

Peer Tutoring Method As An Effort To Improve Arabic Learning Activities : A Study At The Tahfidz Institution

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Abstrak: Penelitian ini dilatarbelakangi oleh rendahnya aktivitas dan ketuntasan belajar siswa dalam pembelajaran Bahasa Arab di Lembaga Tahfidz Al-Fatah Natar. Hal ini disebabkan oleh penggunaan metode ceramah yang bersifat satu arah sehingga membuat siswa cenderung pasif. Tujuan dari penelitian ini adalah untuk meningkatkan aktivitas dan ketuntasan belajar siswa melalui penerapan metode pembelajaran tutor sebaya. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus dengan pendekatan *mix methods*: kualitatif deskriptif untuk menggambarkan proses pembelajaran, dan kuantitatif deskriptif untuk menganalisis hasil observasi. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan adanya peningkatan signifikan pada ketuntasan belajar siswa, dari 36% pada pra-siklus dengan rata-rata nilai 67,5, menjadi 57% pada siklus I (rata-rata 75,4), dan meningkat lagi menjadi 79% pada siklus II (rata-rata 80,5). Peningkatan ketuntasan secara keseluruhan mencapai 43%. Aktivitas belajar siswa juga mengalami peningkatan pada setiap indikator: aktivitas visual meningkat dari 57% menjadi 64%, oral dari 64% ke 79%, mendengar dari 64% ke 71%, menulis dari 50% ke 64%, dan aktivitas mental dari 36% ke 50%. Kesimpulannya, metode tutor sebaya efektif dalam meningkatkan aktivitas dan ketuntasan belajar siswa secara bertahap dan berkelanjutan.

Kata Kunci : Metode Tutor Sebaya, Aktivitas Belajar, Lembaga Tahfidz

Abstract: This study was motivated by the low level of student engagement and learning mastery in Arabic language instruction at Lembaga Tahfidz Al-Fatah Natar. The main cause of this issue was the use of lecture-based methods, which are one-way and tend to make students passive. The purpose of this study was to improve student learning activity and mastery through the implementation of the peer tutoring method. This research employed Classroom Action Research (CAR) conducted in two cycles, using a mixed-methods approach: descriptive qualitative to describe the learning process, and descriptive quantitative to analyze observation results. Data were collected through observation, interviews, and documentation. The results showed a significant improvement in student learning mastery, from 36% in the pre-cycle (average score of 67.5), to 57% in Cycle I (average score of 75.4), and further increased to 79% in Cycle II (average score of 80.5). Overall, learning mastery increased by 43%. Student learning activities also improved in each observed indicator: visual activity increased from 57% to 64%, oral activity from 64% to 79%, listening from 64% to 71%, writing from 50% to 64%, and mental activity from 36% to 50%. In conclusion, the peer tutoring method was effective in enhancing both student learning activity and mastery in a gradual and sustainable manner.

Keywords: Peer Tutor Method, Learning Activity, Tahfidz Institution

INTRODUCTION

Student learning activity is the core of the learning process that involves the involvement of students both cognitively, affective, and psychomotor. This activity is very important because it is the main determinant of the extent to which understanding and learning outcomes can be achieved. In practice, learning activities are reflected through various forms of action such as the courage to ask questions, express opinions, listen to teacher explanations, record material, discuss, and do assignments on time. According to Paul B. Diedrich, learning activities include eight indicators, namely visual, oral, listening, writing, drawing, motoric, mental, and emotional activities¹. Of the 8 activities, researchers only took some of them to study, namely oral activity, visual activity, listening activity, writing and mental activity. Student activeness in these various aspects is a benchmark for achieving learning objectives, because the learning process basically prioritizes the principle of learning by doing. The learning process will not take place well without the activities that support it. This also applies to Arabic language learning which requires active involvement of students in the learning process. Teachers need to seek various ways to encourage students' interest in speaking, discussing, and communicating orally, as well as understanding effective learning strategies, methods, and media in developing student's language skills²

Effective learning depends not only on the quality of the material delivered by the teacher, but also on the extent to which learners actively participate in the learning process. This becomes increasingly important in Arabic language learning, especially in tahfidz institutions. Mastery of Arabic for students is not only a language skill, but also the main door to understanding the contents of the Qur'an, hadith, and other Islamic literature. The tahfidz institution has a strategic role as a center for teaching and practicing the Qur'an, so that students are expected not only to be able to memorize, but also to understand the meaning and context of the holy verses studied. However, in the field, Arabic language learning in several tahfidz institutions still faces challenges, one of which is the low level of active student participation. Learning patterns that are still dominated by one-way lecture methods make students tend to be passive and less optimally involved. To answer this challenge, innovation in learning methods is needed to encourage students to be more active in interacting, discussing, and managing information independently or in groups. more interactive learning that involves students directly is needed to increase their involvement in the learning process. One approach that has proven effective is the application of the peer tutor method. This

¹ Ainun Nisak and Nur Aisyah, 'Implications of the Application of the Project- Based Learning Model Reviewed From the Independent Curriculum in Developing', *Proceeding of 2nd Internasional Conference on Education, Society and Humanity*, 02.01 (2024), 785-94.

² Aisyatul Hanun & Herizal, 'Meningkatkan Keterampilan Berbicara Bahasa Arab Melalui Permainan Bahasa Isyruna Sualan', *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab*, 3.1 (2022), 71-78.

method is in line with the Social Learning Theory developed by Albert Bandura, which emphasizes that learning occurs through observation, imitation and social interaction. In the context of peer tutoring, students not only receive material from the teacher, but also learn from their peers through interaction, academic behavior models, and direct feedback³.

Peer tutoring is a cooperative learning strategy that pairs students to learn from each other. The strategy is based on the idea that students can learn more effectively when they teach and learn from peers of similar status or ability in the journal *Empirical Research in Vocational Education and Training*, "Professional learning activities in and of teacher teams: a multilevel assessment of how transformational leadership, goal interdependence, and collective efficacy affect information sharing"⁴ by Arnoud Oude Groote Beverborg, This learning model emphasizes the importance of cooperation between students in groups to achieve a common goal, where more accomplished students act as tutors for their friends.

In order to generate student learning activities in the learning process is to apply appropriate learning methods. Learning methods are systematic strategies in the Arabic teaching and learning process designed to achieve learning objectives, improve understanding, encourage creativity and activeness of students, and are easily implemented by educators.⁵ Learning methods can include lectures, discussions, cooperative learning or the use of technology. Choosing the right method is very important to create an effective, efficient and enjoyable teaching and learning process.⁶ The peer tutor method involves students acting as tutors for their peers, so that they not only function as recipients of material, but also as active conveyors of information through small group discussions. Peer tutoring is part of cooperative learning or learning together,⁷ which has many benefits in an educational context. Peer Tutor is a learning model in which students teach other students. This learning model emphasizes the importance of cooperation between students in groups to achieve a common goal, where more accomplished students act as tutors for their friends. Ahmad Suyudi and

³ Lisa Bowman-Perrott and others, 'Academic Benefits of Peer Tutoring: A Meta-Analytic Review of Single-Case Research', *School Psychology Review*, 42.1 (2013), 39-55 <<https://doi.org/10.1080/02796015.2013.12087490>>.

⁴ Arnoud Oude Groote Beverborg, 'Professional Learning Activity in and of Teacher Teams: Multilevel Assessment of How Transformational Leadership, Goal Interdependence, and Collective Efficacy Affect Information Sharing', *Empirical Research in Vocational Education and Training*, 16.1 (2024) <<https://doi.org/10.1186/s40461-024-00163-3>>.

⁵ Uswatun Mahmudah and Suharsono Suharsono, 'Peran Konsep Metode Edutainment Dalam Pembelajaran Bahasa Arab', *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab*, 4.2 (2023), 118-29 <<https://doi.org/10.35316/lahjah.v4i2.118-129>>.

⁶ Nasron dkk HK, 'Metode-Metode Pembelajaran Yang Diterapkan Dalam Proses Pembelajaran Di Indonesia', *Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, 10 (2024), 1058-77.

⁷ Anis fu'adah, *Pembelajaran metode tutor sebaya untuk meningkatkan prestasi dan motivasi belajar anak* (Cetakan 1, Pusat Pengembangan Pendidikan dan Penelitian Indonesia, 2022). 1

Gunawan Santoso stated that the application of cooperative learning models with tutors proved effective in improving students' mathematics learning outcomes. The results of this study confirm that cooperative learning models with peer tutors can be implemented effectively in learning mathematics including other disciplines, helping students not only in terms of learning outcomes, but also in improving aspects of learning engagement and motivation⁸. In learning with the peer tutor method, the one who acts as a tutor is the student, while the teacher is only a director and guide if the tutor has difficulties in its implementation.

Previous studies support the effectiveness of peer tutoring in improving learning outcomes and student engagement. Mahendrayati's research shows that peer tutor collaboration with the jigsaw method can increase learning activeness in a cooperative atmosphere.⁹ In line with the research conducted by Temu Nurul Hasanah, it shows that the application of the peer tutor method is effective in improving reading skills. This method encourages active participation of students in the learning process, both as tutors and as students who are tutored.¹⁰ Meanwhile, Fauziah Natzir with Army Auliah and Yuliana Bara also proved that combining peer tutors with the Teaching at the Right Level (TaRL) approach can improve students' understanding of the material and learning activeness. This method not only helps students in understanding the material, but also encourages their activeness during the learning process¹¹. Another study by Alliyah Putri Supriyatna et al. showed that the peer tutor method can develop social skills through discussion and group interaction.¹² Faisal's research showed that

⁸ Ahmad Suyudi and Gunawan Santoso, 'Jurnal Pendidikan Transformatif (JPT) Efektivitas Penerapan Model Pembelajaran Kooperatif Dengan Tutor Sebaya Pada Pembelajaran Matematika Jurnal Pendidikan Transformatif (JPT)', *Jurnal Pendidikan Transformatif (JPT) e-ISSN: 2963-3176 Vol. 02 No. 03 (2023): Agustus 2023 Efektivitas*, 02.03 (2023), 481–90.

⁹ Bhinneka Mahendrayati, 'Penerapan Kolaborasi Tutor Sebaya Dengan Metode Jigsaw Dalam Meningkatkan Keaktifan Belajar Sejarah Indonesia Siswa Kelas Xii Is 1 Sma Negeri 1 Moyo Utara', *Jurnal Analisis Pendidikan Sosial*, 1.2 (2024), 41–49.

¹⁰ Temu Nurul Hasanah, 'Efektivitas Penggunaan Metode Tutor Sebaya (Peer Tutoring) Untuk Meningkatkan Maharah Qira'ah Pada Peserta Didik Kelas XI IPA Di Madrasah Aliyah Negeri 1 Yogyakarta', *Shaut Al Arabiyyah*, 8.2 (2020), 101 <<https://doi.org/10.24252/saa.v8i2.15142>>.

¹¹ Zaina Fitriyani and others, 'Pengaruh Metode Tutor Sebaya Pada Pembelajaran Tari Begambo Di SMA Negeri 2 Babat Toman : Jurnal Ilmu Pengetahuan, Seni, Dan Teknologi Vol. 1, No.2 Juni 2024, 1.2 (2024).

¹² Alliyah Putri Supriyatna, Nurdinah Hanifah, and I Isrok, 'Penerapan Metode Tutor Sebaya Dalam Meningkatkan Keterampilan Sosial Siswa Kelas IV SD', *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran Vol. 5, 1 (June, 2024), Pp. 397-408 ISSN: 2721-1150 EISSN: 2721-1169*, 5 (2024), 397–408. 'Penerapan Metode Tutor Sebaya dalam Meningkatkan Keterampilan Sosial Siswa Kelas IV SD', *EDUKASIA: Jurnal Pendidikan dan Pembelajaran Vol. 5, 1 (June, 2024), pp. 397-408 ISSN: 2721-1150 EISSN: 2721-1169*

students were more active in group discussions and collaboration, which increased their confidence and engagement in the learning process¹³

However, most studies are still limited to specific skills such as reading or social aspects, and generally have not examined in-depth student learning activities in a more comprehensive scope. In addition, research that specifically examines the application of the peer tutor method in Arabic language learning in tahfidz institutions is still very rare. In fact, Arabic language learning in tahfidz institutions has its own characteristics and challenges that demand contextual and innovative learning approaches. Therefore, study aims to fill the gap by focusing on improving students' learning activities in a more specific learning context. this research seeks to fill the gap by integrating a more detailed analysis of learning outcomes and student learning activities, the application of the peer tutor method to student learning activities which include several main indicators, such as visual, oral, listening, writing, and mental activities. Thus, it is hoped that this research can make a real contribution in an effort to improve the quality of Arabic language learning in tahfidz institutions, as well as enrich the scientific literature related to cooperative learning strategies based on peer tutors.

METHODS

The research method used was classroom action research (PTK). This research was conducted in two cycles, with each cycle consisting of 2 meetings. The research was conducted in the even semester of the 2024/2025 academic year in class XII of Tahfidz Al-Fatah Natar Institute. PTK is research carried out in a class to identify the impact of actions applied to research subjects in the class.¹⁴ In this study, the model used was adapted from Kurt Lewin. which includes: Planning, Acting, Observing, and Reflecting.¹⁵

¹³ Faisal, 'Implementasi Model Pembelajaran Tutor Sebaya Pada Mata Pelajaran Bahasa Arab Di Madrasah Ibtidaiyah Ikhlasiah Palembang', *Jurnal Pendidikan Sosial Humaniora*, 1.3 (2022).

¹⁴ Mu'alimin and Rahmat Arofah Cahyadi Hari, 'Penelitian Tindakan Kelas Teori Dan Praktek', Ganding, 44.8 (2014), hal 5 <http://eprints.umsida.ac.id/4119/1/BUKU_PTK_PENUH.pdf>.

¹⁵ Suhirman, 'Penelitian Tindakan Kelas(Pendekatan Teoritis & Praktis)', 2021, 88–89.

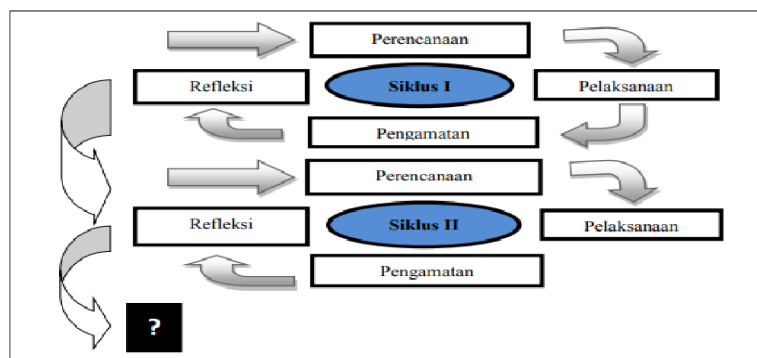


Figure 1. Kurt Lewin's Spiral Model Chart {source (Prasetyo & Abduh, 2021)}

The subjects in this study were Muslim students of class XII LTA T.A 2024/2025 MA Al-Fatah Natar, totaling 14 students. The research time was held on January 20, 2025 to February 24, 2025. In collecting data sources, this research uses two types of data, namely primary data and secondary data. Primary data is obtained directly through observations and interviews with teachers and students involved in learning using the peer tutor method. Observation is one of the data collection techniques used to obtain information directly from the object under study through observation of behavior, activities, or certain situations. observation is a data collection technique by directly observing the object under study in order to obtain data relevant to the research problem. In the context of learning, observation is often used to assess the process of teaching and learning activities, including student activeness, teacher strategies, and interactions between learners. Meanwhile, interviews are used to collect in-depth data about their experiences and views. Secondary data is obtained from supporting documents such as student assessment result before and after the application of the metode, as well as other sources relevant to this research.

After the application of the peer tutor method, this study relied on several data collection techniques, namely observation, interviews, and field notes. data collection techniques are the most strategic step in the research process, because the essence of research itself is to obtain accurate and relevant data. The observation instrument used was an observation sheet to record students' learning activities, especially when discussing and completing tasks in groups. Meanwhile, field notes were used to document various events that occurred during the learning process with the peer tutor method. Data analysis in this study used descriptive qualitative and descriptive quantitative approaches. Qualitative data was analyzed by identifying various forms of learner activities in the classroom during the action. While quantitative data was analyzed by comparing the results of the calculation and percentage of activity between

the first cycle and the second cycle. Because quantitative data is presented in the form of numbers, the analysis technique used is the percentage calculation with the formula:

$$\text{Percentage of completeness} = \frac{\text{Number of Learners who have Completed}}{\text{Number of Learners}} \times 100\%$$

TABLE.1 *Research Outcome Indicators for Student Learning Activity*

Achievement Score for Activity	Criteria
85-100	Excellent
70-84	Good
60-69	Fair
<60	Poor

Source : (Prasetyo & Abduh,2021)

This study was declared successful if the students' activities increased after the teacher applied the peer tutor method in class XII LTA Natar in Arabic language subjects. Individual completeness criteria at 70% achievement with "good" criteria to the highest achievement of 100% with "very good" criteria.

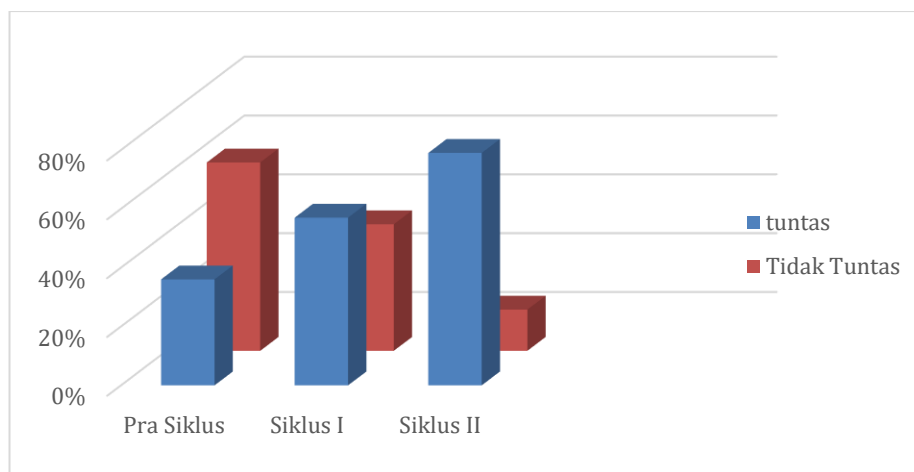
RESULTS AND DISCUSSION

This research was conducted in two cycles in the even semester of the 2024/2025 academic year in class XII of the Al-Fatah Natar Tahfidz Institute, with a total of 14 students. Each cycle consisted of two meetings. The focus of this research is on efforts to improve Arabic language learning activities and outcomes. The application of the peer tutor method is carried out through structured stages involving preparation, implementation, and evaluation in two cycles. The following steps were taken: In the planning stage, researchers and Arabic teachers compiled learning tools and strategies for implementing the peer tutor method: compiling lesson plans (RPP) with a peer tutor approach, then determining the appropriate subject matter for group learning activities, after that compiling student activity observation instruments and learning outcomes assessment sheets, The next step is to determine students who will act as tutors based on previous grades and the results of observations of Arabic language skills. The last step taken is to prepare group assignment sheets and discussion guides to facilitate tutor work. At the Implementation (Acting) stage, the initial activities of the researcher opened the lesson, conveyed the learning objectives, and explained the concept of peer tutors to all students. Then the teacher divided the students into small groups (containing 4-5 students), with one student as a tutor.

In core activities, tutors guide their groupmates to understand Arabic language materials, such as vocabulary, sentence structure, and exercises to make simple sentences. Furthermore, students discuss, ask questions, and work on tasks collaboratively. At this stage the teacher acts as a facilitator, monitoring each group, and providing assistance when needed. In the Closing activity, Tutors convey the results of group discussions in front of the class or orally to the teacher. Then the teacher provides reinforcement of the material that has been learned. Students work on individual evaluations to measure learning outcomes. The next stage is a summary observation of the activities carried out is that the teacher and researcher observe student activities during the learning process, the observed aspects include student participation, the tutor's ability to guide, cooperation in groups, and the level of student understanding of the material. Documentation in the form of field notes, photos of activities, and student evaluation results were collected as research data. The last stage is Reflecting in this last stage the teacher and researcher together reflect on the results of the learning implementation. Assess the strengths and weaknesses of the learning process using the peer tutor method. Formulate improvements that will be applied in the next cycle.

Improvement of Arabic Learning Outcomes in Each Cycle

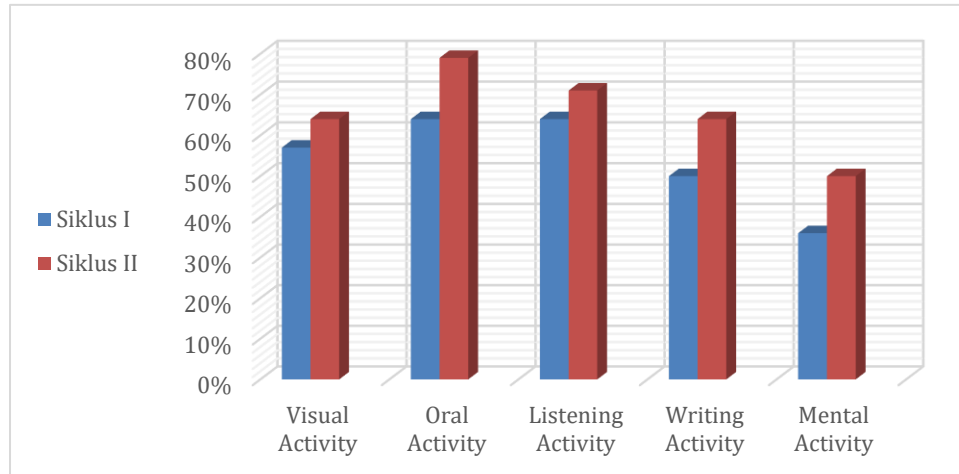
The research was conducted in two cycles with the main objective of improving Arabic learning activities and outcomes through the peer tutor method for students in class XII of Lembaga Tahfidz Al-Fatah Natar. The analysis of the results focused on two aspects, namely the completeness of learning outcomes and the improvement of learning activities based on five main indicators: visual, oral, listening, writing, and mental. The following is a diagram of the research results for the improvement of Arabic learning activities in each cycle



Graphic 1. Percentage of learning completeness in each cycle

Based on graph 1, we can know that at the pre-cycle stage or before the action, students who were complete were 36% and those who were not complete were 64% with an average score of 67.5%. Cycle I experienced an increase, namely students who reached learning completeness reached 57% and those who were not complete reached 43%. With the acquisition of an average value reaching 75.4%. In Cycle II, student learning completeness reached 79% and those who had not completed 21% with an average student score of 80.5%. Based on the results of the study, there was a significant increase in student learning completeness in each cycle of action implementation. At the pre-cycle stage, only 36% of students achieved learning completeness. After the implementation of the action in cycle I, the percentage of completeness increased to 57%, which means there was an increase of 21%. Furthermore, in cycle II, student learning completeness again increased to 79%, showing an increase of 22% compared to the previous cycle. Overall, the increase from pre-cycle to cycle II reached 43%. This data shows that the gradual application of the peer tutor method is able to significantly increase student learning completeness. It can be understood that from the results of research on improving student learning activities through the peer tutor method in class XII students of Al-Fatah Natar Tahfidz Institution is the improvement of the quality of Arabic learning which includes teacher skills, student activities and learning outcomes.

Increase in Arabic language learning activeness in each cycle



Graphic 2. comparison of the average score of each aspect in cycle I and II

Based on graph 2, each indicator of student learning activity observed in class XII LTA students has increased. This can be seen from the results of the percentage of student learning activities. In visual activity (Visual Activity) cycle I got a percentage of 57%. Oral activity (Oral Activity) 64%, listening activity (Listening Activity) 64%,

writing activity (Writing Activity) 50%, and mental activity (Mental Activity) 36%. After taking action in cycle I, students' activities began to increase but have not fully increased. Therefore, action is needed in the next cycle, namely cycle II. In cycle II the results show that the visual activity indicator (Visual Activity) gets a percentage of 64%. Oral activity (Oral Activity) 79%, listening activity (Listening Activity) 71%, writing activity (Writing Activity) 64%, and mental activity (Mental Activity) 50%. This shows that in each cycle there is an increase in each indicator of student learning activity. The Peer Tutor (Peer Teaching) method is important to apply because it can encourage the development of student learning activities, especially in learning Arabic in tahfidz institutions. Learning with peers makes students more free to express ideas and opinions, and creates a pleasant learning atmosphere, without feeling awkward, so that the class becomes more dynamic and interactive.

Increased Learning Activities on Each Indicator

The improvement in learning activities was measured based on five main indicators. The following is a summary of the data and analysis:

TABLE 2. Increased learning activity on each indicator

Indicator	Cycle I (%)	Cycle II (%)	Improvement
Visual	57	64	+7
Oral	64	79	+15
Listening	64	71	+7
Writing	50	64	+14
Mental	36	50	+14

The 7% increase in Visual Activity indicates that students become more active in paying attention to the material, reading, and looking at learning tasks. This is inseparable from the role of peer tutors who are able to convey material with more communicative language and a more intimate approach, thus facilitating student understanding. Furthermore, the 15% increase in Oral Activity shows the tendency of students to express opinions more often, engage in discussions, and ask questions. This finding is in line with Diedrich's opinion which states that oral activity plays an important role in shaping communication skills and understanding concepts. On the other hand, the 7% increase in Listening Activity shows that students are more focused on listening to explanations from peer tutors, who tend to convey material more flexibly and dialogically than the teacher. Meanwhile, Writing Activity which increased by 14% reflects the encouragement from peer tutors to students to complete written tasks collaboratively, such as making sentences and answering questions. Finally, the increase in Mental Activity from 36% to 50% shows the development in students' cognitive aspects, especially in the ability to analyze, respond, and remember

information. This shows that students are no longer passive, but more mentally active in participating in the learning process. This improvement is also in line with the principles of learning by doing and constructivism theory, where students learn through direct experience, interaction and collaboration. Students feel more comfortable, less afraid of being wrong, and more open when learning with friends.

Although the results showed improvement, there were still some challenges. Not all peer tutors were effective in delivering the material. In cycle I, some groups looked passive because the tutors were not able to lead the discussion well. This was improved in cycle II by providing additional direction to tutors and tighter supervision. In addition, the difference in academic ability between students made some groups less balanced, which affected the smoothness of the discussion. Nevertheless, the flexibility of this method remains an advantage, as it allows adaptation according to the needs of the class. The results of this study support various previous findings, such as by Hasanah who stated that the peer tutor method is effective in improving reading skills (maharah qira'ah), and Mahendrayati who emphasized the importance of collaboration in creating a comfortable and productive learning environment. However, the strength of this study lies in the more comprehensive focus on learning activities, not just on one aspect of language skills. The approach used is more systematic and applicable in a typical environment such as Tahfidz Institution. The peer tutor method proved effective in gradually improving students' learning activities and outcomes. The increase in each activity indicator reflects students' higher cognitive, affective and psychomotor engagement. Peer interaction creates a participatory, democratic and fun learning space. With a reflective approach and continuous improvement, this method deserves to be used as an alternative learning strategy, especially in the context of Tahfidz Institution.

Advantages and Disadvantages of Peer Tutor Method in Arabic Learning

The peer tutor method provides a number of significant advantages in increasing student activity and engagement in the learning process. One of the main advantages lies in the more intimate and communicative approach. Peer tutors, who are at a relatively similar age level and learning experience to other students, tend to convey material in a simpler and easier-to-understand language. This creates a more relaxed and conducive learning atmosphere, and encourages students' openness to ask questions and discuss. In addition, the application of this method is proven to be able to increase students' active participation and self-confidence. Students feel more comfortable dialoguing with peers than with teachers, who are sometimes perceived as more formal or authoritative. This method also contributes to shaping social skills, such as cooperation, empathy, and collective responsibility. For students who act as tutors,

this process is an opportunity to deepen their understanding of the material while practicing communication and leadership skills.

However, the peer tutor method also has some weaknesses that need to be considered. One of them is the potential for errors in the delivery of material, considering that tutors are not professional educators. Inaccuracies in concepts or explanations can occur if there is no adequate supervision or guidance from the teacher. In addition, the success of this method is highly dependent on the readiness and competence of the students appointed as tutors. Not all students have the ability to explain the material well, so the results can vary. Another problem that may arise is the lack of authority of peer tutors in the eyes of their peers. This can reduce the effectiveness of learning if students do not respect the role of the tutor. In addition, there is a risk of students becoming overly dependent on peer tutors and lacking initiative in independent learning. Therefore, the role of the teacher remains very important, both as a guide, supervisor, and evaluator in the implementation of the peer tutor method. Thus, although the peer tutor method has a number of advantages in improving learning activities and effectiveness, its use still needs to be carefully designed and accompanied by adequate supervision so that the results obtained are optimal and do not cause distortion of understanding.

Overall, this research has novelty compared to previous studies. One form of novelty lies in the use of the peer tutor method which is directed at a more specific aspect, namely the analysis of student learning activities and outcomes. This approach is still rarely applied in Arabic language learning, especially in the Tahfidz Institution environment. This research offers innovation in the application of learning strategies that are more fun and effective to increase students' active participation, in contrast to conventional methods such as one-way lectures that are still dominantly used. Most research on Arabic language teaching so far tends to focus on one particular skill, for example reading or social skills, without examining in depth the overall learning activities of learners. This study stands out because it integrates a more detailed analysis of learning activities and outcomes, which is still rarely found in similar studies. Furthermore, until now there have not been many studies that specifically explore the application of the peer tutor method in the context of Arabic language learning in Tahfidz Institution. Therefore, this research is present to fill this void by focusing on efforts to increase student learning activities through a more targeted and contextual approach. The application of the peer tutor method in this study also combines elements of traditional learning with a creative approach that can increase student engagement. In addition, this approach has the potential to be developed into project-based learning, such as story-making activities in Arabic. Thus, the main contribution of this study lies in the application of peer tutor method in Arabic language learning at Tahfidz Institution, which not only focuses on learning outcomes, but also

on improving students' overall activities. This research contributes to the development of Arabic language teaching methods that are more interactive, interesting and effective.

CONCLUSION

Based on the findings of the research that has been carried out through two cycles of action, it can be concluded that the application of the peer tutor method contributes significantly to the improvement of students' activities and learning outcomes in Arabic language learning in class XII of Tahfidz Al-Fatah Natar Institute. In the aspect of learning completeness, there was a gradual increase from pre-cycle (36%) to cycle I (57%), until it reached 79% in cycle II. This increase shows the effectiveness of the peer tutor method in helping students achieve the set standards of learning success. In addition, the findings show an increase in each indicator of student learning activities. Visual activity increased from 57% to 64%, oral activity from 64% to 79%, listening activity from 64% to 71%, writing activity from 50% to 64%, and mental activity from 36% to 50%. This finding confirms that the peer tutor method is able to encourage active student involvement in various forms of learning activities, both cognitive, affective and psychomotor. Overall, the findings of this study indicate that the peer tutor method is not only able to improve students' academic results, but also create a more communicative, collaborative and fun learning atmosphere. This is particularly relevant in the context of Arabic language learning at Tahfidz Institution, which requires a participatory approach to overcome the limitations of the dominant lecture method. Therefore, the peer tutor method deserves to be used as an innovative and effective alternative learning strategy in improving the quality of Arabic language education in similar environments.

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