



The Implementation of the Peer Tutor Method in the Learning Process of Islamic Religious Education to Increase Learning Motivation

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ABSTRACT

This research aims to increase student learning motivation through the application of the peer tutoring method and to describe the extent to which this improvement occurs. This research is included in the type of classroom action research, which involved 32 students in class VIII-A from a junior high school located on Jl. Bison, 28 Purwosari Metro Utara Kota Metro as research subject. In the data collection process, researchers used two techniques, namely observation and questionnaires. The research results show that the application of the peer tutoring method has proven effective in increasing students' learning motivation, especially in Mathematics subjects with a focus on multiplication and division of fractions. The increase in student learning motivation is reflected in the data obtained, where students' initial motivation before implementing the action only reached 31% in the pre-cycle. After implementing the first cycle, student learning motivation increased significantly to 65%, and in the second cycle, student motivation reached 87%. Based on these results, it can be concluded that the level of student learning motivation is in the very good category. Therefore, it can be stated that the implementation of this research action was successful in achieving the stated objectives. The application of the peer tutoring method is not only effective in increasing understanding of the material, but also successful in encouraging students to be more motivated in learning.

Keywords: *Peer Tutor Method, Learning Motivation, Islamic Religious Education*

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INTRODUCTION

Based on the PBB Law (Law No. 20 of 2003) in the learning process in schools, there are two main roles: the first is the role of students as those who learn, and the second is the role of teachers as those who teach. These two roles are called the main roles. Therefore, to achieve learning goals, teachers should have a practical approach in facilitating the learning process efficiently. According to al-Ghazali, education is a teacher's duty to help students overcome their bad things and replace them with good things. (Firmansyah 2019) For this reason, teachers are expected to be able to teach in a way that is creative, innovative, and tailored to students' needs. This approach allows the creation of a supportive learning atmosphere, as well as ensuring quality learning. Therefore, the main responsibility for creating an optimal learning environment lies entirely in the hands of the teacher. (Kuslulat 2023) Teachers must also be able to direct, select and apply methods that suit students' needs. Choosing an effective

method has a big impact on the efficiency of the learning process and achieving goals. The quality of teachers is a key factor in the success of the learning process, and creative and relevant approaches are very important to improve the quality of learning and support students in achieving their best potential. (Zamzam 2014)

Islamic Religious Education (PAI) is an important subject in elementary school which aims to provide an understanding of Islamic teachings, both in theory and practice. Apart from that, PAI also focuses on forming students' attitudes and character so that they can apply Islamic religious values in everyday life (Yogi Fernando, Popi Andriani, and Hidayani Syam 2024). based on noble values and a noble life. (Mahmudi 2019) Islamic religious education is not only to convey knowledge about religious teachings, but also to shape students into individuals who can live according to Islamic principles and achieve salvation, both in this world and in the afterlife. (Saputra 2022) Therefore, learning Islamic Religious Education in an institution or school is very important, because with Islamic Religious Education, students can have a deep understanding of Islam, so that they can have a positive impact on their personal lives and as members of society who make positive contributions. However, efforts to create perfect humans through education are not easy. The reason is, phenomena that show negative behavior are increasingly visible in this country, and what is more worrying is the involvement of students in this matter. (Siregar et al. 2024)

The problem with learning Islamic religious education for class VIII-A at SMP Maarif 1 Metro in observations and interviews conducted during PPL for 40 days from 15 July 2025- 31 August 2025 is that it still focuses on teachers who are monotonous in teaching because they are less creative in providing learning methods, so that many students have not reached the Minimum Completeness Criteria (KKM) in the PAI curriculum because they have not developed personal skills during their education. This disinterest is caused by a lack of understanding of the material presented by the teacher, as well as a lack of desire or effort to understand it more deeply. In class VIII-A, students' ability to speak and express opinions is also less developed, because they are not used to actively participating in learning activities. Students tend to focus on passive activities such as taking notes, listening, reading and memorizing. In fact, ideal education should be centered on students, who are expected to be more active in learning. However, many students divert their boredom by sleeping, talking, or disturbing friends, which causes the classroom atmosphere to become noisy and disturb the concentration of other students. (marsitati 2025)

Apart from that, other facts were discovered. 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 are taking notes. When the teacher explains, only certain students ask if there is material they don't understand, while other students don't ask even though they don't know. Students' lack of motivation was also evident from the fact that some students were allowed to go to the toilet for a relatively long time. Apart from that, some students also do assignments from other subjects when Religious Education lessons are taking place. This was also confirmed by the Islamic Religious Education teacher who taught this class.

One of the crucial factors in education that students need to have is motivation to learn. Increasing student learning motivation is one of the main keys to improving the quality of education. (Zakya, Wardhani, and Usman 2024) According to Oemar Hamalik, motivation is a factor that starts and maintains an effort to achieve

the desired goal. In addition, inspiration can influence how fast or slow the effort is carried out. In this context, motivation is directly related to needs, where individuals feel compelled to fulfill their own needs. (Masni 2015) Usman then explained that motivation is a drive within a person to achieve something, while themes include needs, desires, desires and drives. Motivation is a powerful force that encourages people to pursue their dreams and achieve success. (Santoso, Dan Trivena, 2019). Learning motivation can be divided into two main types. First, intrinsic motivation, namely encouragement that comes from within the individual. And extrinsic motivation, namely the urge to do something that comes from outside oneself. (Faradila 2024) Learning should be filled with carrying out activities, being creative, creating something, and solving a problem. Making students passive in class can reduce their motivation to learn. Students should not only be objects, but also active subjects in learning who do not only rely on the role of the teacher but are also active in seeking learning resources in the form of books, teaching materials, or from their peers. Optimizing students' roles in learning is expected to foster students' learning motivation. One learning method that might be used to create these conditions is the peer tutoring method.

Peer tutors are a group of students who have completed the study material, providing assistance to students who have difficulty understanding the lesson material they are studying. Help with studying by peers can eliminate awkwardness. The language of peers is easier to understand, besides that with peers there is no feeling of reluctance, low self-esteem, embarrassment, and so on, so it is hoped that students who do not understand will not hesitate to express the difficulties they face. The importance of the social environment outside the family, especially those related to peers, increases as children get older. (Ana 2022) According to Syaiful Bahri Djamarah, using the peer method as tutors is a very effective approach for actively involving students, both individually and in groups. (Febianti 2014) According to Kurniawan and Sudrajat, peers have a very important role in providing social, emotional and moral support to students. (Prayitno 2022) The peer tutoring learning model in small groups can improve student learning outcomes where all students are active, students are very enthusiastic in carrying out assignments. (R. Kurniawan, Hendrabuat, and Pribadi 2023) This method also provides opportunities for tutors to train themselves in taking responsibility, develop leadership skills, and increase patience in helping colleagues who need help. (Sawong et al. 2014)

The application of the peer tutoring method in Islamic Religious Education (PAI) learning is believed to be able to increase student motivation and learning outcomes. Students who are well motivated tend to show high enthusiasm in taking lessons, thereby contributing directly to achieving better learning outcomes. (Afryansih, 2017) According to Hamzah, motivation has a very important role in the learning and learning process. Motivation functions to strengthen learning activities, expand learning goals, and increase persistence in learning. (Ridha 2020) Motivation also plays a very important role in determining success or failure in the learning process, because without encouragement or motivation, achievement in learning will be very difficult to achieve and without motivation, students may not have clear goals or enthusiasm to achieve the desired achievements in the education process. (Sardiman, 2019) There are several ways to increase motivation, namely: Giving points, prizes, competition/competence, ego-involvement, giving tests, knowing the results, exams, punishment, desire to learn, interest. (Yogi Fernando, Popi Andriani, and Hidayani Syam 2024)

The inadequacy of learning with the principles of learning from various sources and anyone is a teacher, anyone is a student, and anywhere is a class and coupled with the achievement of learning outcomes and learning motivation that do not meet expectations is the basis for conducting classroom action research (PTK). The existence of theories and various research on peer tutoring is the basis for choosing the peer tutoring method as an effort to improve the learning process in order to increase learning outcomes and learning motivation.

It is hoped that the application of the peer tutoring method in this research can optimize the role of students as learning subjects and can train the self-confidence and communication skills of students selected as tutors. Apart from that, the presence of tutors is expected to be able to provide stimulus to other students to be able to train themselves so that they can be selected as tutors. It is hoped that the implementation of peer tutoring can also increase interaction between students so that learning can be more active. Apart from that, it is hoped that this research can provide teachers with an overview of the application of peer tutoring in Islamic religious education learning, as well as being a reference source for teachers to design and implement peer tutoring methods in learning.

METHODS

This research uses the classroom action research (PTK) or CAR (*Classroom Action Research*) which is reflective research carried out cyclically or repeatedly by an educator/prospective educator in a class, classroom action research has several stages. Model Kurt Lewin among them *planning* (planning), *action* (action), *observe* (observation) and *reflect* (reflection), PTK aims to be able to overcome problems that occur in the classroom. (Susilo, Chotimah, Dan Sari 2022) In this research the researcher used the Kemmis and MC Taggart model of classroom action research design. The following is an overview of the Kemmis and MC Taggart model of research design.

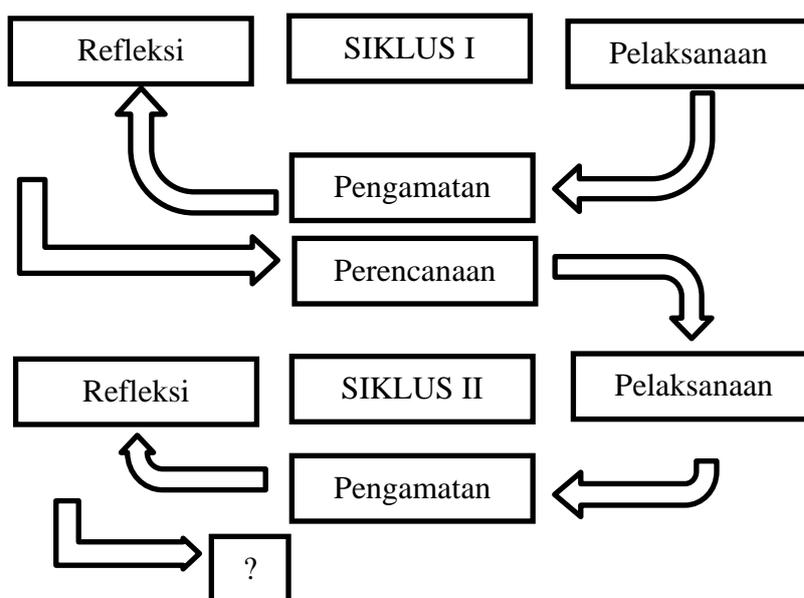


Figure 1 Action Research Cycle

Based on the information that can be taken from the image above, before starting the research, the researcher first identified the research problem. Researchers determine problems that need to be corrected through classroom action research so that prosperous learning goals can be achieved. After the problem is identified, the researcher continues with the classroom action research cycle which consists of four stages, namely: a. Planning, b. Implementation, c. Observation, d. Reflection. The research is planned to be carried out in two cycles. The first cycle lasted for one meeting with a duration of 2×30 minutes (2 lesson hours), aimed at measuring the percentage of students by giving a questionnaire regarding interest and interest in the learning process and being able to explain the material that had been delivered by peer tutors. If the first cycle is not successful, it will continue with the second cycle using the same methods and materials, but with additional types of games to measure the development of students' understanding. The results of the second cycle are then compared with the results of the first cycle. Cycle I will be held on Tuesday, 11 February 2025, while cycle II will be held on Thursday, 18 February 2025. This research was conducted in class VIII-A of SMP Ma'arif 1 Metro which is located at Jl. RA. Kartini, 28 Purwosari Metro Utara Metro City. The subjects of this research refer to individuals or groups who are the main source of information related to the variables being studied. The subjects in this research were 32 students consisting of 14 male students and 18 female students. The research was conducted using the peer tutoring method which is applied in Islamic Religious Education learning. Data collection techniques in this research include: 1) Observation, to collect information through direct observation of the subject; 2) Questionnaire, which contains questions that students can answer. The data obtained was then analyzed using percentages with the formula:

$$P = f/n \times 100\%$$

Information:

P = Percentage

f = Amount obtained

n = Total number of students

The success targets that must be achieved are as shown in the table

Table 1. Level of Action Success

Learning Motivation Achievement Level (%)	Qualification	Information
75% - 100%	Very good	Succeed
40% - 74%	Good	Less Successful
0% - 39%	Not enough	Not successful

(Aulina 2018)

RESULTS AND DISCUSSION

Pre Cycle

Class action research attempts to increase student learning motivation carried out by applying the peer tutoring method to Islamic religious education learning. This research was carried out in two cycles, each consisting of one meeting. Each cycle involves four stages, namely planning, implementation, observation and reflection. This research involves a pre-cycle period to assess the increase in student learning motivation before and after implementing learning using the peer tutoring method. The following is data obtained in the pre-cycle to determine the level of student learning motivation.

Table 2. Recapitulation Results of Pre-Cycle Teacher Observation Sheets

NO	Aspects of interest	Percentage	Qualification	Category
1	Children's interest and attention to learning	28%	Not enough	Not successful
2.	The child's enthusiasm for carrying out his learning tasks	31%	Not enough	Not successful
3.	Children's responsibility in completing their assignments	31%	Not enough	Not successful
4.	The child's enjoyment in doing the tasks given	21%	Not enough	Not successful
5.	Good cooperative relations between the tutor group and those being tutored	37%	Not enough	Not successful

Based on data obtained from table 2, the results of the pre-cycle implementation show that face-to-face learning using the lecture method and filling out questionnaires produced an average of 31%, which means only 10 out of 32 students showed interest and paid active attention to learning. This shows that the learning methods used in the pre-cycle are less effective in increasing students' attention and motivation. Based on the results of the reflection from the pre-cycle, an activity plan was prepared for cycle I by making changes to learning methods, one of which was by implementing the peer tutoring method in Islamic religious education lessons. In cycle I, researchers will use a method that is more interactive and based on collaboration between students, namely by implementing the peer tutoring method. Through this approach, it is hoped that students will participate more actively, both as tutors and participants, and pay more attention to the material being taught. This method is expected to increase students' interest and attention in the learning process, as well as improve their learning outcomes.

Cycle 1

The implementation of cycle I consists of one meeting, with activities divided into four main stages, namely:

1. **Planning:** At this stage, the researcher designed a teaching module for the subject of Islamic Religious Education with the material Preserving nature and taking care of the environment with the knowledge of reading the Qur'an fluently, learning to write and memorizing the Qur'an, Learning to translate, Learning to understand the content of verses. Learning is planned using the peer tutor method. The facilities and infrastructure used include printed books, markers and blackboards
2. **Implementation:** At this level, learning using the peer tutor method is carried out in the subject of Islamic Religious Education with the material Preserving nature and taking care of life with talib al-ilmi learning to read the Qur'an Q.S ar-Rum/30:41, Q.S. Ibrahim/14:32, Q.S. az-Zukhruf/43:13, Implementation activities are divided into three parts:
 - 1) Initial activity
 - a. The teacher opens the lesson with a greeting and prayer, reciting the selected surah/verse of the Qur'an, paying attention to readiness
 - b. students, check attendance, neatness of clothes, position and seating of students.
 - c. The teacher provides motivation and asks questions related to the learning material, conveys the scope of the material, objectives and activities to be carried out, scope and assessment techniques.
 - d. Providing Ice Breaking to Students to Be More Enthusiastic in Participating in Learning
 - e. Condition students to sit in groups.
 - 2) Kegiatan inti
 - a. The teacher delivers lesson material to students
 - b. The teacher first reads the recitation of the Al-Quran found in the material being studied and then the students take turns reading the recitation together
 - c. Students who read the Qur'an most fluently act as peer tutors.
 - d. Group members practice reading the Koran guided by peer tutors.
 - e. Teachers control students' reading after practicing with peer tutors.
 - f. Students are to read the reading law of Ra and Lam Jalalah.
 - g. Students practice looking for the laws of reading Ra and Lam Jalalah.
 3. Closing activities
 - a. Students and teachers conclude today's learning.
 - b. Reflection on student achievement/formative assessment, and teacher reflection to determine the achievement of the learning process and improvement.
 - c. Inform the learning activities that will be carried out at the next meeting.
 - d. The teacher ends the learning activity by providing messages and motivation to remain enthusiastic about learning and ends with prayer.
3. **Observation:** At this stage, observations are carried out simultaneously with the implementation/action stage. Researchers observed students' interest and attention

to the lesson, students' enthusiasm for doing learning assignments, students' responsibility for completing assignments, students' enjoyment of doing assignments, and their reactions to the stimuli provided by the researcher. Based on the results of observations in cycle I, data was obtained that out of 32 students, 21 students showed good learning motivation, while 11 students had not achieved the target. Overall, the level of achievement of student motivation in cycle I ranged from 56% to 71%. The achievement of these indicators can be seen in table 4.

Table 3 Recapitulation Results of Cycle I Teacher Observation Sheets

NO	Aspects of interest	Percentage	Qualification	Category
1	Children's interest and attention to learning	56%	Good	Less Successful
2.	The child's enthusiasm for carrying out his learning tasks	68%	Good	Less Successful
3.	Children's responsibility in completing their assignments	65%	Good	Less Successful
4.	The child's enjoyment in doing the tasks given	65%	Good	Less Successful
5.	Good cooperative relations between the tutor group and those being tutored	71%	Good	Less Successful

From table 3, it can be seen that almost all students showed an increase in their learning motivation. However, the results obtained show that the percentage of action achieved is only in the range of 56% to 71%. This result is in accordance with the achievement score for learning motivation at level 2 (40% - 74%), which indicates that student motivation is in good qualifications, although not yet completely successful.

Reflection

Reflection based on the results of implementing actions in cycle I, after conducting a joint study, it was concluded that out of 32 students, in indicator 1 only 18 students showed interest in learning, which means 14 students were still less interested. In indicator 2, only 22 students showed enthusiasm in carrying out learning assignments, which means 10 students still lacked enthusiasm. In indicator 3, only 21 students fulfilled their responsibilities in completing assignments, which means 11 students have not fulfilled their responsibilities. In indicator 4, only 21 students felt happy, which means 11 students did not feel happy. In indicator 5, only 23 students showed good cooperation and relationships between tutors and tutors, which means 9 students did not show this.

At the end of Cycle 1, reflection was carried out on all activities that had been carried out. The advantage of Cycle 1 is that students feel they enjoy the learning delivered by their peers more, without feeling embarrassed or awkward, which shows that they are more motivated to be active in learning. This also increases students' learning motivation because they feel more involved in the process. However, the shortcomings that emerged in Cycle 1 were lack of time. Therefore, researchers

planned improvements for Cycle II by increasing students' interaction time with their peers. In cycle I, the time given is only 5 minutes to explain the material again, but in cycle II, the researcher will give 10 minutes, with 5 minutes to explain the material and 5 minutes to ask questions to friends.

Cycle II

The implementation of cycle I consists of one meeting, with activities divided into four main stages, namely:

1. **Planning:** At this stage, the researcher designed a teaching module for the subject of Islamic Religious Education with the material Preserving nature and taking care of the environment with the knowledge of reading the Qur'an fluently, learning to write and memorizing the Qur'an, Learning to translate, Learning to understand the content of verses. Learning is planned using the peer tutor method. The facilities and infrastructure used include printed books, markers and blackboards
2. **Implementation:** At this level, learning using the peer tutor method is carried out in the subject of Islamic Religious Education with the material Preserving nature and taking care of life with talib al-ilmi learning to read the Qur'an Q.S ar-Rum/30:41, Q.S. Ibrahim/14:32, Q.S. az-Zukhruf/43:13, Implementation activities are divided into three parts:
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 - b. students, check attendance, neatness of clothes, position and seating of students.
 - c. The teacher provides motivation and asks questions related to the learning material, conveys the scope of the material, objectives and activities to be carried out, scope and assessment techniques.
 - d. Providing Ice Breaking to Students to Be More Enthusiastic in Participating in Learning
 - e. Condition students to sit in groups.
 - 2) Kegiatan inti
 - a. The teacher delivers lesson material to students
 - b. The teacher first reads the recitation of the Al-Quran found in the material being studied and then the students take turns reading the recitation together
 - c. Students who read the Qur'an most fluently act as peer tutors.
 - d. Group members practice reading the Koran guided by peer tutors.
 - e. Teachers control students' reading after practicing with peer tutors.
 - f. Students are to read the reading law of Ra and Lam Jalalah.
 - g. Students practice looking for the laws of reading Ra and Lam Jalalah.
 - 3) Closing activities
 - a. Students and teachers conclude today's learning.
 - b. Reflection on student achievement/formative assessment, and teacher reflection to determine the achievement of the learning process and improvement.
 - c. Inform the learning activities that will be carried out at the next meeting.
 - d. The teacher ends the learning activity by providing messages and motivation to remain enthusiastic about learning and ends with prayer.

4. **Observation:** In the implementation of cycle II, it was seen that students were more enthusiastic during learning activities. This can be seen from the students' quick reactions when the researcher gave instructions. The atmosphere becomes more lively, especially when students ask each other questions. If a friend cannot answer, a light sanction will be given. The classroom atmosphere became quite lively when the interaction session between students took place. The increase in student learning motivation scores in cycle II can be seen in table 4.

Table 4. Recapitulation Results of Cycle II Teacher Observation Sheets

NO	Aspects of interest	Percentage	Qualification	Category
1	Children's interest and attention to learning	81%	Very good	Succeed
2.	The child's enthusiasm for carrying out his learning tasks	87%	Very good	Succeed
3.	Children's responsibility in completing their assignments	87%	Very good	Succeed
4.	The child's enjoyment in doing the tasks given	84%	Very good	Succeed
5.	Good cooperative relations between the tutor group and those being tutored	93%	Very good	Succeed

From table 4, it can be seen that almost all students showed an increase in their learning motivation. However, the results obtained show that the percentage range for action achievement is only in the range of 81% to 93%. This result is in accordance with the achievement score for learning motivation at level II (75% - 100%), which indicates that student motivation is in good qualifications, although not yet completely successful.

Reflection

Reflection on the results of implementing actions in cycle II shows a significant increase in student learning motivation, with a range of action achievement percentages between 81% and 93%. This result is in accordance with the learning motivation achievement score at level II (75% - 100%), which shows that student motivation is in very good and successful qualifications. Thus, the application of the peer tutoring method has proven to be effective in increasing students' learning motivation in class VIII-A mathematics subjects

DISCUSSION

The application of the peer tutoring method to increase the learning motivation of class VIII-A students in Islamic Religious Education subjects, refers to five indicators of learning motivation, namely: 1) Student interest and attention to the lesson, 2) Student enthusiasm in completing their learning assignments, 3) Student responsibility in carrying out the assignment, 4) Feelings of pleasure when completing the assigned assignment, and 5) Good relationships and cooperation between the tutor and those being tutored. The results of the actions obtained through observation show an increase in student learning motivation from pre-cycle, cycle I, to cycle II, which can be seen in Figure 2.



Figure 2. Percentage of achievement of learning motivation

Based on the results of implementing learning activities in cycle 1, it can be seen that student learning outcomes and motivation have shown significant progress compared to pre-cycle. One of the main factors for the success of this learning is the preparation of good learning tools, as well as the teacher's readiness in designing Worksheets (LK) with questions that simplify the knowledge construction process, thereby helping tutors in carrying out their role. Apart from that, the interaction between tutors and students went well, because it was their classmates who explained the material.

The learning activities ran smoothly thanks to thorough preparation, which can be seen from the results of cycle observations which include planning, implementation, observation and reflection. In Table 1, it can be seen that the implementation of learning which includes teacher activities at the beginning, core and conclusion has been designed and implemented very well. Learning runs according to the peer tutoring method and is supported by excellent classroom management, which shows that the learning process is conducive. Mastery of the material by the teacher is also classified as very good, because the teacher is able to convey material on preserving nature, maintaining life with talab al-ilmu 1. Learning to read the Al-Quran, 2. Learning to write and memorizing the Al-Quran, 3. Learning to translate, 4. Learning to understand the content of verses in everyday life. Even though learning outcomes have improved, these results have not yet reached the established indicators of success. The failure to achieve indicators in cycle 1 was caused by the tutoring process not being optimal.

In cycle 2, the success indicators have been met. This achievement occurred because in cycle 2, tutors were more accustomed to carrying out the tutoring process, while other students became more confident in asking questions if there was material that was not clear, because it was their classmates who explained it. According to Syaiful Bahri and Aswan Zain, the objectives of peer tutoring activities are: 1. Increase students' understanding of material according to the content of the modules and help them overcome relevant material. 2. Increase students' ability to learn independently and apply it to each module being studied. (S.Pd.I., M.Ag. 2022)

Based on the research results above, it can be concluded that the peer tutoring method is effective in improving mathematics learning outcomes and students'

learning motivation towards mathematics lessons. This research proves that choosing the right learning method in the teaching and learning process can produce optimal results. This finding is in line with previous research, such as that conducted by (Yani Yati and Harfiani Rizka 2022) and (Febby Yuliana Putri, Rosichin Mansur 2022) which shows that the peer tutoring method can increase student learning motivation. Apart from that, research by (Hasanah 2020) and (Y. Kurniawan and Sudrajat 2018) also revealed that the peer tutoring method has proven to be very effective in improving student learning outcomes and motivation. Therefore, the application of the peer tutoring method has been proven to be effective in improving learning outcomes and student motivation in PAI education learning.

CONCLUSION

Based on the results of the research conducted, the following conclusions were obtained: (1) There is an increase in teachers' ability to carry out learning using the peer tutoring method in Islamic Religious Education subjects at SMP Ma'arif 1 Metro. This improvement can be seen from the implementation of the stages in the teaching module, which was achieved well in cycle II, with an increase in 5 indicators for assessing teacher activity. (2) There is an increase in student learning motivation by implementing the peer tutoring method in learning Islamic Religious Education. This can be seen from cycle I, where the average motivated students reached 65%, and in cycle II it increased to 87%. Thus, it can be concluded that student motivation increased after improvements were made to the learning process in cycle II by 22%.

To optimize students' potential, it is recommended that teachers apply the peer tutoring method more widely. This will provide an opportunity for students to play an active role as subjects in learning, not just as objects receiving information. In this way, students can learn from various sources, including their own friends, and help build a deeper understanding. Learning using the peer tutoring method can also motivate students to share knowledge and strengthen their understanding of the material being taught.

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