


## **Application Of The Peer Teaching Method In Learning Arabic Language Maharoh Kalam**

**Ainun Zariah<sup>1</sup>, Moh. Abdul Kholiq Hasan<sup>2</sup>**

<sup>12</sup>Universitas Islam Negeri Raden Mas Said Surakarta

E-mail : [ainunzariahsurakarta@gmail.com](mailto:ainunzariahsurakarta@gmail.com)

Article Info	Abstract
<b>Article history:</b> Accepted: 29 November 2025 Publish: 12 December 2025	<i>This study aims to describe the implementation of the peer tutoring (peer teaching) method in learning Arabic, particularly in speaking skills (maharah kalam), among seventh-grade students at SMPI PK Muhammadiyah Delanggu. This research was motivated by students' low speaking proficiency, differences in prior Arabic learning experiences, fear of making mistakes when speaking, and the lack of varied teaching methods that resulted in passive learning and low student confidence. The peer tutoring method was chosen because it allows students to learn through peers who have higher competency, thereby creating a learning atmosphere that is more familiar, communicative, and collaborative. This study employed a descriptive qualitative approach, using observation, interviews, and documentation as data collection techniques. The data were analyzed through the stages of data reduction, data display, and conclusion drawing, and validated using triangulation, audit trail, and member checking. The data sources consisted of the school principal, the Arabic language teacher, and seventh-grade students. The findings indicate that the implementation of peer tutoring helps students become more active, confident, and better able to understand Arabic learning materials. Peer tutoring proved to be effective because students feel more comfortable asking questions and discussing with their peers. This method also reduces teacher dominance, enhances two-way interaction, and helps bridge the gap between students who have and have not previously studied Arabic. Thus, peer tutoring can serve as an effective alternative instructional strategy to improve students' Arabic speaking skills</i>
<b>Keywords:</b> peer tutoring, maharah kalam, Arabic language learning, peer teaching.	<i>This is an open access article under the <a href="https://creativecommons.org/licenses/by-sa/4.0/">Creative Commons Attribution-Share Alike 4.0 International License</a>.</i>
<b>Corresponding Author:</b> <b>Ainun Zariah</b> Universitas Islam Negeri Raden Mas Said Surakarta E-mail : <a href="mailto:ainunzariahsurakarta@gmail.com">ainunzariahsurakarta@gmail.com</a>	

### **1. INTRODUCTION**

Implementation of Arabic language learning, especially in maharaha kalam, often encounters obstacles. One of them is the weakness of students in speaking Arabic in class and outside of class. The existence of *adage* Fear of making mistakes can disrupt learning. Therefore, educators continually strive for innovation in Arabic language learning to maximize the learning objectives.

The peer tutor method is the presentation of teaching materials by utilizing students who have been able to master the teaching materials, while other students have not. By utilizing the existing student abilities, the learning process takes place from existing students, by students and for students. While the teacher monitors, if there is someone who does not understand, the student can ask the teacher. (Isratani, 2012, 150).

A tutor is a private teacher, an extra-curricular teacher, or someone who provides tutoring/teaching. An educator is an educational worker who is qualified as a teacher, lecturer, counselor, learning facilitator, instructor, or other title appropriate to their specialty, and

participates in the delivery of education. A tutor is a term for someone who teaches in non-formal education, even though the tutor is a teacher in formal education. (Agus Suprijono, 2010:94).

The peer tutoring method is a method of delivering learning materials that have been developed in the form of modules for students to study independently. Students can consult periodically about problems and progress they encounter (S. Nasution, 2006:57). This method is typically used in Open Junior High Schools, Packages A, B, and C, and distance learning with scheduled face-to-face meetings (Martinis Yamin, 2004:164).

Sabbaruddin (2009) said that the peer tutor method is the use of students who have special skills, intelligence, and abilities in the classroom to help provide explanations, guidance, and direction to students whose intelligence is somewhat less or slower in receiving lessons whose age is

almost the same or class. A peer tutor is a person or several students selected by the teacher as tutors or teacher assistants in providing guidance to classmates (Arikunto, 1986: 77). The peer tutor method can be implemented in schools where there are students who have the intelligence and self-confidence to be able to help explain to other students. This aims to allow students who feel embarrassed or inferior to ask the teacher to ask their peers. This is in line with what Septiana (2013) stated in her research, which said that the peer tutor 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, training students to teach their friends, so that their shyness tends to be reduced, and the material to be presented can be clearly understood by students.

In essence, learning is not merely academic practice, but a vital aspect for both individuals and society. For individuals, learning can provide them with a variety of knowledge, attitudes, and experiences, as well as acquired skills, strategies for carrying out their roles in daily life, as well as attitudes and values, behaviors, and actions in life. A specific teaching system is needed to teach the younger generation cultural heritage and prepare them to take over the productive roles of their predecessors. Likewise, language plays a vital role in life. Humans, from children to adults, communicate through language. This fact is fully recognized. Therefore, language must be taught to students; this must be truly recognized, especially by educators in general and subject educators in particular. In other words, so that students have language competence (language competence) good. If someone has good language skills, they are expected to be able to communicate well and fluently, both verbally and in writing. Because language is the key to all knowledge, if someone holds the master key, it means they have the key to the window to the world.

The importance of learning Arabic necessitates the development of various approaches and methods to help students better understand and master the language. Therefore, the appropriate method to use is peer tutoring. (peer tutoring) Because in this method, students will better understand what is taught by the educator, as learning with friends makes students free to express ideas and questions about things they do not know and understand. The peer tutor method is a learning method where a group of students who have completed the learning material assist students who have difficulty understanding the learning material they are studying. The peer tutor method is a learning method that is implemented by dividing the class into small groups, whose learning resources are not only students but also peers who are smart and fast in mastering a particular material. In addition, peer tutors in small groups can improve student learning outcomes where all students are active, enthusiastic in carrying out tasks, all group representatives dare to do assignments in front of the class, students dare to ask questions, and the response of students being taught is very high.

The peer tutoring learning method can also minimize the teacher's dominance in learning, which is a characteristic of conventional learning. Based on the current phenomenon of Arabic language education, as well as the aforementioned problems, changes are needed to the approach, methods, and strategies for learning Arabic. Therefore, the key thread that the author draws from in this research focuses on the title "How to Apply the Method of Peer Tutoring" (Peer Tutoring),

Peer teaching Arabic language learning Maharoh Kalam. It is hoped that it can contribute to answering several problems that occur in Arabic language education in the world and Indonesia in particular.

In reality, problems and difficulties in learning Arabic are still common in educational institutions. This is especially true in junior high schools (SMP). Teachers who have directly experienced the challenges in Arabic language education at this level have responded to this issue. These issues cannot be simply dismissed, even though the level is still beginner-level; they still require serious attention. One of these issues is the lack of understanding of Arabic among some students, particularly seventh-grade students at SMPI PK MUH Delanggu. This is due to the difference between students who have experienced Arabic language learning at Islamic elementary schools (Madrasah Ibtida'iyah) and students from public elementary schools who have never been exposed to Arabic. Therefore, there is a gap in understanding between students in receiving Arabic language learning in the classroom. Therefore, an approach is needed that allows students to receive lessons without any gaps in understanding. One approach currently being used for an efficient learning process is the peer tutoring method.

SMPI-PK Muhammadiyah Delanggu is an educational institution that is a Muhammadiyah charitable enterprise in the field of education under the auspices of the Ministry of Education and Culture, whose lessons are not only focused on general learning, but also focused on religious learning, one of which is Arabic.

SMPI-PK Muhammadiyah Delanggu has a background of limitations in the methods used in the learning process. As we know, in Arabic learning, there are basic competencies. After learning, students are expected to be able to speak Arabic correctly. However, the reality that occurs in students in using Arabic is that, on average, a number of students face a very minimal understanding. So students are less able to speak Arabic. This is because teachers in the teaching and learning process only use lecture methods and are only fixated on the existence of guidebooks and student worksheets (LKS) without using more varied learning techniques or teaching aids or learning media that can improve students' Arabic speaking skills. Based on the description above, the author tried to examine one of the learning techniques, namely the peer tutoring method, to reveal whether the peer tutoring method learning model can facilitate students in understanding Arabic learning.

## 2. RESEARCH METHODS

This research is qualitative. Qualitative research is research that cannot be conducted using quantitative research steps. Straus and Corbin (2008) provide an understanding that qualitative research is research that can be used to examine community life, history, behavior, organizational functions, social movements, or intimate relationships. (Ahmad & Muslimah, 2021). Qualitative research is conducted to broaden understanding. This research also helps to understand an event, for example, the background of an event, the thoughts of people involved in it, and people's opinions about the events that occurred. According to Moleong (2017), qualitative research methodology is a study that produces descriptive data, in the form of written or spoken words from people and observed behavior. This research aims to gain a deep understanding of the meaning of an event that occurs that needs to be experienced. Reliability is a key in qualitative research; this research can also be called natural research because in this research, it cannot be able to falsify data, situations or settings. This research also allows the conditions being studied to be in the actual situation.

The qualitative research used in this study is descriptive, a type of research that aims to explain the research subject in detail to obtain truly comprehensive data for the success of the study. The descriptive technique itself is a fact-finding technique with comprehensive interpretation.

Descriptive research aims to create a systematic, factual, and accurate description, picture, or painting of the facts, characteristics, and relationships between the phenomena being

investigated. A qualitative approach is an approach used to research and identify without manipulating or treating a particular object being studied.

This research uses a descriptive research form and type. The descriptive research method is a research method that attempts to explain objects and subjects.

research according to existing reality, to describe based on existing reality and facts, according to the characteristics and traits of the object being studied, precisely and accurately. With the descriptive method, the researcher wants to describe the implementation of the peer tutoring method applied in SMPI-PK Muhammadiyah Delanggu, Klaten Regency, according to reality and in real terms.

This research took place in Class VII of SMPI PK Muhammadiyah Delanggu and was conducted in the even semester of the 2022/2023 academic year. The research timing was determined based on the school's academic calendar.

The data sources in this study include: The Principal/Head of Administration, used as a data source regarding the general description of the school. Arabic language teachers, to determine the use of the Peer Tutor Method learning theory applied in Class VII of SMPI PK Muhammadiyah Delanggu. Students, used as a data source to determine the implementation of Arabic language learning using the Peer Tutor method theory.

Data collection [this research with several points, namely: Field Observation The researcher went directly to the field to find out the condition of the school and to look for data and observe how Arabic language learning at SMPI PK Muhammadiyah Delanggu uses the Peer Tutor method theory.

The interviews in this study were conducted in a free, guided manner, with the interviewer providing a guideline that outlined the questions to be asked. The interview guide contained several questions used to obtain data that could be expressed verbally. Through these interviews, the author attempted to uncover the difficulties experienced and felt by teachers and students in learning.

Documentation in this case is used to collect data in the form of the history of the school's establishment, organizational structure, teacher conditions, student conditions, student background, and other documentation used to complete the data.

Learning outcome data from each cycle of actions carried out, including observation and test results, are processed and presented in stages in the discussion section. The stages in processing and analyzing data in this study are: Data collection: data obtained through observation and testing activities are grouped and interpreted. Data validation is defined as a measure of the level of accuracy of an instrument. This is to ensure that the data has high validity.

Then the researcher does the following: Triangulation. Data sources are those that have been obtained through several sources.

Audit Trail: This involves checking the validity of research findings and procedures that have been reviewed by confirming them with the primary data sources (teachers and students). This activity is conducted to obtain criticism, feedback, and input, thereby sharpening the analysis and achieving high validity.

Member checking is the process of checking the data obtained by the researcher with the data provider. The purpose of member checking is to determine the extent to which the data obtained aligns with what the data provider provided.

The data analysis technique used in this study is qualitative data analysis. Qualitative research essentially involves observing people in their living environments, interacting with them, and attempting to understand their language and interpretations of the world around them.

Meanwhile, in conducting research, after the data is collected, it is analyzed using descriptive analysis. Descriptive analysis explores and clarifies a phenomenon or social reality by describing several variables related to the problem and unit being studied.

### 3. RESEARCH RESULT

The data presented in this study are narrative text from field notes. The data presented emerged from the data collection techniques used, including observation, interviews, and documentation. The researcher collected data using questions relevant to the problem being studied, namely "the application of the method peer teaching in Arabic language learning maharoh kalam in class VII SMPI-PK Muhammadiyah Delanggu academic year 2023/2024" after the data was analyzed critically so that accurate data can be obtained. The results of the research that the researcher has conducted are as follows: Planning Arabic language learning with the peer tutoring method for class VII students at SMPI-PK Muhammadiyah Delanggu

Learning planning is a design that must be made by the teacher before the learning process begins (Rokhmawati et al., 2023).

This is a teacher's obligation because the learning plan will be used as a teaching guide for the teacher for the next semester. The learning plan includes the syllabus and the learning implementation plan, which includes learning objectives, learning methods, learning media, learning materials, and assessment of learning outcomes. The learning plan for the peer tutoring method for seventh-grade students at SMPI-PK Muhammadiyah Delanggu is the same as for students in other grades, and there is no difference at all.

The curriculum used in the seventh grade at SMPI-PK Muhammadiyah Delanggu is the "Merdeka Curriculum" (independent curriculum). This is consistent with a question posed by Ustadz Toha, an Arabic language teacher at SMPI-PK Muhammadiyah Delanggu. (wcr 01, February 22, 2024)

"The lesson plan for seventh-grade students is indeed slightly different from ninth grade because eighth and seventh-grade students use the independent curriculum; everything is the same, from the syllabus to the lesson plans, and the learning process is also the same. I always make this lesson plan at the beginning of the school year, and usually I use it for the next semester, or I can also use it for one year or two semesters, so this lesson plan is indeed a little different from other grade levels. For the curriculum itself, we have used the independent curriculum for seventh and eighth grades, while ninth grade still uses the 2013 curriculum."

From the results of interviews with Arabic language teachers of grade VII students, it was found that before teaching in class, teachers prepare a lesson plan in advance, prepare teaching materials and what methods will be used, this is prepared with the intention that the learning objectives in the lesson plan can be achieved perfectly, especially for grade VII students of SMPI-PK Muhammadiyah Delanggu. This statement was made by Ustadz Toha as an Arabic language teacher of grade VII students (WCR 01, February 22, 2024)

"Before entering the class, I always prepare a lesson plan that includes methods, media, teaching materials, etc. I do this so that the learning is more organized and the learning objectives themselves can be achieved, especially for seventh-grade students who have to put in extra effort in teaching them."

Material is something that cannot be separated from learning; material is also something that students must master, because the goal of learning itself must be able to master the material being taught. Learning material is something that teachers give to students with the aim of achieving learning objectives, learning objectives will not be achieved if they do not prepare mature materials (Sabarudin, 2018). Teachers should have mastered the learning material that will be delivered to students, especially grade VII students. Based on the results of observations in the classroom, it was found that the teaching materials used by teachers in learning Arabic for grade VII students were modules, Arabic dictionaries, and also textbooks that they each had (observation, February 22, 2024).

In delivering material in class, teachers certainly need methods to support the success of learning. Choosing a learning method is not an easy thing for a teacher, this is because the learning method must adapt to the conditions, situations, and circumstances of students in the class. In terms of choosing a learning method, teachers have full authority because teachers are the people who know the conditions and situations of their students best. The learning method

chosen by teachers should be a method that does not make students bored and tired during learning, especially when choosing a method for grade VII students.

The selection of the right method can make learning more interesting and make students active in learning, students will be more interactive if they enjoy learning, the learning method used should be able to build enthusiasm, interest and motivation of students, a good method is a method that can make students more innovative, learn more and explore, therefore the method is very important in terms of supporting the success and achievement of learning objectives. Ustadz Toha as a student Arabic teacher at SMPI-PK Muhammadiyah Delanggu, does not differentiate the types of methods used in

The learning of students in other classes, as well as their evaluations, is the same. This is in line with Ustadz Toha's statement regarding the peer tutoring method for seventh-grade students at SMPI-PK Muhammadiyah Delanggu (WCR 01, February 22, 2024).

"I use various learning methods, not just peer tutoring, to adapt to the situation. However, the method I use most is the translation method, followed by the lecture method, and sometimes also discussions."

A good learning method is also supported by good learning media. In Arabic learning, seventh-grade students at SMPI-PK Muhammadiyah Delanggu use media in the form of PPT, Arabic textbooks, and other stationery. These textbooks are books that they purchase from the school and are Arabic books from Muhammadiyah institutions. This is in accordance with the statement from Ustadz Toha, the students' Arabic teacher at SMPI-PK Muhammadiyah Delanggu, as follows (wcr February 22, 2024).

"For learning media, grade VII students use the tools available in the classroom, such as blackboards and markers, and the teacher provides laptops that are used to display PPTs using LCDs that have been provided by the school, so for each lesson, they use the respective packet books that the school has provided for them."

The learning media used by seventh-grade students are textbooks, PowerPoint presentations, and whiteboards. These media are not limited to Arabic language instruction; teachers of other subjects also frequently use them. This is supported by observations conducted by researchers on February 21, 2024, which revealed that seventh-grade students used textbooks and PowerPoint presentations in Arabic.

Implementation of the method of peer teaching/peer tutoring in Arabic language learning in class VII of SMPI-PK Muhammadiyah Delanggu. The implementation of learning is carried out to fulfil students' need for knowledge. The implementation of learning is also an activity of teachers and students in managing existing information and materials with the aim of

The result is that students understand new things and are able to benefit from them. Generally, learning takes place after the teacher has prepared a proper lesson plan.

Based on the results of observations and interviews conducted by researchers at SMPI-PK Muhammadiyah Delanggu, the results showed that the implementation of Arabic language learning for seventh-grade students was more effective because learning with their own friends was more understandable and more relaxed, especially for children who have a shy nature of asking their teachers, with this, students who became tutors were still able to follow the learning well and correctly. And students who were not tutors also continued to follow the learning in general as usual. This is in accordance with the statement of Ustadz Toha as an Arabic language teacher for seventh-grade students at SMPI-PK Muhammadiyah Delanggu (wcr 01, February 22, 2024).

"From the beginning, I taught seventh-grade students here, I have been using the method of peer teaching/Peer tutors will simplify my teaching and learning process and make it easier for students to understand. There is no difference whatsoever in learning Arabic using the peer tutoring method of peer teaching/Peer tutors in grade VII and other classes, during their learning, they learn using media such as textbooks, PPT, and other stationery, and that is very helpful for them."

This is in line with Aulia's statement as a tutor in this Arabic language learning method (WCR, February 22, 2024).

"The friends I teach can follow the Arabic lessons well, and when I translate the Arabic text, my friends also take notes, and when I pronounce the Arabic text written in the textbook, my friends also pronounce it, and if there is something that is not heard clearly, I will repeat it to translate and re-pronounce it, then they memorize it."

In this case, the role of peers as tutors is very important for grade VII students, especially in learning Arabic. especially in what the researcher did, namely with Maharoh Kalam, the teacher requires all students to speak Arabic when teaching and learning activities begin. If there are students who do not understand the vocabulary, the teacher allows them to mix the language and tells the students to look it up in their own dictionaries. Then, if other students are left behind in understanding or taking notes on the material, they will be more relaxed and ask their peer tutors first before asking the teacher as their facilitator and observer.

In order for learning to run efficiently and not be boring, Ustadz Toha applies the peer tutor method so that learning runs in a relaxed and non-boring manner. In learning Arabic, of course, 4 skills must be mastered and in the peer tutor method, the skills are mainly...kalam or speaking, this does not only apply to class VII students but also applies to all students who have implemented the method of peer teaching/Peer tutors, although grade VII students have limitations in learning Arabic because they are new to entering Madrasah, this does not limit them in understanding Arabic language learning.

In the opening activity, the seventh-grade students began the lesson by greeting each other, followed by the class leader, who began the Al-Fatiha prayer. The class leader then began the recitation, followed by the other students. The teacher then checked attendance. Before presenting the day's lesson, the teacher posed several questions related to the material from the previous meeting.

The Arabic language learning activity begins with a review, as usual, covering the previous material, Ta'aruf (Religious Education). The teacher asks students several questions to assess their understanding of the Ta'aruf material they learned last week. To stimulate students, the teacher provides an opportunity to watch a short Arabic film. The teacher facilitates this stimulus.

This is done by showing a film with Arabic subtitles. While the film is playing, the teacher will demonstrate or demonstrate the meaning of the text. The film lasts approximately 5 minutes, which is considered sufficient. Therefore, the teacher will encourage students to prepare for the next material, namely verse.

In Arabic language learning speaking skills of kalam Ustad Toha uses the peer tutor method of peer teaching, In the learning process, Ustad Toha divides students into several groups, where later in the group there will be those who will become tutors for their peers, then the students who become tutors will be given directions by Ustad Toha on how the learning process will take place and provide the material that will be studied at that time, then when the learning takes place a tutor will direct his friends to read the material that has been given by Ustad Toha then they memorize it and recite what they have memorized with good and correct kalam.

There are several operational techniques that teachers must consider before implementing Hiwr (speaking) learning. First, provide a brief introduction or illustration of the topic to be discussed, followed by asking several questions relevant to the topic.

In the next step, the teacher will divide 5 groups of students with each group having one tutor who will be the leader of the group, then the teacher calls the tutor as a representative of each group and provides material and then gives directions for future learning, after the tutor understands, the teacher will ask them to return to their respective groups, then the tutor gives directions to their friends in each group that the teacher has divided.

First, students listen to the material that will be delivered by the tutor attentively, while their books are closed so that their attention is fully concentrated on the sound of the dialogue.

Second, repetition of istima' (listening) while understanding the contents of hiwar by looking at the pictures in the book. The handwriting in this case is still not visible. Third, repetition of

listening accompanied by collective (together) imitation. Fourth, repeating listening once again, followed by imitation in certain groups and then individually. Fifth, reading of the hiwar text (book opened) by all students, groups, or by individuals. Sixth, some students were asked to work in pairs to perform dramatization and role play according to the hiwar text. After the contents of the hiwar were understood, they were then followed up with the next discussion: tadribat, qawaid, qira'ah, insya', and so on.

In this process, students are very capable of pronouncing Arabic sentences well and correctly. After that, Ustad Toha translates the material into Indonesian by dictating, in this process the students can follow, students record the translation of the material in their respective books, if anything is missing, students will ask the tutor in their group, if the translation process is complete, students will be asked to memorize the dialogue material in Arabic and its translation and submit it to the tutor in the group. This is in accordance with the statement of Ustad Toha as an Arabic teacher.

"for speaking skills I use the peer tutoring method of peer tutor, where later I will choose one of the students to be a tutor for his friends, then I ask them to memorize the material containing Arabic dialogue and submit it to the tutor, namely their own friend, before that I have directed the students to translate the material together, and the students can follow it, they also note down the meaning in their respective books if they are behind they will ask their friends"

This statement is also in line with Dindra Azalia, a fourth-grade student who is one of the tutors in the class.

"In the process of learning Arabic, there are some of my friends who are still behind in their mastery of Arabic, such as having difficulty pronouncing some Arabic letters. If the teacher is translating the material, there are some of my friends who are behind; they will definitely ask me, then I will pronounce and translate it."

Evaluation is essential in the learning process. Evaluation is conducted to determine student learning outcomes and to determine whether learning objectives have been achieved. Evaluation is closely linked to exams, which are essentially one of several types of evaluation. Learning evaluation is crucial in the learning process itself. If learning objectives have not been achieved, evaluation can identify the cause.

In the seventh grade, the Arabic language learning evaluation process involves working on exercises in the worksheets (LKS) and then conducting an oral evaluation by asking direct questions and asking for some vocabulary to increase their grades. Then, to increase their enthusiasm for learning, Ustad Toha gives them a competitive question that will make them try to answer in a competitive manner, so that the evaluation is not boring. This is in line with Ustad Toha's statement as the seventh-grade Arabic language teacher.

"I assess students by working on several questions in the LKS, then after that, I also do an oral evaluation, so I ask questions and students answer, I also take the questions from the LKS

During the midterm and final assessments, students sat at a distance and conducted the assessments in their own classrooms, accompanied by their respective subject teachers, including myself as the Arabic language teacher. For the final assessment, teachers were randomly assigned to accompany each class. This aligns with Ustadz Toha's statement (WCR 01, February 22, 2024).

"During the PTS period, they will be accompanied by their respective subject teachers, and during the PAS period, the teachers will accompany them randomly, not according to the schedule.

With what they teach, students will sit at a distance and do assessments in their class, accompanied by me during PTS and with a different teacher during PAS".

This is reinforced by a statement by Mrs. Rahmawati as the principal of SMPI-PK Muhammadiyah Delanggu (wcr, February 21, 2024)

"We have been using this method for a long time when conducting exams. We always enforce the rules for them to sit at a distance, and they are accompanied by their subject teachers when



conducting PTS exams. And during PAS, they will be accompanied by different teachers, because during PAS, we will be conducting the same exam at the same time."

The assessment system itself involves the teacher evaluating at the end of each lesson, followed by students completing the evaluation to determine the extent of the students' understanding of the Arabic language lessons taught by the teacher. If they still find the questions difficult to understand, the teacher will assist them. After completing the questions, the students will submit their answers to the teacher's desk, where the teacher will immediately check their answers and assess them. After the assessment, the teacher and students will immediately work on the questions together. This is in accordance with the statement of Ustadz Toha, an Arabic language teacher (WCR, February 2024).

"I always evaluate at the end of each lesson to see the average level of student understanding. Once they have finished working, I will give an assessment, and then we will answer it together."

This is also reinforced by the results of observations on December 2, 2023, when researchers conducted observations in classes during the mid-semester assessment (PTS) at SMPI-PK Muhammadiyah Delanggu.

In learning, not everything goes well, obstacles in the teaching and learning process are absolutely there, the obstacles themselves can come from students or from teachers, in learning Arabic using the peer tutoring method at SMPI-PK Muhammadiyah Delanggu, there are several obstacles experienced by teachers, this is because there are some students who are limited in understanding the Arabic language lesson, Arabic is a second language for us, of course it is difficult to teach Arabic to grade VII students, the obstacles that Ustadz Toha experienced while being an Arabic teacher in grade VII of SMPI-PK Muhammadiyah are, there are still some children who cannot pronounce Arabic letters fluently and there are still many students who are the same in pronouncing the letters ج — ز then the letters ل — —, the solution to this problem is that students and teachers often use the peer tutoring method to make it easier for students who cannot distinguish the letters so that they are more fluent and students are more enthusiastic in pronouncing them if taught by their peers who are more proficient in pronouncing the letters, then obstacles regarding the understanding of grade VII students at SMPI-PK Muhammadiyah Delanggu tends to be lacking in Arabic so that Ustadz Toha has to explain by repeating and using the peer tutoring method so that students can easily understand, then Ustadz Toha has difficulty explaining new vocabulary or objects that are not familiar to students of grade VII SMPI-PK Muhammadiyah Delanggu, in this case Ustadz Toha explains in detail to students of grade VII until they understand. Ustadz Toha also feels that his focus is divided when teaching learning materials because he has to explain many things at one time for After finishing explaining, Ustadz Toha usually re-explains to students of grade VII. This is in accordance with the question of Ustadz Toha as an Arabic teacher for grade VII students at SMPI-PK Muhammadiyah Delanggu. (wcr, February 2024)

"I think there are obstacles, but they are not that serious, because not all of the seventh-grade students are graduates of MI, where there are Arabic lessons in MI, and those who have graduated from SDN usually have difficulty speaking or understanding Arabic because they only learned it at SMPI-PK Muhammadiyah Delanggu. So when they first enter junior high school, there are lessons and then their Arabic assignments in understanding them tend to be less than their friends who graduated from MI, maybe because Arabic itself is something foreign and new to them, so I have to explain it twice or even many times to them, and that sometimes takes time and makes learning less conducive, then if there is new vocabulary and vocabulary in the form of objects, I have to explain it in as much detail as possible so that they understand and so that their thinking about an object with the real object is not different and also often my focus is divided when explaining the material "

#### 4. DISCUSSION

The discussion in this study is that the application of the peer tutor method in learning Arabic maharah kalam in class VII SMPI-PK Muhammadiyah Delanggu is effective and has a positive

influence on the process and results of student learning. The main conclusions are as follows: The peer tutor method improves students' understanding and speaking skills (maharah kalam).

Students find it easier to grasp the material because peer explanations feel more relaxed, less stressful, and more easily understood. Tutors repeat explanations, translate texts, and demonstrate pronunciation, helping students who are struggling. This method creates a comfortable learning environment and boosts students' confidence and self-confidence.

Students who were previously shy about asking questions to their teachers became more confident in asking them. Relationships between students became more intimate, and the gap in understanding between those who had studied Arabic and those who had not was bridged.

Peer tutoring benefits both the tutor and the student being tutored. Tutors gain conceptual reinforcement and the opportunity to practice responsibility and patience. Meanwhile, the student being tutored receives practical, hands-on explanations.

The main obstacle lies in differences in individual abilities and tutor readiness. Some students being assisted are sometimes less than committed, resulting in suboptimal learning. Furthermore, not all high-achieving students are capable of becoming good tutors, as mastery of the material doesn't always equate to teaching ability.

The teacher's role remains crucial as a facilitator, director, and supervisor. Teachers prepare lesson plans, select tutors based on their abilities, monitor discussions, and conduct learning evaluations. This method is not a substitute for teachers, but rather a collaboration between teachers and students.

Supporting factors include school facilities and tutor readiness; inhibiting factors are relatively minor. The school provides complete infrastructure and comfortable classrooms, enabling optimal implementation of the method. No significant barriers were identified, but ability gaps between students remain a challenge.

Overall, the peer tutoring method is effective in improving the quality of Arabic language learning. This method increases student engagement, collaboration, discussion, and interaction, while also helping to resolve issues related to understanding the material. Therefore, peer tutoring is a suitable alternative learning strategy, especially for improving Arabic speaking skills at the junior high school level.

## 5. CONCLUSION

This study concludes that Arabic language learning in seventh-grade students at SMPI PK Muhammadiyah Delanggu before the implementation of peer tutoring was still one-way and less interactive. The implementation of the peer tutoring method went well through the formation of small groups, tutor assignments, dialogue exercises, and group presentations. The peer tutoring method was proven to improve students' speaking skills (maharah kalam), self-confidence, and interaction.

The peer tutoring method can be used as an alternative effective learning model to improve Arabic language skills, especially maharah kalam.

## 6. BIBLIOGRAPHY

- Ahmad, & Muslimah. (2021). Memahami Teknik Pengolahan dan Analisis Data Kualitatif. *Proceedings*
- Ahmadi, S. Ag, M. S. I., & Aulia Mustika Ilmiani, S.Pd, M. P. (2020). *Metodologi Pembelajaran Bahasa Arab (Konvensional Hingga Era Digital)*. GENTA Grup.
- Aji Prayitno, M. (2021). Gerakan Siswa Mengajar (Gsm) Implementasi Metode Tutor Sebaya Di Smpn 1 Mejayan Kabupaten Madiun. In *Kurikula : Jurnal Pendidikan* (Vol. 6, Issue 1).
- Asy'ari, M. (2019). Metode, Sistem dan Prinsip Pembelajaran Bahasa Arab yang Inovatif. *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab*, 20(02), 288. <https://doi.org/10.32332/an-nabighoh.v20i02.1465>
- Bachri, B. S. (2010). Meyakinkan Validitas Data Melalui Triangulasi Pada Penelitian Kualitatif. *Teknologi Pendidikan*,

- Dakwah Dan Pemberdayaan Masyarakat, J., Yuliza, E., Wardana, A., Siskawati STAI Hubbulwathan Duri Jl Karya, Z. K., & Balaimakam Duri, D. (2019). *AL QOLAM PENERAPAN METODE TUTOR SEBAYA DALAM*. 3(2).
- Dhayfullah, F. A., Priyatna, O. S., & Hamdani, I. (2022). Upaya Meningkatkan Minat Belajar Siswa Pada Pelajaran Bahasa Arab Dengan Menggunakan Metode Peer Teaching. *JPG: Jurnal Pendidikan Guru*, 3(3), 187. <https://doi.org/10.32832/jpg.v3i3.7330>
- Faisal. (2022). Implementasi Model Pembelajaran Tutor Sebaya pada Mata Pelajaran Bahasa Arab di Madrasah Ibtidaiyah Ikhlasiyah Palembang. *Dewantara: Jurnal Pendidikan Sosial Humaniora*, 1(3), 128–137.
- Farida Nugrahani, M. H. (2014). *METODE PENELITIAN KUALITATIF* (Vol. 1, Issue 1).
- Faudah, N. (2022). Implementation Of Peer Teaching Learning Methods In Honoring Arabic Speaking Skills In Islamic Education Institutions. *Ta'limDiniyah: Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)*, 2(2), 203–214.
- Febianti, Y. N. (N.D.). *Peer Teaching (Tutor Sebaya) Sebagai Metode Pembelajaran Untuk Melatih Siswa Mengajar*.
- Hasanah, T. N. (2020). 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), 101. <https://doi.org/10.24252/saa.v8i2.15142>
- Hastari, R. C. (2019). Penerapan Strategi Tutor Sebaya Dalam Meningkatkan Motivasi Belajar Matematika. *Jurnal Pengabdian Kepada Masyarakat*, 4(1).
- Hilmi. (2021). Metode Inovatif Pembelajaran Maharah Kalam. *Jurnal Intelektualita*, 10(1), 180–192.
- [http://download.portalgaruda.org/article.php?article=275520&val=7161&title=STRATEGI PEMBELAJARAN BAHASA ARAB AKTIF \(KEMAHIRAN ISTIMA&TM DAN TAKALLUM\)](http://download.portalgaruda.org/article.php?article=275520&val=7161&title=STRATEGI%20PEMBELAJARAN%20BAHASA%20ARAB%20AKTIF%20(KEMAHIRAN%20ISTIMA%26TM%20DAN%20TAKALLUM))
- <http://dx.doi.org/10.1016/j.sbspro.2015.04.758%0Awww.iosrjournals.org>
- <http://ejournal.usd.ac.id/index.php/LLT%0A>
- <http://journal.unnes.ac.id/sju/index.php/laa>
- <http://jurnal.untan.ac.id/index.php/jpdp71b/article/viewFile/11345/10753%0A>
- <http://prosiding.arab-um.com/index.php/semnasbama/article/view/830%0A>
- <http://prosiding.arab-um.com/index.php/semnasbama/article/viewFile/830/779>
- <https://doi.org/10.24246/j.js.2019.v9.i2.p138-147>
- <https://doi.org/10.26905/abdimas.v4i1.2811>
- <https://doi.org/10.32729/edukasi.v16i2.473>
- <https://doi.org/10.36668/jih.v6i1.463>
- <https://doi.org/10.53515/tdjpai.v2i2.3571>
- <https://jurnaluniv45sby.ac.id/index.php/Dewantara/article/view/437%0Ahttps://jurnaluniv45sby.ac.id/index.php/Dewantara/article/download/437/420> Irfan Fajrul Falah Model Pembelajaran Tutorial Sebaya. (N.D.).
- Istiqomah, I. N., Sa'diyah, M., Albab, D., Wargadinata, W., & Jember, A. S. (2021). Modifikasi pembelajaran teks bahasa Arab melalui metode tutor sebaya dan syawir. *Seminar Nasional Bahasa Arab Mahasiswa V*, 487–493. *Jurnal Terapan Sains & Teknologi PENINGKATAN KEAKTIFAN DAN HASIL BELAJAR SISWA DENGAN PENERAPAN METODE TUTOR SEBAYA*. 2(2).
- Kirom, Z. (2023). Adaptasi Maharah Kalam Dalam Kehidupan Sehari-hari Peserta Didik Kelas VII MTs Sulamul Huda Ponorogo. *Jurnal Ihtimam*, 6(1), 107–120.
- M. Khalilullah, S. A. M. (2011). Strategi Pembelajaran Bahasa Arab Aktif (Kemahiran Istima' Dan Takallum). *Jurnal Sosial Budaya Khalilullah*, 8(2), 219–235. *Membaca Bahasa Arab Siswa Kelas V Mis Darul Ulum Skripsi Eva Ela Maryuni NPM: 1611100353*.

- Miftakhul Hidayah, R. P. I. & Z. E. (2013). Pengoptimalan Keterampilan Membaca Bahasa Arab Dengan Model Pembelajaran Tutor Sebaya Di Kelas VII H MTs Negeri Kendal Tahun 2012/2013. *Journal of Arabic Learning and Teaching*, 2(1), 17–22.
- Mukhlis, A. (2016). Pembelajaran Tutor Sebaya: Solusi Praktis Dalam Rangka Menyongsong Pembelajaran Sastra Yang Menyenangkan Bagi Siswa SMP. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 1, 68–72.
- Munthe, A. P., & Naibaho, H. P. (2019). Manfaat dan Kendala Penerapan Tutor Sebaya untuk Siswa Kelas IV Sekolah Dasar Lentera Harapan Mamit. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 9(2), 138–147.
- Naju, G., Wali, K., Winarko, W., Murniasih, T. R., & Malang, K. (2020).
- Pransiska, T., & Aulia, A. (2018). Pendekatan Sistem Pembelajaran Bahasa Arab Di Madrasah Mu'Allimin Muhammadiyah Yogyakarta. *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, 16(2), 153–165.
- Rahayu, R. (N.D.). *Implementasi Teori Pembelajaran Konstruktivistik Di Sekolah Dasar*.
- Rahayu, R. (N.D.). *IMPLEMENTASI TEORI PEMBELAJARAN KONSTRUKTIVISTIK DI SEKOLAH DASAR*.
- Sam, Z. (N.D.). *Metode Pembelajaran Bahasa Arab*. Guru, P., Ibtidaiyah, M., Tarbiyah, F., & Keguruan, D. (N.D.). *Penerapan Metode Peer Tuthoring Dalam Meningkatkan Kemampuan*
- Syahid, N. (2016). Strategi Pembelajaran Bahasa Arab dalam Meningkatkan Kemampuan Kognitif Peserta Didik. *Prosiding Konferensi Nasional Bahasa Arab II*, 7, 53–62. [prosiding.arab-um.com](http://prosiding.arab-um.com)
- Syahid, N. (2020). Strategi Pembelajaran Bahasa Arab Dalam. In *Strategi Pembelajaran Bahasa Arab Dalam* (Vol. 7).
- Ummi, H. U., & Mulyaningsih, I. (2016). Penerapan Teori Konstruktivistik Pada Pembelajaran Bahasa Arab Di Iain Syekh Nurjati Cirebon. In *Journal Indonesian Language Education And Literature* (Vol. 1, Issue 2).  
[Http://Www.Syekhnurjati.Ac.Id/Jurnal/Index.Php/Jeill/Www.Damandiri.Or.Idfileabdwahidchairulahunairbab2.Pdf](http://Www.Syekhnurjati.Ac.Id/Jurnal/Index.Php/Jeill/Www.Damandiri.Or.Idfileabdwahidchairulahunairbab2.Pdf),
- Yahya, L. (2017). Pemanfaatan Self-Access Centre (SAC) Untuk Meningkatkan Keterampilan Membaca Bahasa Arab Dengan 72 Metode Tutor Sebaya. *KONASBARA : Konferensi Nasional Bahasa Arab III*, 5, hlm. 68.