knowledgeable, did not understand become understanding, could not become able. The development of a child will be marked by what was previously fearful becoming brave, whiny becoming independent, hesitant becoming confident. But of course the changes and development of children cannot be equated because each child is unique in the sense that each child has a different physical-spiritual condition and a different level of development and each child brings their own advantages and disadvantages. Therefore, a kindergarten teacher in providing

learning materials to their students is required to be able to truly understand the character of each child and the development of the child according to their stage of ability, which aims to achieve optimal learning success. of course.

Based on the process standards stated in Permendikbud Number 22 of 2016, one of the principles of learning is that anyone is a teacher, anyone is a student, and anywhere is a class. This principle indicates that students' learning space is not only limited by the walls of the classroom and does not rule out the possibility that a student can act as a teacher to guide other friends in the learning process. In addition to this principle, learning is now also expected to shift from teachers as the only source of learning to being based on various sources. This principle shows that in constructing knowledge, students do not only depend on information provided by teachers, but students can also learn from their surroundings, books, internet sources, and even learn from fellow friends.

Based on observations of development activities in the classroom, it was found that there was a problem that learning was still centered on the teacher, namely the transfer of knowledge by the teacher in the form of delivering material in learning activities. This kind of learning occurs at TKIT Darul Muhsin Makassar. After the teacher explains the material and provides learning activities, students who understand will immediately work on the worksheet, but not all children are able to do the activities given well. When working on activities in the worksheet, there are children who are not very enthusiastic and ask for help either from the teacher or see their friends. At this stage, the teacher has made it a habit to give students the opportunity to work on the board. However, not all of them are accompanied by an explanation process that can be understood by all children. Explanations are only given if a friend asks. So actually at this stage, there has been a learning process from peers. Unfortunately, the implementation is not optimal, the teacher's dominance is still apparent and the time allocation is relatively short for the number of students of approximately 20 people. In addition, another fact was found. Students seem unmotivated in learning, especially during the teacher's explanation process. This can be seen from several students who are busy chatting and only a few students who pay attention. When the teacher explains, only certain students ask questions if there is material they do not understand, while other students do not ask even though they do not know.

Sardiman (Hendriana, 2017) stated that one form and way to foster learning motivation is to create a healthy competitive atmosphere that motivates students to be active during learning. Learning should be filled with doing activities, being creative, creating something, and solving a problem. Making students passive in class can reduce their learning motivation. Students should not only be objects, but also active subjects in learning that do not only rely on the role of teachers but are also active in seeking learning resources in the form of books, teaching materials, or from their peers. Optimizing the role of students in learning is expected to foster student learning motivation. One learning method that might be used to create these conditions is the peer tutoring method.

The peer tutoring method can be applied in schools where there are students who have the intelligence and self-confidence to be able to help explain to other students. This aims so that students who feel embarrassed or inferior to ask the teacher can ask their peers. (Septiana, 2013) in her research, said that the peer tutoring method makes students feel comfortable asking questions without feeling inferior or embarrassed. In addition, students who become tutors can be

trained in speaking skills in front of the class in this case is training students to teach their friends, so that their shyness tends to decrease, so that the material to be delivered can be clearly received by students.

The inconsistency of learning with the principle of learning from various sources and anyone is a teacher, anyone is a student, and anywhere is a class and accompanied by the achievement of learning outcomes and learning motivation that are not yet in accordance with expectations is the basis for conducting classroom action research (PTK). The existence of theories and various studies on peer tutoring is the basis for choosing the peer tutoring method as one of the efforts to improve the learning process in order to improve learning outcomes and learning motivation.

The application of the peer tutor method in this study is expected to optimize the role of students as learning subjects and can train the self-confidence and communication skills of students who are selected as tutors. In addition, the presence of tutors is expected to provide stimulus to other students to be able to train themselves until they can be selected as tutors. The application of peer tutors is also expected to increase interaction between students so that learning can be more active. In addition, it is hoped that this study can provide an overview to teachers about the application of peer tutors in trigonometry material and can also be a source of reference for teachers to design and implement the peer tutor method in learning. Language skills are a fundamental aspect in early childhood development. Language is the main tool in communication, thinking, and building social interactions (Santrock, 2021). At an early age, children begin to develop four language skills, namely listening, speaking, reading, and writing. These four skills are interrelated and form the basis for children's future academic development (Vygotsky, 1978).

In the Darul Muhsin Integrated Islamic Kindergarten (TKIT), it was found that some children still experience difficulties in language aspects, especially in listening and speaking which are the basis for reading and writing skills. These difficulties can be caused by the lack of interactive learning methods and stimulating children to be more active in language (Piaget, 1964). Therefore, innovative learning strategies are needed to improve children's language skills as a whole.

One method that is believed to be effective in improving language skills is the peer tutoring learning method. This method allows children to learn through interaction with peers, so that they are more comfortable in receiving and conveying information (Slavin, 2011). Peer tutoring provides opportunities for children to learn collaboratively, increase self-confidence, and strengthen their social and communication skills (Johnson & Johnson, 1999).

The application of peer tutoring learning methods in writing activities varies as one approach that can improve listening, speaking, reading, and writing skills simultaneously. Writing varies, such as copying words, drawing letters, and writing with different media, providing a more enjoyable experience for children in exploring their language skills (Graham & Harris, 2005).

Several previous studies have shown the effectiveness of peer tutoring methods in improving children's academic and social skills. According to research conducted by Topping (2005), the peer tutoring method significantly improves student learning outcomes compared to conventional learning methods. Similarly, research conducted by Damon & Phelps (1989) revealed that peer tutoring helps

children understand concepts faster and improves interpersonal communication skills.

Based on the background, this study aims to analyze the application of peer tutoring learning methods in improving children's language skills at TKIT Darul Muhsin group B through various writing activities. This study is expected to contribute to the world of early childhood education and be a reference for educators in implementing more effective and enjoyable learning methods.

METHOD

This study uses a qualitative approach with the type of classroom action research (CAR). This classroom action research aims to improve children's language skills through the application of peer tutoring learning methods (Arikunto, S. (2010). The subjects of this study were children in group B at TKIT Darul Muhsin. The location of the study was at TKIT Darul Muhsin, which was chosen based on the need to improve children's language skills in the aspects of listening, speaking, reading, and writing Sudjana, N. (2005).

RESULTS AND DISCUSSION

Cycle 1 Results Description

1. Action Planning

The researcher began the research by implementing action planning which included the following activities:

- a) Develop a Skill Development Plan to improve your child's skills at school
- b) Prepare learning media that will be used in writing and drawing activities based on the theme of the Universe, such as worksheets, pencils, erasers.
- c) Preparing observation instruments for aspects that need to be observed during planned activities, both from researchers and students.

2. Implementation of Action

The cycle I action began on Monday, October 24, 2022, learning lasted for 60 minutes, starting from 09.30 - 10.30. At the first meeting, the researcher opened the learning by lining up in front of the class, praying before starting the activity then saying hello, then the researcher took attendance of the children. Then the teacher invited the children to stand up to warm up with gross motor skills for a moment. Then the teacher conveyed today's theme, the researcher provided material based on the theme of the universe with the sub-theme of celestial bodies. The perpetrators of the action in the first meeting of cycle I were researchers while the class teacher acted as observers / observers of the folding activity process that was taking place. After that, the researcher held a discussion about the material that would be presented with questions and answers to the children about natural objects "what are natural objects?"

After that, the researcher invited the children to sing again the names of the planets on YouTube "gubahan lagu becak-becak". Next, the Video Observation "Getting to know the planets in the solar system" the children were asked to retell the story about the order of

the names of the planets and their characteristics, the children read the names of the planets on the planet picture cards, the children drew dotted lines to form a picture of the solar system. The children were asked to pay attention to the researcher, then the children imitated what the teacher exemplified. The researcher gave a review at the end of the activity.

The second meeting was held on Tuesday, October 25, 2022, the learning theme was still the same, namely the Universe with the sub-theme of Celestial Objects, the researcher took actions that referred to the previous planning. In the core activity of the second meeting, the researcher carried out an activity of writing numbers 1-8 on the names of the planets. Children pay attention to the teacher's demonstration, then the children imitate writing the numbers 1-8 as exemplified by the teacher. The researcher gave a review at the end of the activities carried out by the children.

The third meeting was held on Wednesday, October 26, 2022, the learning theme was still the same, namely the Universe with the sub-theme of Celestial Objects, the researcher took actions that referred to the previous planning. In the core activity of the third meeting, the researcher carried out the activity of drawing lines or connecting pictures of planets and the names of planets. Children pay attention to the teacher's demonstration, then the children imitate writing drawing lines or connecting pictures of planets and the names of planets as exemplified by the teacher. Furthermore, the researcher gave a review at the end of the activities carried out by the children.

3. Observation Results

After carrying out the actions in cycle I for 5 meetings by carrying out several activities at each meeting, the following results can be obtained regarding the development of children's fine motor skills:

Table 1. Data on Children's Learning Outcomes in the Application of Peer Tutor Learning Methods to Improve Fine Motor Skills Dotted Line Drawing Activity Cycle I Meeting I

No	Child Name	Day 1 Activities												Total number
		Opening: Watching Videos				Core: Draw a dotted line on the planet image				Closing: Chat about solar system material and names planet				
		BB (1)	MB (2)	BSH (3)	BSB (4)	BB (1)	MB (2)	BSH (3)	BSB (4)	BB (1)	MB (2)	BSH (3)	BSB (4)	
1	Adhwa		✓			✓				✓				1.3
2	Shafirah	✓				✓				✓				1
3	Dani		✓			✓					✓			1.6
4	Yes		✓				✓				✓			2
5	Andita			✓				✓				✓		3

6	Eza	✓				✓				✓				1
7	Daffa			✓				✓			✓			2.6
8	Abu Bakar				✓			✓					✓	3.6
9	Faiz		✓				✓				✓			2
10	Fatih			✓				✓				✓		3
11	Al-Humaidi		✓				✓				✓			1.6

From the data above, the results show that there are 3 children who get a score of 3 with the predicate BSH (Developing According to Expectations). The researcher will facilitate 3 children to be able to become peer educators for other children in order to get the same score as their other friends.

Table 2. Data on Children's Learning Outcomes in the Application of Peer Tutor Learning Methods to Improve Fine Motor Skills Writing Activities Numbers 1-8 in the Names of Planets Cycle I Meeting 2

No	Child Name	Day 2 Activities												Total number	
		Opening: Singing the Song of the Names of the Planets				Core: Writing numbers 1-8 in the names of the planets				Closing: Retelling the story of the 8 planets that revolve in the Milky Way galaxy					
		BB (1)	MB (2)	BSH (3)	BSB (4)	BB (1)	MB (2)	BSH (3)	BSB (4)	BB (1)	MB (2)	BSH (3)	BSB (4)		
1	Adhwa		✓			✓				✓					1.3
2	Shafirah	✓					✓			✓					1.3
3	Danu		✓				✓				✓				2
4	Yes		✓				✓				✓				2
5	Andita			✓				✓				✓			3
6	Eza	✓				✓				✓					1
7	Daffa			✓				✓			✓				2.6
8	Abu Bakar				✓			✓					✓		3.6
9	Faiz		✓				✓				✓				2
10	Fatih			✓				✓				✓			3
11	Al-Humaidi		✓				✓				✓				2

From the data above, for the 2nd meeting there were several children who experienced improvements because they were assisted by peer educators. However, the results that were seen were not that significant. Then 3 children who got a score of 3 with the predicate BSH (Developing According to Expectations). The researcher will facilitate 3 children to be able to become

peer educators for other children in order to get the same score as their other friends.

Table 3. Data on Children's Learning Outcomes in the Application of Peer Tutor Learning Methods to Improve Fine Motor Skills Activity: Draw lines and connect pictures and names of planets Cycle I Meeting 3

No	Child Name	Day 4 Activities												Total number
		Opening: Singing the song "names of the planets" along with its characteristics"				Core: Write the blank letters in 8 names- names of planets and the sun				Closing: Answering questions about the characteristics of planets				
		BB (1)	MB (2)	BSH (3)	BSB (4)	BB (1)	MB (2)	BSH (3)	BSB (4)	BB (1)	MB (2)	BSH (3)	BSB (4)	
1	Adhwa		✓				✓			✓				1.6
2	Shafirah	✓					✓			✓				1.3
3	Dani		✓				✓				✓			2
4	Yes		✓				✓				✓			2
5	Andita			✓				✓				✓		3
6	Eza	✓				✓					✓			1.3
7	Daffa			✓				✓				✓		3
8	Abu Bakar				✓				✓				✓	4
9	Faiz		✓				✓				✓			2
10	Fatih			✓					✓			✓		3.6
11	Al-Humaidi		✓				✓				✓			2

From the data above, for the 3rd meeting there were several children who experienced improvements because they were assisted by peer educators. However, the results that were seen also did not show significant results. Then 3 children who got a score of 3 with the predicate BSH (Developing According to Expectations). The researcher will facilitate 3 children to be able to become peer educators for other children in order to get the same score as their other friends.

Table 4. Data on Children's Learning Outcomes in the Application of Peer Tutor Learning Methods to Improve Fine Motor Skills Writing Activity: 8 Names of Planets and the Sun Cycle I Meeting 5

No	Child Name	Day 5 Activities												Total number
		Opening: Singing the song "names of the planets and their characteristics"				Core: Write the names of 8 planets and the sun on the picture of the Milky Way galaxy				Closing: Moral message advice about planets				
		BB (1)	MB (2)	BSH (3)	BSB (4)	BB (1)	MB (2)	BSH (3)	BSB (4)	BB (1)	MB (2)	BSH (3)	BSB (4)	
1	Adhwa			✓			✓			✓				2
2	Shafirah		✓				✓			✓				1.6
3	Dani			✓			✓				✓			2.3
4	Yes			✓			✓				✓			2.3
5	Andita				✓			✓				✓		3.3
6	Eza		✓			✓					✓			1.6
7	Daffa				✓			✓				✓		3.3
8	Abu Bakar				✓				✓				✓	4
9	Faiz			✓			✓				✓			2.3
10	Fatih				✓				✓			✓		3.6
11	Al-Humaidi			✓			✓				✓			2.3

From the data above, for the 5th meeting there were several children who experienced improvements because they were assisted by peer educators. However, the results that were seen also did not show significant results. Then 3 children who got a score of 3 with the predicate BSH (Developing According to Expectations). The researcher will facilitate 3 children to be able to become peer educators for other children in order to get the same score as their other friends.

Table 5. Summary Data of Children's Learning Outcomes in the Application of Peer Tutor Learning Methods to Improve Fine Motor Skills Cycle I

No	Name Child	Results Recap					Amount total	Flat-flat
		Day 1	Day 2	Day 3	Day 4	Day 5		
1	Adhwa	1.3	1.3	1.6	1.6	2	7.8	1.56
2	Shafirah	1	1.3	1.3	1.3	1.6	6.5	1.30
3	Dani	1.6	2	2	2	2.3	9.9	1.98
4	Yes	2	2	2	2	2.3	10.3	2.06
5	Andita	3	3	3	3	3.3	15.3	3.06
6	Eza	1	1	1.3	1.3	1.6	7.2	1.44
7	Daffa	2.6	2.6	3	3	3.3	14.5	2.90

From the data above, for meetings 1 to 5 there were several children who experienced improvements because they were assisted by peer educators. However, the results that were seen also did not show significant results. Then 3 children who got a score of 3 with the predicate BSH (Developing According to Expectations). The researcher will facilitate 3 children to be able to become peer educators for other children in order to get the same score as their other friends in the next cycle 2.

4. Reflection on Implementation of Cycle 1

Based on the observations that the researcher can see in cycle 1, the researcher and teacher conducted an analysis of the learning process of developing fine motor skills through 5 core activities, namely Drawing dotted lines on the picture of the Milky Way galaxy planets, Writing numbers 1-8 on the names of the planets, Drawing lines on the pictures of planets and planet names, Writing empty letters on the 8 names of planets and the sun and Writing 8 names of planets and the sun on the picture of the Milky Way galaxy, this analysis was carried out by the teacher by evaluating the learning process that had been passed, and seeing the shortcomings that existed.

Researchers also refer to the results of observations of children's fine motor skills. Based on the observations above, it is not yet optimal and is still far from expectations, so researchers must improve the learning process based on observations. Therefore, researchers and teachers make action plans for the next cycle.

B. Description of Cycle 2 Results

1. Action Planning

Planning activities were carried out on Monday, October 31, 2022 at TKIT Darul Muhsin Makassar. On that occasion, the researcher planned the activities that would be carried out in the implementation of cycle II actions, including the following:

Researchers begin research by implementing action planning including the following activities:

- a) Develop a Skill Development Plan to improve your child's skills at school
- b) Prepare learning media that will be used in writing and drawing activities based on the theme of the Universe, such as worksheets, pencils, erasers.
- c) Preparing observation instruments for aspects that need to be observed during planned activities, both from teachers, researchers and students.

The researcher's apperception planning uses Q&A or conversation about the Universe whose sub-themes the researcher distinguishes for cycle 2, namely Natural Phenomena, which will be implemented and adjusted in the core activities. The implementation of the core activities of this second cycle, the researcher emphasizes the 4 language components (Listening, speaking, reading and writing) at each meeting. This is intended to guide children not only in terms of fine motor development, but also language development to complement the implementation of the first cycle, with the hope that in the second cycle the results achieved will be even better. To increase children's interest in participating in learning activities, the planning of this second cycle is carried out with more interesting activities using animated videos in each core activity to support children's learning activities. In the final activity, the researcher plans to give rewards for tasks that have been carried out by children.

2. Implementation of Action 2

Implementation of the second cycle of actions began on Monday 31 October 2022, the activity began with prayers and greetings, then a conversation with the sub-theme of natural phenomena. Children are invited to watch the video "Sunrise and sunset", then children are invited to retell the contents of the video they saw, children are invited to draw a straight line from letter to letter starting from A - Z to form a picture of the sun, and finally children are invited to write the letter SUN. Researchers set up an LCD to watch videos of the sunrise and sunset, then recounted the video they had seen, drawing az lines to form an image of the sun. The second meeting of the second cycle was held on Tuesday, November 1 2022. The appreciation activity at the second meeting was carried out by singing the song "It's raining and praying for rain", while for the main activity at this second meeting the researcher asked the children to watch the video "The process of rain" then asked the children to retell the video they saw, then spell the letters in the word "Rain" and finally the children were asked to draw the shape of clouds and circles as the shape of rain water. also trained to convey it in the language used by the child. Researchers prepared children's worksheets, pencils and erasers, then in the closing activity the children were asked to talk about the rain that Allah SWT created.

Then in the third meeting of cycle two, children returned to singing

activities in the apperception activities in the initial activities, but with other natural phenomena, namely flooding, the song was about "Floods due to dirty environments". In the core activity, children again watched an animated video about the process of flash floods, then children were asked to retell the contents of the video they saw, spell the word "flood" and finally draw the shape of the flood according to the child's imagination that had previously been seen in the previous learning video. In the closing activity, children developed their language knowledge through conversation activities about floods that occur because of dirty environments.

Next, at the fourth meeting of the second cycle, the children returned to singing activities in the apperception activity in the initial activity, but with other natural symptoms, namely the incident of a volcano erupting. As for the song about "Climbing to the top of the mountain," this song was chosen so that children know that mountains are one of God's creations that need to be grateful for their existence, but at any time they are dangerous because active mountains can produce vomit so that there are mountains that can erupt and are dangerous, which is one of the dangerous natural symptoms. In the core activity, children again watch an animated video about the process of a volcano erupting, then children are asked to retell the contents of the video they saw, spell the word "mountain" and finally draw the shape of a mountain according to the child's imagination which was previously seen in the previous learning video. In the closing activity, children develop their language knowledge through conversation activities about erupting mountains which could erupt at any time if the mountain is an active volcano.

Activities at the last meeting of the fifth meeting of the second cycle in the core activities, children sing a song about "natural phenomena" that children have studied together for a week. Natural phenomena that children also need to be aware of together. In the core activities In the core activities, children watch the animated video "Upin and Ipin" again about the story of a tornado that attracts children's attention, then children are asked to retell the contents of the video they saw, spell the word "Wind" and finally draw the shape of a tornado according to the child's imagination that was previously seen in the previous learning video. In the closing activities, children develop knowledge of the language through conversation activities about tornadoes which are one of the natural phenomena that we must also be aware of together.

DISCUSSION

After the action was carried out for 2 cycles, the researcher obtained the overall results of the study by implementing peer tutoring activities to improve language development that can be compared between the initial conditions, the results of cycle I to the final cycle. From the results of the data, it shows an increase in the development of children's learning outcomes. This can be seen from the records of each cycle which can be compared in the form of the table below:

Table 6. Data on Development of Cycles 1 and 2 on Improving Children's Learning Outcomes

No	Child Name	Comparison	
		Cycle 1	Cycle 2
1	Adhwa	1.56	3.34
2	Shafirah	1.30	2.02
3	Dani	1.98	2.94
4	Yes	2.06	2.98
5	Andita	3.06	3.58
6	Eza	1.44	2.22
7	Daffa	2.90	3.36
8	Abu Bakar	3.76	3.92
9	Faiz	2.06	2.90
10	Fatih	3.24	3.72
11	Al-Humaidi	1.98	2.78

The table above shows that there are some children whose percentage is below the target set by the researcher. In cycle I the researcher targeted an achievement of > 60%. In cycle II there were 2 children whose percentage was below 80% of the researcher's target. This is because the 2 children are still reluctant to ask for help from peer tutors directly, this must be done through the help of their teacher.

Research Findings

The development of students before the action until cycle II showed an increase. The observation items of students can be seen in the analysis of the achievement of the score of each observation in the observation items. The observation items that are easy for children to do include being able to do the tasks given by themselves, but if they are not yet able, children can maximize assistance from peer tutors without asking the teacher for help to ask for help from peer tutors. The observation item is being able to carry out language development activities, this is because children lack confidence in carrying out an activity. Based on the description above, it can be seen that language development through the application of peer tutor guidance to children before the action until cycle II showed an increase. This is inseparable from the efforts of researchers to create a learning plan that allows to stimulate children's language development. From the explanation above, it shows that the results of children's development achievements in each action have increased, so it can be concluded that the application of peer tutor learning can develop language development in terms of listening, speaking, writing and reading.

CONCLUSION

The implementation of peer tutoring learning to develop language skills (listening, speaking, writing and reading) in Group B2 TKIT Darul Muhsin is quite effective. The improvement can be seen from the results of observations at the end of the improvement of development activities, including: activities of watching animated videos and learning, speaking and retelling the contents of the videos that have been watched, reading words in the arrangement of letters forming words and

writing and drawing activities on the theme of the Universe, sub-theme of celestial bodies and natural phenomena. Quantitatively based on the table of the results of the final achievement of cycle 2, there has been an increase in language development (listening, speaking, writing and reading) with the help of peer tutors. The increase from cycle 1 with a value of 2.30 with the predicate Starting to Develop (MB), in cycle 2 to 3.07 with the predicate Developing According to Expectations (BSH).

REFERENCES

- Damon, W., & Phelps, E. (1989). Critical distinctions among three approaches to peer education. *Oxford Review of Education*, 15(2), 157-172.
- Graham, S., & Harris, K. R. (2005). Improving the writing performance of young struggling writers: Theoretical and programmatic research from the Center on Accelerating Student Learning. *The Journal of Special Education*, 39(1), 19-33.
- Johnson, D. W., & Johnson, R. T. (1999). Learning together and alone: Cooperative, competitive, and individualistic learning. Allyn & Bacon.
- English: Language Development Model. Jakarta: Open University
- Minister of Education. 2016. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2016 Concerning Standards of Elementary and Secondary Education Process. Jakarta: Directorate General of Elementary and Secondary Education.
- Mu'allimin, 2014. Classroom Action Research Theory and Practice. Sidoarjo: Muhammadiyah University of Sidoarjo
- Nurmala et al., 2016. Implementation of Peer Tutor Learning Model to Improve Learning Outcomes of Fifth Grade Students of SDN 20 Toli-toli in Mixed Integer Operations. Palu: Tadulaku University. Tadulaku Online Creative Journal Vol. 4 No.9 ISSN 2354-614X
- Otto Beverly, 2015. Language Development in Early Childhood. Jakarta: Prenamedia Group.
- Oktavia Rosa and Erlina Prihatnani, 2019. Implementation of Peer Tutor Method to Improve Student Learning Outcomes and Motivation in Trigonometry Material for Class XI Science 4 of Sma Negeri 1 Ambarawa. Satya Wacana Christian University. Volume XXXV No. 1, June 2019 e-ISSN: 2549-967X
- Rosanti, Diana. (2018). Implementation of Peer Tutor Learning Method to Improve Student Activity and Learning Outcomes at SMAN 9 Pontianak. *Journal of Mathematics and Science Education* Vol. 9 No. 2 July 2018: 1-11 Pontianak. SMAN 9 Pontianak.iah Fkip
- Santoso, Hariyana., Pulung Riyanto & Iyan Nurdiyan Haris. (2018). The Influence of Peer Tutoring Learning Model on Students' Motivation to Learn Physical Education. *BIORMATIKA Research Journal Scientific Journal of FKIP, Subang University* Vol. 4 No. 02 September 2018: 68-80. Subang. FKIP, Subang University.
- Sardiman, AM 2017. Interaction & Motivation of Teaching and Learning. Jakarta: PT Raja Grafindo Persada.
- Septiana, I Putu DW 2013. Improving Student Learning Outcomes in Mathematics Subject Through Peer Tutor Method on Flat Building Material for Class VII C of SMP Kristen 2 Salatiga. Faculty of Teacher Training and Education. *Journal Santrock, JW (2021). Life-span development (18th ed.). McGraw-Hill Education.*

- Slavin, RE (2011). Educational psychology: Theory and practice (10th ed.). Pearson.
- Piaget, J. (1964). Part I: Cognitive development in children: Piaget development and learning. *Journal of Research in Science Teaching*, 2(3), 176-186.
- Topping, K. J. (2005). Trends in peer learning. *Educational Psychology*, 25(6), 631-645.
- Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
-

Copyright Holder :

© Diyan Hardianti Ilyas, et al (2025).

First Publication Right :

© International Journal on Advanced Science, Education, and Religion (IJoASER)

This article is under:

