



PEER TUTOR METHOD INTEGRATED WITH SHORT CARD MEDIA: ITS IMPLEMENTATION IN ARABIC LANGUAGE LEARNING

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Abstract

Arabic is a subject that has its difficulties for students of Islamic Primary Schools. The majority of students at Madrasah Ibtidaiyah struggle with reading, writing, and understanding mufradat (vocabularies) in Arabic classes. Among the attempts undertaken to overcome these obstacles is the application of the peer tutoring method combined with short card media in Arabic language learning. This study aimed to determine and analyze the implementation of the peer tutor method integrated with short card media in learning Arabic at Madrasah Ibtidaiyah. The subjects in this study were teachers and students in learning Arabic at Madrasah Ibtidaiyah. The method used qualitative-descriptive. The results showed that the peer tutoring method integrated with short card media was carried out through the following stages: 1) explanation of the objectives and classical learning activities by the teacher, 2) grouping students into teams where some of the students functioned as tutors for the others, 3) learning with the peer tutor method integrated with short cards media that have been provided, 4) observing learning activities, and 5) evaluating learning activities with teachers and students. When employing peer tutoring integrated with short card media, the findings indicate that students showed a higher level of enthusiasm for their participation in the learning process.

Keywords: Arabic learning, peer tutor, short card media, mufradat.

Abstract

Bahasa Arab merupakan salah satu pelajaran yang memiliki kesulitan tersendiri bagi siswa Madrasah Ibtidaiyah. Sebagian besar siswa Madrasah Ibtidaiyah mengalami kesulitan dalam membaca, menulis dan mengartikan mufradat dalam pelajaran Bahasa Arab. Salah satu upaya yang dilakukan dalam mengatasi kesulitan tersebut adalah dengan menerapkan metode pembelajaran tutor sebaya terintegrasi dengan media *short card* dalam pembelajaran Bahasa Arab. Penelitian ini bertujuan untuk mengetahui dan menganalisis pelaksanaan metode tutor sebaya terintegrasi dengan media *short card* dalam pembelajaran bahasa Arab di Madrasah Ibtidaiyah. Subjek dalam penelitian ini adalah guru dan siswa dalam pembelajaran Bahasa Arab di Madrasah Ibtidaiyah. Metode penelitian yang digunakan adalah deskriptif kualitatif. Hasil penelitian menunjukkan bahwa metode tutor sebaya terintegrasi dengan media *short card* dilakukan melalui serangkaian tahapan, yaitu: 1) penjelasan tujuan dan kegiatan pembelajaran secara klasikal oleh guru, 2) pengelompokkan siswa dengan komposisi setiap kelompok terdapat siswa yang berperan sebagai tutor, 3) penerapan pembelajaran dengan metode tutor sebaya terintegrasi dengan media *short card* yang sudah disediakan, 4) mengobservasi kegiatan pembelajaran, dan 5) mengevaluasi kegiatan pembelajaran bersama guru dan siswa. Hasil penelitian selama penerapan metode tutor sebaya yang terintegrasi dengan media *short card* menunjukkan bahwa suasana pembelajaran bahasa Arab menjadi lebih menarik dan menambah antusiasme siswa dalam mengikuti pembelajaran.

Kata Kunci: *Pembelajaran bahasa Arab, tutor sebaya, media short card, mufrodat.*

INTRODUCTION

Arabic is the language of instruction to understand the teachings of Islam. With Arabic, Islamic teachings can be understood properly, correctly, and in-depth from the main sources of the Qur'an and hadith as well as literature that uses Arabic such as the Book of *Tafsir and Syarah Hadith*.¹ Arabic subjects are directed at encouraging, guiding, developing, and fostering abilities and fostering positive attitudes of students towards Arabic, both receptively and productively. Receptive active ability is the ability to understand other people's speech and understand the reading. Active productive ability is the ability to use Arabic as a means of communication both orally and in writing. The ability to speak Arabic is very important in helping to understand the sources of Islamic teachings, namely the Qur'an and Hadith as well as Arabic books².

Arabic language skills cannot work properly and correctly if Arabic learning is not designed properly. Arabic learning that is well designed can realize the expected learning objectives. A good Arabic learning design can be characterized by choosing approaches, methods, strategies, materials,

¹ Keputusan Menteri Agama Nomor 183 Tahun 2019: 56

² Keputusan Menteri Agama Nomor 183 Tahun 2019: 57

and learning media based on technology and information that are following the conditions of students and learning objectives.³

According to Izzan, Arabic learning methods and systems are still very traditional, making it difficult for students to absorb the subject matter. Some of the teaching materials are not following the situational or contextual situation in Indonesia. The material does not describe the natural environment and is not following the local socio-cultural, so the subject matter presented is less interesting, and it is not firmly attached to the memory of students. Furthermore, revealed that the Arabic language material is very less attractive to students, and students do not have the motivation in learning Arabic, resulting in ineffective learning.⁴

For this reason, learning Arabic requires creativity and innovation. Arabic learning innovation is a step forward to implementing the Decree of the Minister of Religion Number 184 of 2019 concerning Guidelines for Curriculum Implementation in Madrasahs, which was ratified in order to encourage and provide guidance on how to innovate in the madrasa curriculum and provide legal umbrellas in carrying out creativity, innovation, and developing the uniqueness of madrasahs, development strengthening character, anti-corruption education, and developing religious moderation in madrasah

Innovations in learning Arabic can be done through peer tutors, where one student acts as an academic supervisor for other students. Peers in peer tutoring refers to the fact that peer tutors are at the same level of educational attainment as the students they work with. Peer tutors are generally a little further understanding in their studies than the learners they are being taught, but it is an important part of the model that they participate in the same curriculum. Peer tutors are students who have excellent abilities, but the most important qualification to becoming a peer tutor is mastery of the material.

The peer tutoring method is carried out by determining certain curriculum goals and objectives to be achieved by a teacher. Tutoring is intended as an additional learning strategy that strengthens the day-to-day teaching of instructors. Peer tutors can be used in almost any field of study, from reading, social science, and writing to math and science. Peer tutors can strengthen basic knowledge, and practice skills, help with student projects, even provide enrichment, or act as a system to reward student achievement.

³ M. Hamid, *Pembelajaran Bahasa Arab: Pendekatan, Metode, Strategi, Materi, Dan Media* (Malang: UIN-Maliki Press, 2008), 8.

⁴ Nursobah, A., & Dedih, U, *Dampak Pembelajaran Daring terhadap Penguatan Literasi Informasi dalam Budaya Akademik Mahasiswa* (Bandung: UIN Sunan Gunung Djati. 2020), 124.

In addition to the selection of peer tutoring methods, educators need to choose the right learning media. Describes learning media as all forms of physical equipment designed in an organized and planned manner to convey information and build interaction. The physical equipment in question includes original objects, printed, visual, audio, audio-visual, multimedia, and website materials. The equipment must be designed and developed following the needs of students and learning objectives.

Learning media is one of the challenges of the development of this modern era. Learning media is very influential for the effectiveness of learning. The selection of good learning media can support the success of learning Arabic following learning objectives. With learning media, the competence of students can be fulfilled both in terms of reading, writing, speaking, and listening.

According to "Education Management: Theory, Policy, and Practice", the learning method using short card media is one of active, innovative, creative, effective, and fun learning reflected in practices other than the information search method, everyone is a teacher, concept map, and others. Learners not only listen but also are directly involved as individuals who are free to create and work to the fullest.

This type of research is descriptive research. Descriptive research is research that seeks to describe phenomena that occur in a real, realistic, actual, and factual way. Descriptive research makes a systematic, factual, and accurate description, picture, or painting of the facts, characteristics, and relationships between the phenomena being investigated. The approach in this study uses a qualitative approach. In a qualitative approach, the view is used to see and express a situation or an object in its context, and find meaning and deep understanding of a problem in qualitative form, either in the form of pictures, words, or events in natural settings.

Many previous researchers have conducted studies on Arabic learning in Madrasahs, but specific research related to Arabic language learning in Islamic Madrasahs integrated between peer tutors and short cards as long as researchers know has never been done. For this reason, this research offers integration in learning Arabic through peer tutoring methods and short card media. This peer tutoring method and short card media are expected to be able to increase students' understanding of Arabic learning and increase students' enthusiasm for the learning process.

METHOD

The research method applied is the descriptive research method. Descriptive research is part of qualitative research. Qualitative research according is research in which the results of data processing are elaboration in the form of a text that is described widely and increasingly detailed so that the reader can find meaning from the results of the study. In qualitative research, the main characteristics come from the natural background or natural reality in the community, using qualitative methods with

observation, interviews, and document review steps. The type of research used is field research which requires researchers to go directly to the field.

The data of this study were collected through observation, interviews, and documentation methods. The data that has been obtained is were then analyzed using the data analysis technique of Miles and Huberman model. Triangulation was also used to validate the data that has been obtained, namely by comparing the data from observations, interviews, and documentation.

RESULT AND DISCUSSION

Peer Tutor Method

The teacher as a facilitator during learning has a very important role. Teachers must be able to understand the characteristics of students and manage the class. The peer tutor learning model is (peer teaching) one alternative that can be applied to students in the teaching and learning process. Students tend to feel afraid and do not dare to ask questions or express their opinions to the teacher, but students will prefer and dare to ask or express their opinions about the subject matter to their friends or other students.⁵ The process of online peer tutoring was systematically designed and consisted of three major steps, pre-online peer tutoring, during online peer tutoring, and post-online peer tutoring.⁶ Most studies reporting promising results for academic,⁷ social, and psychological variables⁸ showed close to medium effect sizes.⁹

Peer tutoring is a method in which one student trains another student in a subject in which the first child is an expert and the second child is a beginner.¹⁰ The student who provides teaching is referred to as a "tutor," while the child who is receiving instruction is referred to as a "tutee." Typically, peers are tutored by their peers.¹¹ Numerous scholars have done peer tutoring studies.

⁵ Ningrum Pusporini Anggorowati, "Penerapan Model Pembelajaran Tutor Sebaya pada mata pelajaran sosiologi," *Komunitas* 3, no. 1 (2011): 103-120, <https://doi.org/10.15294/komunitas.v3i1.2303>

⁶ Somchai Watcharapunyawong, "The Effects of Online Peer Tutoring on First-Year Undergraduate Students' English Grammar Achievement," *Indonesian Journal of Informatics Education* 2, no. 2 (2018): 60-68.

⁷ Balluerka N, Gorostiaga A, Alonso-Arbiol I, Aritzeta A, "Peer attachment and class emotional intelligence as predictors of adolescents' psychological well-being: A multilevel approach," *Journal of Adolescence* 53, no.1 (2016):1-9, <https://doi.org/10.1016/j.adolescence.2016.08.009>

⁸ Omar D, Shahrill M, Zuraifah Sajali M, "The Use of Peer Assessment to Improve Students' Learning of Geometry," *European Journal of Social Science Education and Research* 5, no. 2 (2018): 187-206, <https://doi.org/10.2478/ejser-2018-0047>

⁹ Losinski M, Ennis R, Sanders S, Nelson J. A, "Meta-Analysis Examining the Evidence-Base of Mathematical Interventions for Students with Emotional Disturbances," *The Journal of Special Education* 52, no. 4 (2018): 228-241, <https://doi.org/10.1177/0022466918796200>

¹⁰ Trisilia Devana, Merie Agustiani, "Exploring The Use of Peer-Mediated Instructional Strategy in EFL Reading Classroom," *Edukasi Lingua Sastra* 17, no. 1 (2019): 12-24.

¹¹ Dailami Firdaus, "The Effect of Using Peer Tutor Methods and Self-Efficacy on Math Learning Outcomes," *Akademika: Jurnal Teknologi Pendidikan* 10, no. 2 (2021): 371-381, <https://doi.org/10.34005/akademika.v10i02.1576>

They thought that peer tutoring is an effective means of boosting student success.^{12, 13} There are three generally mentioned benefits of peer and cross-age tutoring: the improvement of peer relationships, the development of social behaviors and classroom discipline, and the acquisition of academic abilities.^{14, 15}

The Advantages of the Peer Tutor Method

Peer tutoring is a cooperative approach strategy, namely a small group learning model. Students are grouped with different ability levels so that all group members work together and help each other to understand the learning material. Another impact of small group learning is being able to create a learning situation with mutual respect for other friends¹⁶. In general, the activities of students who study in small groups will grow and develop with the learning pattern of peer tutors (peer group) and learn to work together (cooperative). Peer tutoring is a method that can be used when a student is more receptive to information from peers to improve learning. This understanding emphasizes that students can and can learn from each other and more easily understand the context of the approach in an equivalent language.¹⁷ Peer tutoring is a learner-centered learning activity because members of the learning community plan and facilitate learning opportunities for themselves and others. Meanwhile, peer tutoring is a learning that is carried out by exploiting the ability of students who have high absorption to help students with low absorption.¹⁸

The peer tutoring method can be effective with tutors of the same age and different ages. The statement emphasizes that peer tutors do not always have to be the same age (the same age), but can also be with students of different ages, but still in the context of the same class.¹⁹ Cooperative learning can be said to be successful if students can achieve the expected goals through mutual help²⁰. The peer tutoring method is designed to increase student achievement, generate learning motivation,

¹² Mutia Handayanti, "Peer Teaching Process in English Subject at SMPN 4 Langsa," *JADEs: Journal of Academia in English Educations* 2, no. 2 (2021): 151-162, <https://journal.iainlangsa.ac.id/index.php/jades>

¹³ Malone K, Fodor J, Hollingshead A, "Peer Tutoring to Support Inclusion of Students With the Most Significant Cognitive Disabilities at the Secondary Level," *Inclusion* 7, no. 1 (2019):1–11, <https://doi.org/10.1352/2326-6988-7.1.1>

¹⁴ Jean-Francois E, "Exploring the perceptions of campus climate and integration strategies used by inter-national students in a US university campus," *Studies in Higher Education* 44, no. 6 (2017): 1069–1085, <https://doi.org/10.1080/03075079.2017.1416461>

¹⁵ Fantuzzo J, Riggio R, Connelly S, Dimeff L, "Effects of reciprocal peer tutoring on academic achievement and psychological adjustment: A component analysis," *Journal of Educational Psychology* 81, no. 2 (1989): 173–177, <https://doi.org/10.1037/0022-0663.81.2.173>

¹⁶ Anggorowati, N. P, "Penerapan Model Pembelajaran Tutor Sebaya Pada Mata Pelajaran Sosiologi," *Jurnal Komunitas* 3, no. 1 (2011): 104.

¹⁷ Sani, R. A, *Inovasi Pembelajaran* (Jakarta: Bumi Aksara, 2013), 25.

¹⁸ Anas, M, *Mengenal Metode Pembelajaran* (Pasuruan: CV. Pustaka Hulwa. 2014), 63.

¹⁹ Harriman, N. E, & Schmidt, M. W, *Teaching Strategies for Inclusive Classrooms* (USA: Harcourt Brace College, 1998), 369.

²⁰ Sani, R. A, *Inovasi Pembelajaran* (Jakarta: Bumi Aksara, 2013), 132.

creating a disciplined and comfortable atmosphere²¹. The peer tutoring method is a learning method that actively involves each student to discuss, teach each other, and listen to directions from smart students as tutors in their respective groups.²²

In this theoretical basis, the author describes several theoretical steps for the application of peer tutors, as follows.

- 1) Planning the treatment to be applied by the teacher. The learning process with tutorials is always re-explained, both in preparation for the tutor and when the tutor explains it to his peers;
- 2) The teacher determines the tutor. Tutors are selected from children who are considered by the teacher to be very smart or have high absorption. To determine a tutor, you can go through observations during the learning process and the accumulation of learning outcomes in a certain period;
- 3) Teachers carry out learning with peer tutors. Tutee (student) with the tutor, who has been determined to do activities together. The tutor explains the material to the tutee according to the teacher's directions. The tutor can also help the tutee to complete other tasks given by the teacher; and
- 4) The teacher evaluates. The teacher monitors and evaluates the learning implementation process continuously so that the teacher knows the difficulties faced by the tutor and tutee. If one of the tutors has succeeded in teaching the tutee, then the tutor must help other tutors who have not finished. The tutor who succeeds in teaching the tutee, then the teacher gives praise, and prizes simple or additional value as an appreciation.

The steps for implementing peer tutors, according to Saminanto, are as follows.

- 1) The teacher must select learning materials and divide them into sub-materials;
- 2) The teacher forms a heterogeneous group of students. Students whose mastery of the material is very good or students who are appointed as tutors in groups that have been formed;
- 3) During implementation, each group will study the material that will be guided by the tutor (smart student);
- 4) The teacher must provide the opportunity for the tutor to prepare the material determined by the teacher, both in the classroom and outside the classroom;
- 5) Each group through their representatives conveys sub-materials following the tasks that have been given. The teacher remains a resource; and

²¹ Anas, M, *Mengenal Metode Pembelajaran* (Pasuruan: CV. Pustaka Hulwa, 2014), 66.

²² Tetiwar, J., Appulembang, O. D, "Penerapan Metode Peer Tutoring untuk Meningkatkan Pemahaman Konsep Materi Perkalian Bersusun Pada Siswa Kelas III SD," *Scholaria Jurnal Pendidikan dan Kebudayaan* 8, no. 3 (2018): 302-308, <http://ejournal.uksw.edu/scholaria/article/view/1818>

- 6) The teacher must straighten, out if there are students who have the wrong concept and the teacher must also make conclusions from the learning.²³

The steps of peer tutors, according to Sani (2013: 201), are as follows.

- 1) The teacher first forms a student study group. At least one group consists of 3 to 4 people with various abilities. Each group must have one student who has a high ability to serve as a tutor;
- 2) In the second stage, the teacher must explain how to complete each task in the group with the guidance of peer tutors. Explain the powers and responsibilities each group member answered;
- 3) The teacher explains the learning material to all students before discussing it in groups and the teacher allows asking questions if there is still any material that has not been understood by students;
- 4) The teacher gives assignments to students with special notes, those students who have difficulty doing assignments can ask for guidance from friends who are appointed as tutors. However, it remains under the supervision of the teacher;
- 5) The teacher observes learning activities and gives an assessment; and
- 6) Teachers, tutors, and students provide an evaluation of the teaching and learning process to determine the follow-up to the next round of activities.

The peer tutoring method is a learning method that assigns students who are proficient in material to become tutors for their friends. Students who become tutors are students who have previously been given special treatment to become tutors for friends in their class. students who are used as tutors are students who have competence seen from the academic achievement that passes the minimum criteria of learning mastery (KKM) to teach their friends whose achievements are below the KKM so that the average class is above the predetermined KKM.

The learning process usually requires tools that can assist teachers in providing understanding to students. These tools are known as learning media. One of the learning media that is easy to use, especially among students at the *Madrasah Ibtidaiyah* level is the short card media. Media short cards or short cards are short and simple cards that contain learning material. In practice, short card media can help teachers improve student motivation and learning outcomes state that the application of short card media can be done by grouping students into small groups and students will think and remember the material presented by the educator when forming groups. In addition, short card media can train students' self-confidence.

Based on the data obtained, learning Arabic at *Madrasah Ibtidaiyah Nahdlatul Ulama* (MINU) Rowolaku, Kajen District, Pekalongan Regency is carried out using the peer tutor method. This is

²³ Saminanto, *Ayo Praktik PTK* (Semarang: RaSAIL Media Group, 2010), 48.

done to overcome students' learning difficulties in the process of learning Arabic. To make it more interesting, learning with the peer tutor method is integrated with card media or short cards. short card is a cooperative learning method that helps and is responsible for completing tasks given through card games to help evoke a class atmosphere that becomes boring due to very intensive learning activities.

The stages that must exist in a lesson using the peer tutor method are as follows.

1) Planning stage

The planning stage begins with the teacher making a lesson plan and then selecting students who meet the qualifications to become tutors. After getting the names of the tutors, the teacher conducts training for the tutors. The teacher divides the class into several groups.

2) Implementation stage

At this stage, the teacher first explains the learning objectives and the methods to be used. The teacher divides students into several groups, ideally, each group contains 4-7 students to be more effective. Then students who have been appointed as tutors guide their friends in their groups regarding learning materials.

3) Evaluation Stage

The evaluation stage is carried out through students being given questions to find out whether the students who are tutors are doing their job well or not.

Based on observations, in general, the implementation of the peer tutoring method at *MINU Rowolaku* is carried out using the stages described by Hamalik in his book *Teaching and Learning Process*. The difference is that the implementation of the peer tutoring method at *MINU Rowolaku* is integrated with short card media.

Following are the stages of implementing the short card media integrated peer tutoring method in learning Arabic at *MINU Rowolaku*:

1) Preparation Stage

- a. The teacher makes short card media according to the material to be taught, namely about Profession (*al-mihnah*);
- b. The teacher chooses the names of students who will become tutors based on the achievement of learning outcomes. Of the 27 fourth-grade students, 4 students meet the criteria to become tutors; and
- c. The teacher trains students who will become tutors for their friends so that they can teach the selected material to their group friends.



Figure 1. The teacher trains the tutor

2) Implementation Stage

- a. The teacher explains the learning objectives and methods that will be implemented in Arabic learning;
- b. The teacher divides the students into 4 groups, this is based on the number of tutors. The total number of students in class IV is 27, reduced by 4 to tutors so that 23 students are then divided into 4 groups. Then each group contains 5-6 students. This is following the ideal conditions described by Hamalik;
- c. Students who have been selected as tutors are divided into these 4 groups and given the task of explaining the material to their group friends; and
- d. During this activity, the teacher supervises the activities carried out by each group with their tutor.



Figure 2. Students are divided into 4 groups in learning Arabic using the peer tutor method

3) Evaluation Stage

- a. Each group is given an envelope containing a short card of a professional picture and a professional description separately and group members (other than the tutor) are asked to match the picture with the name of their profession and then are given a score; and
- b. The teacher gives individual questions related to the material to ensure whether the explanation given by the tutor can be understood by each group member or not.



Figure 3. Students working on short cards

Supporting and Inhibiting Factors

After researching the implementation of the integrated short card media peer tutoring method in learning Arabic at *MINU Rowolaku*, it was found that there are several supporting and inhibiting factors in the implementation of this learning, as follows.

1) Supporting factors

- a. Good planning from the Arabic language teacher so that every stage can be carried out effectively;
- b. Good cooperation from students who have been selected as tutors;
- c. Group members are not shy and shy in asking their friends who are tutors so that learning goes well; and
- d. The existence of short card media can increase students' motivation and enthusiasm for learning Arabic.

2) Inhibiting factors

- a. Some students are less serious about participating in learning and do not join the group so that it interferes with the concentration of other students;
- b. Some students still do not know the *hijaiyyah* letter so they only become passive participants in the group; and
- c. Lack of support from parents at home to be more serious in learning Arabic.

CONCLUSION

The conclusions from the results of the research and discussion above are the followings: (1) The stages of implementing the short card media integrated peer tutoring method in learning Arabic at *MINU Rowolaku* start from the Preparation Stage. The teacher makes short card media according to the material to be taught, namely about the profession/*al-mihnah*. The teacher selects 4 out of 27 students who will become tutors based on the achievement of learning outcomes. The teacher trains students who will become tutors for their friends so that they can teach the selected material to their group friends; (2) Implementation in which the teacher provides an explanation of the learning objectives and methods to be implemented in Arabic language learning; The teacher divides the students into 4 groups, with each group containing 5-6 students. The students who have been selected as tutors are divided into these 4 groups and given the task of explaining the material to their group mates; The teacher supervises the activities carried out by each group with the tutor; and (3) The Evaluation which contains assessment activities. Each group is given an envelope containing a short card of a professional picture and a description of the profession separately and group members (other than the tutor) are asked to match the picture with the name of their profession then given a grade and the teacher gives individual questions regarding the material to ensure whether the explanation given by the tutor can be understood by each member of the group or not.

The results of this study suggest that (1) schools should facilitate teachers in developing their teaching skills and strategies, and provide interactive and fun media facilities; (2) teachers should be more daring to be innovative in utilizing media and other learning strategies according to the material to increase students' interest and interest in learning Arabic. One of the innovative strategies that can be implemented is to apply a peer tutor learning model integrated with short card media; (3) students should be conditioned first before getting explanations from the teacher and be more active in participating in the activities planned by the teacher because it will increase the enthusiasm for learning Arabic. Students who are good at Arabic are more daring to show their existence so that they can share it with other friends. And (4) the practitioners or other researchers in the fields of education and language, especially in the field of Arabic language education, can refer to this research as reference material to conduct other research with different learning techniques and methods, not only at the *Madrrasah Ibtidaiyah* level.

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