

**THE EFFECT OF THE IMPLEMENTATION OF PEER TUTORING
LEARNING IN IMPROVING THE RESULTS OF LEARNING IN
READING THE QURAN OF STUDENTS AT UPT SMAN 9
BULUKUMBA**

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Abstract

The objectives of this study are: 1) to describe how students of UPT SMAN 9 Bulukumba learn to read the Qur'an through peer coaching. 2) to describe the learning objectives for students of UPT SMAN 9 Bulukumba who like to read the Qur'an. 3) to evaluate how parental guidance improves students' knowledge in reading the Qur'an at UPT SMAN 9 Bulukumba. This study uses the perspectives of religious psychology, educational psychology, and normative psychology, as well as a quantitative research design, such as post facto. The instruments used in this study were surveys and learning outcome tests. Simple linear regression analysis was used for inferential and descriptive data analysis. The following are the study results: 1) The peer teaching approach to students is included in the moderate category with a percentage of 66% and an average value of 68.79. 2) The average value is 86.82 and the percentage of students who successfully learn to read the Qur'an is included in the good category. 3) Student learning outcomes in reading the Qur'an (Y) at SMAN 9 Bulukumba are significantly influenced by the peer teaching-learning strategy (X) with a value of 6.799 and a significance value of 0.000. Based on the results of the study, teachers can teach students how to read and understand the Qur'an by using the peer tutoring method as an alternative method.

Keywords: Influence of Learning, Peer Tutors, Learning Outcomes, Reading the Newspaper

Abstrak

Tujuan penelitian ini adalah: 1) mendeskripsikan cara peserta didik UPT SMAN 9 Bulukumba belajar membaca Al-Qur'an melalui peer coaching. 2) mendeskripsikan tujuan pembelajaran bagi peserta didik UPT SMAN 9 Bulukumba yang gemar membaca Al-Qur'an. 3) mengevaluasi bagaimana bimbingan orang tua meningkatkan pengetahuan peserta didik dalam membaca Al-Qur'an di UPT SMAN 9 Bulukumba. Penelitian ini menggunakan perspektif psikologi agama, psikologi pendidikan dan psikologi normatif serta merupakan desain penelitian kuantitatif, contohnya post facto. Instrumen yang digunakan dalam penelitian ini adalah survei dan tes hasil belajar. Analisis regresi linier sederhana digunakan untuk analisis data inferensial dan analisis data deskriptif. Berikut ini adalah hasil penelitian: 1) Pendekatan peer teaching pada peserta didik termasuk dalam kategori sedang dengan persentase 66% dan nilai rata-rata 68,79. 2) Nilai rata-rata 86,82 dan persentase peserta didik yang berhasil belajar membaca Al-Qur'an termasuk dalam kategori baik. 3) Hasil belajar siswa dalam membaca Al-Qur'an (Y) di SMAN 9 Bulukumba dipengaruhi secara signifikan oleh strategi pembelajaran peer teaching (X) dengan nilai t sebesar 6,799 dan nilai signifikansi sebesar 0,000. Berdasarkan hasil penelitian, guru dapat mengajarkan siswa cara membaca dan memahami Al-Qur'an dengan menggunakan metode peer tutoring sebagai salah satu metode alternatif.

Kata Kunci: Pengaruh Pembelajaran, Tutor Sebaya, Hasil Belajar, Membaca Al-Qur'an

A. Introduction

Compared to other creatures, humans are creatures that have immeasurable potential. Humans have a higher level of perfection. Humans are figures who are considered worthy by Allah to be caliphs on earth

because they have a soul, body, and mind. ¹Humans will receive life guidance from God through His Messengers in the form of holy books as creatures tasked with ruling as caliphs on earth. Muslims view the Koran as a road map for navigating human life from conception to death. The universe was created by Allah and serves as a roadmap for achieving peace.²

The foundation of Islamic knowledge, the Koran, is very important for the formation of human morals and behavior. The Qur'an provides direction and guidance for Muslims both in their personal and social lives. The holy book Al-Qur'an, which was revealed by Allah SWT, was designed to be read as guidance and direction in life and is intended to be understood, experienced, and utilized in social relationships.

On the other hand, the phenomenon of high school students who are less active in reading the Qur'an in class illustrates the current situation. Students seem to be competing to use various computer devices for entertainment, etc. The spirit of the Islamic generation in studying the Qur'an has begun to change due to the enormous influence of this culture. As a result, many students cannot read the Qur'an, and finally, the habit of reading the Qur'an has begun to fade in the educational environment. Such a situation is truly concerning because it can change a person's views and personality, in addition to being able to kill their desire to study the Qur'an.

Therefore, the South Sulawesi Government, through the South Sulawesi Provincial Education Office on February 2, 2021 issued a circular letter numbered 004.3/1122-P.SMA/Disdik regarding the 15-minute daily Quran reading movement for all Muslim students at the high school level.

¹Abu Salman Al Farisi, *The Specialties of the Ummah of the End Times, in the View of Allah and His Messenger*. (Bandung: Ramadhan Library, 2007) . h. 82.

²Meliyana, et al. "Implementation of the Al-Qur'an Tadarus Habitual Method Program to Improve the Results of Reading the Al-Qur'an of Junior High School Students", 5, No. 1 (June 2022), p. 19," *Jurnal Islamic Education Studies* 5, No. 1 (2022) , p. 17 .

This is intended so that students can get used to reading the Quran regularly every morning at school.³

However, at the beginning of its journey, an obstacle was found where there were many students who were less able to read the Qur'an . Then the steps taken by the South Sulawesi Provincial Education Office were to invite representatives of Islamic religious education teachers in each high school education unit throughout South Sulawesi to be held at the Four Point Makassar hotel to be given supplies which were then instructed to carry out Qur'an learning activities in their respective education units. In this case, the instructor plays an important role, meaning that the teacher holds great responsibility for the success of the learning process. This is because learning outcomes and the accuracy of teachers in choosing and implementing learning strategies greatly affect the quality and success of learning.⁴

In the briefing activity, each teacher was given a module that would be used as a reference in carrying out Qur'an learning activities in their respective schools and the learning method contained in the module was peer tutoring.

As Rusman stated , the peer tutoring method not only improves the understanding of the material, but also builds social skills among students . By building a close relationship between tutor and tutee, this interaction provides an opportunity for students to learn from each other actively.

One of the main advantages of the peer tutoring method is increased motivation to learn. When students are involved in the teaching process, they feel more responsible for their own learning and that of their

³Tohirin, *Psychology of Islamic Religious Education Learning* (Jakarta: PT. Raja Grafindo Persada, 2005), p. 122.

⁴Yusuf Rendy Wibowo and Nur Hidayat, "Al-Qur'an and Hadith as Guidelines for Character Education," *Bidayah: Studies in Islamic Sciences* 13, No. 8 (2022). h. 12 .

classmates. According to Huda, motivation is one of the main drivers in achieving good learning outcomes. ⁵Students who act as tutors tend to understand the material better, while students who are tutored get explanations that may be easier to understand.

There are several steps that must be taken in implementing peer tutoring learning, including identifying students who are good at reading the Qur'an, providing materials for prospective tutors, dividing students into small groups, and starting the peer tutoring learning process. One of the obstacles in implementing this strategy is choosing the right tutor. To get maximum results, it is important to choose students who have good interpersonal skills and master the subject matter well. Sujiono emphasized that the quality of the tutor greatly influences the success of peer tutoring.⁶

However, teacher assistance is also important in making this approach successful. Teachers must provide students with the direction and tools they need to do their tasks correctly. This enhances the learning process and encourages a more friendly interaction between students and teachers. This type of research is categorized as ex-post facto quantitative research using educational, psychological, and theological normative approaches. A total of 56 participants became the research population, and each of them acted as a research sample (saturated sample). The instruments of this research were learning outcome tests and surveys. The data analysis methods used were descriptive data analysis and inferential data analysis using basic linear regression analysis.

Although the analysis of this research data is based on theories related to the research in particular, theories that support peer tutoring, such as the constructivist theories of Jean Piaget and Lev Vygotsky

⁶Sujiono, *The Success of Peer Tutors in Learning*. (Yogyakarta: Pustaka Pelajar, 2017) .p.89 .

Constructivism theory is an educational approach that highlights the importance of experience and social interaction in the learning process. This theory states that knowledge is actively constructed by students through experience and reflection, rather than simply given to them through instruction. This hypothesis is particularly relevant to peer tutoring because children learn from their peers in addition to formal instruction.

Albert Bandura's social learning theory came next; this theory highlights the importance of social contact in an individual's learning process. Humans learn not only from direct experience but also through observing, imitating, and copying the behavior of others, according to Bandura. This idea explains how students can learn from their peers in an educational setting, a process known as peer mentoring.

This study refers to a number of previous research investigations that are relevant to it. For example, the study of Maman Ahdiyati & Sarjaya "Peer Tutoring Method to Improve Mathematics Learning Outcomes in Data Processing Materials" aims to ascertain the mathematics learning outcomes of students who receive instruction through peer tutoring and to empirically determine the impact of peer tutoring on mathematics learning outcomes. Experimental research methodology is used, based on the findings of the analysis and the results of the hypothesis test. Students who receive mathematics instruction through peer tutoring techniques and students who receive instruction through the lecture method show different learning outcomes.⁷

Both studies used a peer tutoring approach, which is comparable to the study conducted by Maman Ahdiyati & Sarjaya. While Maman Ahdiyati & Sarjaya's study focused on improving mathematics learning outcomes,

⁷Maman Ahdiyati & Sarjaya, "Peer Tutor Method to Improve Mathematics Learning Outcomes on Data Processing Material (Factors)," *Scientific Journal of Education* Vol. 1 No. (2014) .p.17 .

this study aims to improve learning outcomes in reading the Qur'an.

"Implementation of Peer Tutor Method in Islamic Religious Education Learning Process to Improve Student Learning Motivation at SMP Negeri 4 Malang" is the second topic presented by Muhammad Zamzam. The results of his research show that SMP Negeri 4 Malang can implement the Peer Tutor method with positive results for teachers and students. This is evidenced by the presence of Islamic Religious Education teachers who act as supervisors in this case, selecting tutors, assisting in forming groups, arranging schedules, providing problem-solving assistance, and so on. One example is at the end of each month.

Tutor selection, students who object to receiving instruction from their peers, and time scheduling are the next problems with the peer tutoring approach. Since only a few students are self-motivated, the application of the peer tutoring method has minimal influence on student motivation. Therefore, Islamic Religious Education teachers play a more significant role in this situation as a motivation grower.⁸

This study and Muhammad Zamzam's study have several similarities (such as the use of peer tutoring as one of the learning methods), but Muhammad Zamzam's study aims to improve learning outcomes in reading the Qur'an, while this author's study aims to improve student's learning motivation.

"Peer Tutoring Learning Method Improves Self-Control-Based Learning Outcomes" by Ruseno Arjanggi and Titin Suprihatin is in third place. This study aims to investigate how the peer tutoring approach affects self-control-based learning. The findings of the study indicate that the peer tutoring approach has a beneficial impact on self-control-based learning.

⁸Muhammad Zamzam, "Implementation of Peer Tutor Method in Islamic Religious Education Learning Process to Increase Learning Motivation in Students of SMP Negeri 4 Malang" (UIN Maulana Malik Ibrahim, 2014) .p. 21 .

The use of peer tutors in the classroom has been shown to improve students' self-control-based learning outcomes by 17.4%. This study suggests that a small number of teaching staff is not needed to implement active learning. Furthermore, the learning process can be optimized by using available resources, such as peer tutors.⁹

The research of Ruseno Arjanggi and Titin Suprihatin has similarities with this research, namely, both use the peer tutoring method as a learning method. However, the research of Ruseno Arjanggi and Titin Suprihatin emphasizes more on improving the learning outcomes of reading the Qur'an. While the research of Ruseno Arjanggi and Titin Suprihatin emphasizes more on improving the learning outcomes of reading the Qur'an.

After conducting initial observations on peer-tutored learning activities, prospective researchers found several problems. After conducting field observations, researchers identified the following problems: First, there were several examples when the learning environment was less than ideal because there were students who played while studying with their friends. Second, there was often a mismatch between participants and tutors. Third, because tutors delivered the material differently, students' understanding of the Qur'an was uneven, so teachers had to repeat the explanation.

Based on the reasons given, the researcher examined how the peer tutoring approach in the open module was used to implement learning. Does the use of peer tutoring techniques to teach students have an impact on how well they learn to read the Qur'an? Starting from this question, the researcher raised the issue in a study entitled "The Effect of Peer Tutor

⁹Ruseno Arjanggi and Titin Suprihatin, "Peer Tutor Learning Method Improves Learning Outcomes Based on Self-Regulation," *Makara Journal, Social Humanities*: Vol. 14. (2010) .p. 91 .

Learning on Improving Student Learning Outcomes in Reading the Qur'an at UPT SMAN 9 Bulukumba."

B. *Research result*

1. Descriptive Statistical Analysis Results

The results of the descriptive statistical analysis based on the scores of each variable in this study are presented as follows:

a. Peer Tutor

Data were collected using a research instrument in the form of a questionnaire that was compiled and developed based on peer tutor indicators. Based on 56 respondents in this study, the data presented in the following table is obtained:

Table 4.1 Peer Tutor Score Statistics(X_1)

Statistics	Statistical Values
Amount Respondents	56
Maximum Score	78
Minimum Score	57
Average (Mean)	68.79
Division Standard	5.51
Variance	30.18
Range	21
Amount Interval Class	6

Based on Table 4.1 above, statistical data on scores for Peer Tutors were obtained with a total of 56 respondents, with a maximum score of 78 and a minimum score of 57. The average score of peer tutors was 68.79, the standard deviation was 5.51, the variance value of peer tutors was 30.18 with a range of 21 and the number of interval classes was 6.

Based on descriptive analysis related to peer tutor variable scores by students of SMAN 9 Bulukumba.

1) Determining the Range

$$\begin{aligned}
 R &= X_{max} - X_{min} \\
 &= 78 - 57 \\
 &= 21
 \end{aligned}$$

2) Determining the number of interval classes

$$\begin{aligned}
 K &= 1 + 3,3 \log N \\
 &= 1 + 3,3 \log 36 \\
 &= 1 + 5,78 \\
 &= 6,78 \\
 &= 6
 \end{aligned}$$

3) Determining the length of the interval class

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= \frac{21}{6} \\
 &= 3,5 \\
 &= 4
 \end{aligned}$$

4) Determine the distribution table

Based on these calculations, the data frequency distribution table is as follows:

Table 4.2. Frequency Distribution of Peer Tutors

Class interval	Interval	Frequency(F_i)	Percentage(%)
1	57-60	6	11%
2	61-64	6	11%
3	65-68	12	21%
4	69-72	18	32%
5	73-76	10	18%
6	77-79	4	7%
Amount		56	100%

Based on Table 4.2 above, it is obtained that the interval 57-60 has a frequency of 6 people with a percentage of 11%. The interval 61-64 also has

a frequency of 6 people with the same achievement of 11%. The interval 65-68 has a frequency of 12 people with a percentage of 21%. The interval 69-72 has a frequency of 18 people with a percentage of 32%. The interval 73-76 has a frequency of 10 people with a percentage of 18%, and the interval 77-79 has a frequency of 4 people with a percentage of 7%. So it can be concluded that the largest frequency of 18 people is in the interval 69-72 with a percentage of 32% while the smallest frequency of 4 people is in the interval 77-79 with a percentage of 7%.

5) Calculating the Mean

Calculating the average or mean score of peer tutors can be done using the following helper table:

Table 4.3. Mean Peer Tutor Score Helper Table

No	Interval	Frequency(F_i)	Middle Value(X_i)	$F_i \times X_i$	Percentage(%)
1	57-60	6	58.5	351	11%
2	61-64	6	62.5	375	11%
3	65-68	12	66.5	798	21%
4	69-72	18	70.5	1269	32%
5	73-76	10	74.5	745	18%
6	77-80	4	78.5	314	7%
Amount		56	-	3852	100%

Based on Table 4.3, the mean helper table can be calculated using the formula:

$$\bar{X} = \frac{\sum F_i \times X_i}{\sum N}$$

$$\bar{X} = \frac{3852}{56}$$

$$\bar{X} = 68,79$$

6) Calculating Standard Deviation

This data calculation is to determine the standard deviation value of the peer tutor score data, which can be done using the following helper table:

Table 4.4 Peer Tutor Standard Deviation Helper Table

Interval	F_i	Percentage	X_i	$F_i \times X_i$	$X_i - \bar{X}$	$(X_i - \bar{X})^2$	$F_i(X_i - \bar{X})^2$
57-60	6	11%	58.5	351	-10.29	105.88	635.30
61-64	6	11%	62.5	375	-6.29	39.56	237.38
65-68	12	21%	66.5	798	-2.29	5.24	62.93
69-72	18	32%	70.5	1269	1.71	2.92	52.63
73-76	10	18%	74.5	745	5.71	32.60	326.04
77-80	4	7%	78.5	314	9.71	94.28	377.13
Amount	56	100%	-	3852			1691.43

Based on the helper table above, the standard deviation value can be obtained using the following formula:

$$\begin{aligned}
 SD &= \sqrt{\frac{F_i(X_i - \bar{X})^2}{N}} \\
 &= \sqrt{\frac{1691,43}{56}} \\
 &= \sqrt{30,20} \\
 &= 5,51
 \end{aligned}$$

Based on the calculation results above, it show that the standard deviation value of data processing is 5.51 for peer tutor data.

7) Creating a Categorization Table

Compiling a table of peer tutor data categorization of SMAN 9 Bulukumba is a term used to describe the level of categorization at which three subjects are classified. This is shown below in Table 4.5:

Table 4.5. Categorization of Peer Tutor Questionnaire Results

Score	Frequency	Percentage	Category
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Acquisition			
$X < 63,28$	9	16%	Low
$63,28 \leq X < 74,3$	37	66%	Currently
$X \geq 74,3$	10	18%	Tall
Amount	56	100%	-

Table 4.5 above leads to the following conclusions: 9 respondents have a percentage of 16% in the low group, 37 have a percentage of 66% in the medium category, and 10 have a percentage of 18% in the high category. This shows that student peer tutors have an average score in the medium category of 68.79. has a frequency of 37 individuals and a proportion of 66%.

Next, Figure 4.1 presents a histogram of peer tutors for students at SMAN 9 Bulukumba as follows:

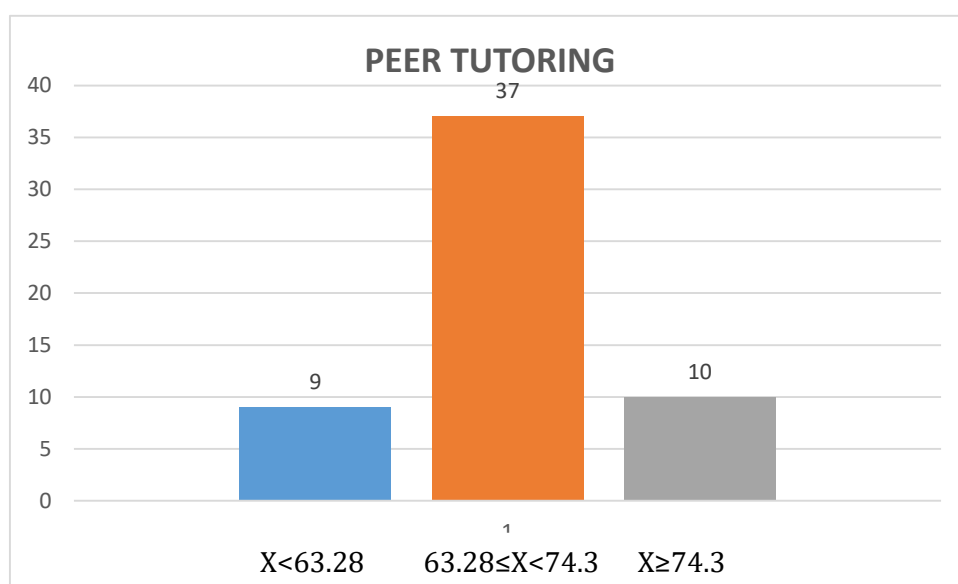


Figure 4.1 Histogram of Peer Tutors

Learning with a peer tutor approach is classified as moderate, as shown in Figure 4.1 above. This shows that, overall, the use of peer tutors by students to learn to read the Qur'an is classified as moderate.

b. Learning outcomes

The Quran reading test, which was created and compiled based on the student's reading ability measurements, was used as a research tool to collect data. A total of 56 research respondents provided statistics that are displayed in the following table:

Table 4.6 Statistics of Al-Qur'an Reading Learning Outcome Scores(X)

Statistics	Statistical Values
Amount Sample	56
Maximum Score	90
Minimum Score	78
Average (Mean)	86.82
Division Standard	3.62
Variance	30.18
Range	12
Amount Interval Class	7

Based on Table 4.6 above, a minimum score of 78 and a maximum score of 90 was obtained for the achievement of learning to read the Qur'an with a total of 56 respondents. Student learning achievement has an average score of 86.62, a standard deviation of 3.62, a variance value of 30.18 with a range or distance of 12, and 7 interval classes.

Based on descriptive analysis related to peer tutor variable scores by students of SMAN 9 Bulukumba.

1) Determining the Range

$$\begin{aligned} R &= X_{max} - X_{min} \\ &= 90 - 78 \\ &= 12 \end{aligned}$$

2) Determining the number of interval classes

$$\begin{aligned} K &= 1 + 3,3 \log N \\ &= 1 + 3,3 \log 36 \end{aligned}$$

$$= 1 + 5,78$$

$$= 6,78$$

$$= 7$$

3) Determining the length of the interval class

$$P = \frac{R}{K}$$

$$= \frac{12}{7}$$

$$= 1,7$$

$$= 2$$

4) Define distribution table

Based on these calculations, the data frequency distribution table is as follows:

Table 4.7. Frequency Distribution of Learning Outcomes

Class interval	Interval	Frequency(F_i)	Percentage(%)
1	78-79	1	2%
2	80-81	6	11%
3	82-83	4	7%
4	84-85	10	18%
5	86-87	6	11%
6	88-89	9	16%
7	90-91	20	36%
Amount		56	100%

Based on Table 4.7 above, it is obtained that for the interval 78-79 has a frequency of 1 person with a percentage of 2%. The interval 80-81 has a frequency of 6 people with a performance of 11%. The interval 82-83 has a frequency of 4 people with a percentage of 7%. The interval 84-85 has a frequency of 10 people with a percentage of 18%. The interval 86-87 has a frequency of 6 people with a percentage of 11%. The interval 88-89 has a

frequency of 9 people with a percentage of 16% and the interval 90-91 has a frequency of 20 people with a percentage of 36%. So it can be concluded that the largest frequency of 20 people is in the interval 90-91 with a percentage of 36% .

5) Calculating the Mean

Calculating the average or mean score for learning outcomes in reading the Qur'an can be done using the following helper table:

Table 4.8. Mean Learning Outcome Score Helper Table

No	Interval	Frequency(F_i)	Middle Value(X_i)	$F_i \times X_i$	Percentage(%)
1	78-79	1	78.5	78.5	2%
2	80-81	6	80.5	483	11%
3	82-83	4	82.5	330	7%
4	84-85	10	84.5	845	18%
5	86-87	6	86.5	519	11%
6	88-89	9	88.5	796.5	16%
7	90-91	20	90.5	1810	36%
Amount		56	-	4862	100%

Based on Table 4.3, the mean helper table can be calculated using the formula:

$$\bar{X} = \frac{\sum F_i \times X_i}{\sum N}$$

$$\bar{X} = \frac{4862}{56}$$

$$\bar{X} = 86,82$$

6) Calculating Standard Deviation

The following table can help in calculating the standard deviation value of students' Al-Quran reading learning outcome score data. as follows:

Table 4.9 Learning Outcome Standard Deviation Helper Table

Interval	F_i	Percentage	X_i	$F_i \times X_i$	$X_i - \bar{X}$	$(X_i - \bar{X})^2$	$F_i(X_i - \bar{X})^2$
78-79	1	2%	78.5	78.5	-8.32	69.22	69.22
80-81	6	11%	80.5	483	-6.32	39.94	239.65
82-83	4	7%	82.5	330	-4.32	18.66	74.65
84-85	10	18%	84.5	845	-2.32	5.38	53.82
86-87	6	11%	86.5	519	-0.32	0.10	0.61
88-89	9	16%	88.5	796.5	1.68	2.82	25.40
90-91	20	36%	90.5	1810	3.68	13.54	270.85
Amount		100%	-	4862			734.21

Based on the helper table above, the standard deviation value can be obtained using the following formula:

$$\begin{aligned}
 SD &= \sqrt{\frac{F_i(X_i - \bar{X})^2}{N}} \\
 &= \sqrt{\frac{734,21}{56}} \\
 &= \sqrt{13,11} \\
 &= 3,62
 \end{aligned}$$

The standard deviation value of data processing on the results of learning to read the Qur'an of students at SMAN 9 Bulukumba is 3.62 in accordance with the calculation results above.

7) Creating a Categorization Table

The results of the calculation show that the standard deviation value of data processing on the results of learning to read the Qur'an of students at SMAN 9 Bulukumba is 3.62 as follows:

Table 4.10. Categorization of Learning Outcome Tests

Score Acquisition	Frequency	Percentage	Category
90 – 100	20	36%	Very good
80 – 89	35	63%	Good
65 – 79	1	2%	Enough
55 – 64	0	0%	Not enough
< 55	0	0%	Very less
Amount	56	100%	-

As many as 20 respondents or 36% of the total respondents are in the very good category, followed by 35 respondents, or 63% of the total respondents in the good category, 1 respondent, or 2% of the total respondents in the sufficient category, and 0 respondents or 0% of the total respondents in the less and very less categories, according to Table 4.10 above. This shows that students in the good group have an average score of 86.82 for learning to read the Qur'an.

Next, Figure 4.2 presents a histogram of the results of learning to read the Qur'an for students at SMAN 9 Bulukumba, as follows:

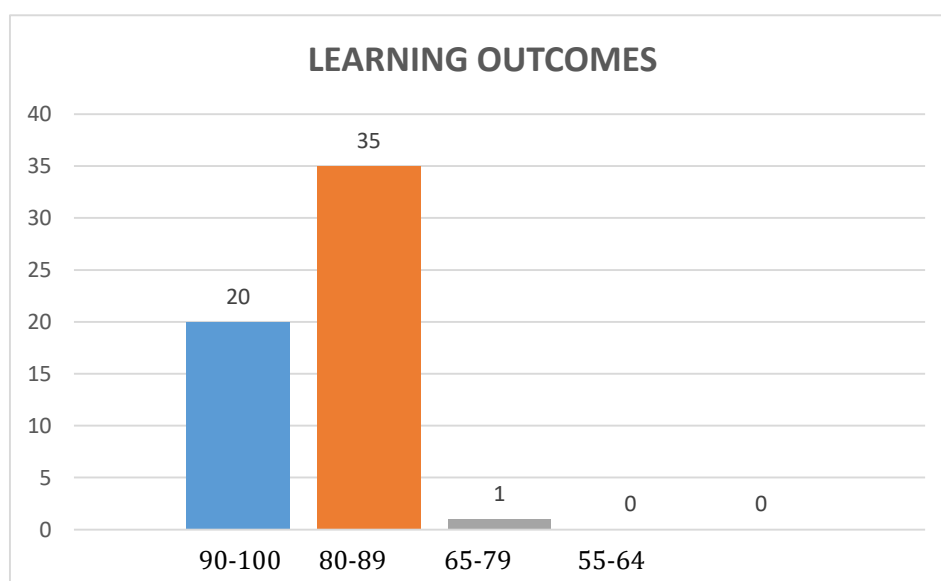


Figure 4.2 Histogram of Learning Outcomes

Based on the picture above, it can be concluded that students who like to read the Qur'an often get good learning outcomes. This shows that 35 students are fluent readers of the letters of the Qur'an, but have not been able to distinguish between long and short readings of the letters (mad). The top group consists of 20 students, 16 of whom are professional readers of the letters of the Qur'an and can distinguish between waqf readings and long and short readings (mad) accurately. One student in the group is quite showing that, although able to read the letters of the Qur'an, the student is still hesitant or not fluent enough .

2. Inferential Statistical Analysis Results

a. Prerequisite Test

1) Normality Test

Knowing whether the data comes from a regularly distributed population or not is the purpose of the normality test. This test uses the Kolmogorov-Smirnov formula with a significance criterion of 5% (0.05). If the p-value is greater than α , then the hypothesis test must be carried out assuming that the data is regularly distributed. The following are the results of the normality test of the research variables using the SPSS program.

Table 4.11. Normality Test Results

Testing	<i>p – value</i>
<i>One sample Kolmogorov-Smirnov</i>	0.176

Table 4.11 shows that the p-value found is greater than $\alpha=0.05$ or $0.176 > 0.05$, which indicates a normal distribution of student learning outcomes and peer tutor data variables.

2) Linearity Test

The purpose of the linearity test is to determine whether there is a linear relationship or not between the independent and dependent variables. In this case, the relationship between student learning outcomes

from teaching the Qur'an and peer tutoring is being investigated. There are two requirements for the linearity test: the summary must be linear if sig. The linearity deviation is greater than or equal to a, and must not be linear if it is less than or equal to a. The following are the findings of the linearity test of the research variables using SPSS .

Table 4.12 Linearity Test Results

Variables	F	Sig	Information
$X \rightarrow Y$	1,111	0.382	Linear

Based on Table 4.12 above, $F_{count} = 1.111$ is obtained with a significance value of 0.382 greater than $\alpha = 0.05$ or $(0.382 > 0.05)$. Thus, it can be concluded that there is a linear relationship between the peer tutor method and the learning outcomes of reading the Qur'an of students at SMAN 9 Bulukumba.

3) Multicollinearity Test

The variance inflation factor (VIF) score is less than 10 if the independent variables do not have multicollinearity problems. The multicollinearity test looks for a direct relationship (correlation) between the independent variables and the regression model. The following results were obtained from the multicollinearity test of the research variables using SPSS software.

Table 4.13 Multicollinearity Test Results

Variables	VIF	Information
Peer Tutor	1,000	Free from multicollinearity

If the Variance Inflation Factor (VIF) value is less than 10 ($VIF < 10$), this indicates that there is no multicollinearity problem among the independent variables. This value can be seen in Table 4.13 above.

4) Hypothesis Testing

Simple regression is used to analyze the relationship or influence of

independent factors on dependent variables in the process of developing research ideas. The results of the simple linear regression test indicate a relationship between the learning outcomes of reading the Qur'an of students at SMAN 9 Bulukumba with the peer tutor approach as follows:

Table 4.14. Hypothesis Test Results

Variables	Unstandardized coefficients	T	Sig
Constant	56,296	6,799	0,000
Peer Tutor (X)	0,440		
a. Dependent Variable: Learning Outcomes			

The correlation coefficient (R) value is 0.679 and the determination coefficient (R square) value is 0.461, as seen in Table 4.15 above. This shows that the peer tutor learning strategy has a significant influence on the learning outcomes of reading the Qur'an (46.1 %). This further shows how student learning outcomes (Y) can be improved by the peer tutor learning technique variable (X). Thus, it can be said that students of SMAN 9 Bulukumba who use the peer tutor approach have an influence of 46.1% on the learning outcomes of the Qur'an, while the other 46.1% is influenced by factors outside the scope of this study.

Next, the results of data analysis with the coefficient of determination are as follows:

Table 4.15 Model Summary

Model	R	R square	Information
1	0.679	0.461	There is influence

Table 4.15 above shows the determination coefficient (R square) value of 0.461 and the correlation coefficient (R) value of 0.679. This shows

that the learning outcomes of reading the Qur'an (46.1 %) are significantly influenced by peer tutoring learning techniques. This further shows how the peer tutoring learning method variable (X) can improve student learning outcomes (Y). Thus, it can be concluded that students of SMAN 9 Bulukumba who use peer tutoring techniques influence the learning outcomes of the Qur'an by 46.1%, while the remaining 46.1% is influenced by variables not included in this study.

C. Discussion of Research Results

1. Description of Peer Tutoring Learning at UPT SMAN 9 Bulukumba

The highest value of descriptive analysis is 78 and the minimum value is 56, based on the results of research on learning to read the Qur'an with peer tutors. This study involved 56 respondents collected using a questionnaire instrument with 20 statements. Based on the results of descriptive analysis, it is also known that with a percentage of 16%, 9 respondents are in the low category, 37 respondents are in the medium category, and 10 respondents are in the high category. Thus it can be said that with a percentage of 66% and an average quality score of 68.79 .

In general, the "moderate" category in the application of peer guidance reflects conditions or performance that are not yet ideal but have not reached the lowest point. This means that the application of peer guidance methods in learning is included in this group. This illustrates where there is room for improvement. In fact, it is important to start with more detail to determine which elements can be improved to get better results.

2. Description of Learning Outcomes of Reciting the Koran at UPT SMAN 9 Bulukumba

The findings of the study on the comprehension of reading the Qur'an with peer tutors involving 56 respondents and the results of the tests

given by the instructor are the basis for this statement. The minimum score of 78 and the maximum score of 90 were achieved through the use of descriptive analysis. In addition, twenty respondents (or 36% of the total) were in the very good category, thirty-five respondents (or 63% of the total) were in the good category, one respondent (or 2% of the total) was in the sufficient category, and zero respondents (or 0% of the total) were in the less and very less categories, according to the analysis of descriptive results.

According to the results of the study, 35 out of 56 participants were able to read the Qur'an simultaneously without difficulty, but they were still unable to distinguish whether the letters should be read aloud or abbreviated (mad). Therefore, the achievement of the learning participants was included in the very good group. Twenty out of fifty -six responses were included in the group of very proficient Qur'an readers; in this case, students were able to distinguish between waqf and long and short readings (mad) and read the related letters fluently. In addition, one respondent was included in the sufficient group, which indicates that although students were able to read the letters of the Qur'an, they were still reluctant or less fluent in their reading.

According to most of the students in this study, they are already in the good group for reading the Qur'an; however, they still need to advance to the very good category to be able to distinguish properly between waqf reading and long and short reading (mad).

3. The influence of peer tutoring learning on the learning outcomes of students at SMAN 9 Bulukumba

From the results of the hypothesis test that has been conducted, this study can conclude that peer tutoring techniques affect the learning outcomes of students reading the Qur'an at SMAN 9 Bulukumba. The results of this research problem are H_0 is rejected by H_1 , namely t_{count}

= 6.799 > $t_{table} = 1.674$ and $sig = 0.000 < \alpha = 0.05$. With this conclusion, it can be said that peer tutoring has a significant effect on students' learning outcomes of reading the Qur'an.

The results of this study are in line with research conducted by Lisa Ermiati, M. Qoyum Zuhriawan, and Muhammad Khoirur Roziqin who found that students who followed the conventional method obtained an average score of 73.46, while students who followed the peer tutoring approach obtained an average score of 83.52. This shows that learning through the peer tutoring method can improve student learning outcomes when compared to traditional methods. This is in line with the constructivist idea discussed in the theoretical research chapter . The teaching approach known as constructivism theory emphasizes how students actively create their knowledge through interaction with the outside world and personal experiences. This idea discusses a lot about how to improve student learning in terms of learning to read the Qur'an.¹⁰

First, Students are seen as the main role holders in the learning process within the constructivism framework. When students actively participate in gaining an understanding of the content, context, and values contained in the Qur'an, reading the text becomes more than just memorizing verses or multiplying words. Consequently, teaching strategies that encourage students to talk and consult with their peers directly will be very helpful in improving learning outcomes.

Second, Constructivism theory places significant emphasis on the importance of a supportive learning environment. By fostering an inclusive environment and offering opportunities for group work, teachers can facilitate the sharing of knowledge and experiences among students,

¹⁰Eka Salfiana, "The Quran as a Guide to Human Life," *JIHAFAS: Jurnal Islam Hamzah* 3, No.2 (2022) , p. 44 .

leading to a deeper and more meaningful understanding of how to study the Qur'an. Thus, the learning objectives are demonstrated by increasing reading proficiency, which can concentrate on techniques and a thorough understanding of the subject matter.¹¹

Third, In the constructivist process, formative assessment provides teachers with insight into each student's unique growth. Students may be inspired to improve their learning outcomes by understanding areas that need improvement through constructive criticism. This is important in the case of reading the Qur'an, because a thorough understanding can shape students' morals and character.

The theory of constructivism and the influence of peer guidance on improving learning outcomes in understanding the reading of the Qur'an are closely related. Students' understanding and spiritual values will grow along with their capacity to read the Qur'an, and this improvement will come from active experience, a supportive environment, and proper evaluation.

The peer tutoring learning approach has an impact on student learning outcomes, as also shown by Ridawati's research. To improve the learning model or technique in Islamic religious education, especially in terms of student's ability to read the Qur'an, peer tutoring is used as an alternative. The use of peer tutoring techniques can also show a strong sense of familiarity between tutors and their peers so that learning takes place well and is enjoyable. In addition, the peer tutoring method provides maximum incentives to students to foster a new spirit in learning.

In line with that, research by Vito Almarahmado and Shobah Shofariyanti Iryanti also shows that peer tutoring techniques have a

¹¹et al Lisa Ermia, "The Effect of Peer Tutoring Learning on Student Learning Outcomes in Class VII of SMPN 2 Sumobito," *Al-Furqan: Journal of Religion, Social, and Culture* Vol. 2, No (2024) .p.33 .

significant impact on improving Qur'an reading skills, especially for students who are less fluent in the language. Peer tutors and students who are not yet professional Qur'an readers form stronger interpersonal bonds as a result of the learning process, which also produces positive results.¹² As a result, peer tutoring, especially for students who have difficulty, can be a useful substitute for teaching students to read the verses of the Qur'an. In addition, in the context of learning to read, the use of peer tutoring methods can increase active student participation and produce lasting results.

Peer tutoring is a type of cooperative learning in which students collaborate to achieve a common goal.¹³ The goal of this project is to help students become fluent Quran readers using peer tutoring techniques. Peer tutoring is provided to students by classmates or peers who are selected to act as tutors based on their ability to recite the letters of the Quran. Because peers speak in a language that is easier to understand, peer support can help eliminate feelings of embarrassment. Additionally, peers do not seem to feel guilty, inadequate, or self-doubt, so perhaps confused children will not be afraid to talk to their peers about the difficulties they are experiencing.¹⁴

With an effect of 46.1%, this study at SMA Negeri 9 Bulukumba used a peer tutoring strategy to improve student learning outcomes in reading the Qur'an. This shows that the use of peer tutoring techniques is very appropriate to help children improve their reading skills. In addition to helping students memorize the Qur'an, this peer tutor can help them develop their communication skills. This is intended so that when children

¹²Ridawati, "Implementation of Peer Tutor Method to Improve Motivation and Learning Outcomes of Students in Al-Qur'an Reading Competence," *Journal of Islamic Education* Vol. 9, No (2022) .p. 21 .

¹³Muhammad Yaumi, *Principles of Learning Design* (Jakarta: Kencana, 2013) . p. 25 .

¹⁴Dachlan Salim Zarkasi, *Practical Methods of Learning to Read the Qur'an*. (Semarang: Mujawwidin Al-Qur'an Education Foundation, 1990) .p. 57 .

have difficulty understanding the letters of the Qur'an, they do not feel awkward or embarrassed to ask for help from their friends.

The results of the student assessment questionnaire and the Qur'an reading learning experiment, which were mostly in the good and very good categories, showed that the use of the peer tutoring method in this study had a positive impact on student independence in terms of their involvement in planning and implementing learning. However, there was one student who was in the "quite good" group, which indicated that he was still reluctant or had not yet achieved fluency in reading the Qur'an. Overall, the use of this peer tutoring strategy has resulted in a significant increase in the Qur'an literacy of students at SMAN 9 Bulukumba.

Students who learn in groups or through collaboration—a collaborative pedagogical approach that prioritizes student interaction in the learning process provide evidence for this. Student learning outcomes in terms of learning to read the Qur'an can be greatly influenced by this application theory. Students who work together can discuss, exchange knowledge, and help each other understand the guidelines for reading the Qur'an.

First, students can learn and improve their reading skills in a supportive environment thanks to collaborative learning. Students can work on exercises together in study groups, giving each other feedback and corrections. Students' learning outcomes are directly improved through this procedure, which also increases their self-confidence and reading skills.

Second, Motivation to learn also increases with the idea of collaborative learning. Students who participate in groups feel more responsible for the education of their peers. Greater levels of involvement in educational activities correlate with this sense of ownership. As a result, reading the Qur'an significantly improves learning outcomes when students are motivated to support each other.

Collaboration during the learning process can also increase a deeper understanding of concepts. Students can recognize and clear up misunderstandings through dialogue and question and answer. Studying in groups makes it easier for students to understand the letters Tajwid and Makhraj in the context of reading the Koran.

In general, there is a strong correlation between collaborative learning principles and better learning outcomes when reading the Qur'an. Students' understanding of the subject matter is strengthened in addition to their reading ability when a supportive learning environment is developed. Therefore, educators should think strategically about incorporating collaborative methods into Qur'an education.

The new findings in this research that differentiate it from other research are:

1. Focus on Quran Learning at High School Level

Many studies have focused more on different subjects or educational environments, such as mathematics or other sciences, but this study explicitly looks at the impact of peer tutoring methods on the learning outcomes of students who read the Qur'an at the high school level. In the same context, high schools are rarely places to learn the Qur'an.

2. Peer Tutor Method as recommended by the South Sulawesi Provincial Education Office

The use of peer tutoring techniques as a learning strategy is highlighted in this study. Researchers have not found any research on peer tutoring learning strategies implemented in schools in the Al-Qur'an reading learning program of educational units under the auspices of the South Sulawesi Provincial Education Office, even though this method has been utilized in various educational contexts.

3. Data Analysis and Types of Research

This study examines the impact of peer tutoring strategies on learning outcomes and the type of Expost Facto research using simple linear regression analysis. The analysis strategy may differ from other studies that use different analysis techniques and types of research that mostly use pre-experiments with pre-and post-test data collection procedures. Based on the discussion, peer tutoring has a significant impact on student learning outcomes in reading the Qur'an at UPT SMAN 9 Bulukumba. However, there is still room for improvement in terms of tutor selection, tutor provision, selection of learning strategies, and learning evaluation stages to get a high category.

D. Conclusion

Based on previous studies and data analysis, the researcher concluded the following groups: First, the use of tutoring techniques to help SMAN 9 Bulukumba students overcome shyness has a percentage of 66% and an average percentage of 68.79, according to the results of 37 respondents. This shows that the use of tutoring techniques to help SMAN 9 Bulukumba students overcome shyness is included in the category of shyness. This indicates the need for a better tutoring approach. Second, with an average score of 86.82 and a percentage of 63%, 35 respondents assessed that students' learning outcomes in reading the Qur'an were in a good category. This shows that there is still a lot to be done before students are able to read the Qur'an at a very high level of understanding. Third, the peer tutoring technique (X) at SMAN 9 Bulukumba has a significant influence on student learning outcomes (Y), as indicated by a t value of 6.799 and a significance value of 0.000.

The researcher acknowledges that this work is far from ideal and has many shortcomings, both in terms of substance and compliance with the guidelines for writing scientific publications that are still lacking. Therefore, there is great hope that more academics will perfect this work to gain its

uniqueness. We would like to thank all parties who have helped in the planning and implementation of this research.

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