

The Use of Peer Tutoring Strategies to Enhance Learning Motivation in Islamic Education

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Keywords:	Abstract
Peer Tutor Method, Learning Motivation, Islamic Religious Education	<i>This study examined the use of peer tutoring strategies to enhance students' learning motivation in Islamic Education (PAI: Pendidikan Agama Islam). Conventional lecture-based pedagogy often positions students as passive learners, which may reduce engagement and limit the development of critical thinking. This research aimed to analyze the implementation of peer tutoring and evaluate its impact on students' learning motivation. This study employed a qualitative case study approach conducted in a vocational high school. Data were collected through classroom observations, in-depth interviews with teachers and students, and documentation analysis. The data were analyzed using data reduction, data display, and conclusion-drawing techniques to ensure systematic interpretation. The findings revealed that peer tutoring had a positive impact on students' learning motivation. Effective implementation was supported by structured planning, including tutor selection and adaptation to students' learning characteristics. Increased motivation was reflected in higher participation, enthusiasm, and improved peer interaction. Additionally, students who acted as tutors demonstrated enhanced self-efficacy and confidence. These improvements contributed to better learning outcomes in Islamic education. The originality of this study lies in its focus on peer tutoring within the context of Islamic education, which remains underexplored. However, this study was limited to a single research setting and a qualitative approach, which may restrict the generalizability of the findings.</i>
Kata Kunci: Metode Tutor Sebaya, Motivasi Belajar, Pendidikan Agama Islam	Penelitian ini mengkaji penggunaan strategi bimbingan sebaya untuk meningkatkan motivasi belajar siswa dalam mata pelajaran Pendidikan Agama Islam (PAI). Metode pengajaran konvensional berbasis ceramah sering kali menempatkan siswa sebagai pembelajar pasif, yang dapat mengurangi keterlibatan mereka dan membatasi pengembangan pemikiran kritis. Penelitian ini bertujuan untuk menganalisis penerapan bimbingan sebaya serta mengevaluasi dampaknya terhadap motivasi belajar siswa. Penelitian ini menggunakan pendekatan studi kasus kualitatif yang dilakukan di sebuah sekolah menengah kejuruan. Data dikumpulkan melalui observasi kelas, wawancara mendalam dengan guru dan siswa, serta analisis dokumentasi. Data dianalisis menggunakan teknik reduksi data, penyajian data, dan penarikan

kesimpulan untuk memastikan interpretasi yang sistematis. Temuan menunjukkan bahwa bimbingan antar teman memiliki dampak positif terhadap motivasi belajar siswa. Implementasi yang efektif didukung oleh perencanaan terstruktur, termasuk pemilihan tutor dan penyesuaian terhadap karakteristik belajar siswa. Peningkatan motivasi tercermin dalam partisipasi yang lebih tinggi, antusiasme, dan interaksi antar teman yang lebih baik. Selain itu, siswa yang bertindak sebagai tutor menunjukkan peningkatan efektivitas diri dan kepercayaan diri. Peningkatan ini berkontribusi pada hasil belajar yang lebih baik dalam pendidikan Islam. Keaslian penelitian ini terletak pada fokusnya pada bimbingan sebaya dalam konteks pendidikan Islam, yang masih kurang dieksplorasi. Namun, penelitian ini terbatas pada satu lokasi penelitian dan pendekatan kualitatif, yang mungkin membatasi generalisasi temuan.

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1. Introduction

Education plays a crucial role in improving the quality of human resources and supporting national development. However, the quality of education in Indonesia still faces significant challenges, particularly in terms of student learning outcomes and engagement. Data from the Programme for International Student Assessment (PISA) 2022 indicate that Indonesian students' performance in reading, mathematics, and science remains below the OECD average, reflecting persistent issues in learning effectiveness and instructional practices. One key factor contributing to this condition is the limited use of innovative and student-centred teaching strategies. Many classroom practices still rely on conventional lecture-based methods, which tend to position students as passive learners. Previous studies have shown that such approaches can reduce student motivation and participation, ultimately affecting learning outcomes. Therefore, it is necessary to explore alternative instructional strategies that actively engage students, one of which is peer tutoring.

The quality of education is inherently reflected through the effectiveness of instructional processes, which involve critical elements such as teachers, students, and teaching methods that collectively contribute to enhanced learning outcomes (Mas P. Sanjata et al., 2022). The success of effective learning can be measured through teachers' proficiency in employing appropriate teaching strategies that foster active student participation throughout the learning process. The Indonesian National Education System Law No. 22 of 2003 emphasizes that education constitutes a conscious and planned effort to create learning environments that enable students to actively develop their potential, encompassing spiritual, moral, self-control, ethical, intellectual, and practical skills necessary for personal and societal advancement (Prayitno, 2021). Therefore, the implementation of effective teaching methods becomes crucial in achieving

expected learning outcomes, particularly in Islamic Religious Education (PAI) courses.

Islamic Religious Education, commonly referred to as PAI, frequently suffers from limited instructional time, often allocated only one hour per week, and predominantly employs lecture-based methods that position teachers as primary transmitters of knowledge (Mas P. Sanjata et al., 2022). This approach proves insufficient for comprehensive mastery of PAI content, as students are required not only to memorize hadiths and Quranic verses but also to develop critical thinking skills for deep analysis and understanding of Islamic teachings (2023, 2021). The lecture method tends to minimize active student participation, potentially delaying cognitive development and inducing boredom among learners, thereby rendering this traditional approach ineffective (Collins et al., 2021). Consequently, there exists an urgent need for effective learning strategies that cultivate environments conducive to active student engagement, particularly within PAI instruction.

To address these pedagogical challenges, peer tutoring is proposed as an alternative student-centered learning strategy. Peer tutoring refers to an instructional approach in which students assist one another in understanding learning materials through structured interactions and collaborations. This method encourages active participation, enhances social interaction, and fosters a more engaging learning environment. Previous studies have shown that peer tutoring can improve students' motivation, academic achievement, and self-confidence, making it a relevant solution to overcome the limitations of conventional lecture-based teaching methods. This approach has yielded tangible improvements in student performance at SMK Negeri 2 Ponorogo, where academic scores have risen from below-average to above-average levels following implementation.

Previous research by Ridawati highlights peer tutoring as an effective strategy in supporting Islamic Education (PAI) learning by promoting innovative and engaging instructional practices. This approach is also aligned with Islamic values of mutual assistance, as reflected in Qur'an Surah Al-Ma'idah verse 2, which encourages cooperation in terms of righteousness and piety. Furthermore, prior studies have indicated that peer tutoring helps reduce students' hesitation to ask questions, as they often feel more comfortable interacting with peers than teachers. However, most previous studies have primarily focused on the general effectiveness of peer tutoring in improving learning outcomes and participation. In contrast, this study specifically examined the implementation process of peer tutoring in PAI learning and its impact on students' learning motivation, particularly in terms of self-efficacy and affective engagement. By emphasizing motivational aspects and contextual classroom dynamics, this research offers a more in-depth analysis compared to earlier studies, thereby contributing new insights into the application of peer tutoring in Islamic Education (Inovasi et al., 2023).

Despite its potential benefits, the implementation of peer tutoring may present certain challenges such as maintaining students' focus and ensuring effective peer

interaction during learning activities. Therefore, it is important to further examine how this method is implemented in classroom settings and how it influences students' learning motivation. Nevertheless, the method's potential benefits warrant further investigation. This study aims to examine in depth the implementation of the Peer Tutoring Method in PAI learning and its impact on enhancing students' learning motivation at SMK Negeri 2 Ponorogo. Despite existing studies on peer tutoring effectiveness, there remains a gap in understanding how this method specifically influences learning motivation in vocational school settings, particularly within the context of Islamic Religious Education where both cognitive understanding and spiritual development are essential outcomes (Al-qur, 2025).

2. Methods

This study employed a qualitative research approach, which prioritizes in-depth understanding, contextual aspects, and non-numerical dimensions rather than relying solely on statistical data (Nursanjaya et al., 2021). The research was classified as field research involving direct researcher participation in observing social phenomena on a small scale (Adlini et al., 2022). Furthermore, this study adopted a descriptive design to provide comprehensive insights into the implementation of the Peer Tutoring Method in Islamic Religious Education (PAI) learning. The research was conducted at SMK Negeri 2 Ponorogo, a vocational high school in East Java, Indonesia, from May to June 2024. Data sources consisted of three categories: person (human sources including PAI teachers and students), place (the school environment and classroom settings), and paper (written documents such as lesson plans, assessment materials, and student achievement records).

Data collection was conducted through three primary techniques: semi-structured in-depth interviews, direct observation, and documentation analysis. Semi-structured interviews were conducted with the PAI teacher and selected students who served as peer tutors and tutees to explore their experiences and perspectives regarding the peer tutoring implementation. Direct observations were systematically performed during PAI learning sessions to examine the actual implementation processes, including tutor selection, group formation, material delivery, and teacher supervision. Documentary evidence, including teaching materials, student worksheets, assessment results, and photographic documentation, was collected to support and triangulate findings from interviews and observations. The researcher conducted nine field visits to ensure comprehensive data collection and establish rapport with participants (Rosalina, 2023).

Data analysis followed an interactive model consisting of three concurrent activities: data reduction, data display, and conclusion drawing. Data reduction involved systematically organizing, focusing on essential information, identifying patterns, and discarding irrelevant data. The reduced data were then displayed through narrative descriptions, diagrams, and categorical matrices to facilitate pattern recognition and relationship identification among variables. Throughout the analysis process, preliminary conclusions were continuously drawn and verified against emerging data. The researcher employed analytical memos and coding techniques to systematically categorize themes related to peer tutoring

implementation procedures, motivational outcomes, and encountered challenges. This iterative process continued until data saturation was achieved and consistent patterns emerged across multiple data sources.

Data validity was established through triangulation techniques and prolonged engagement in the field. Source triangulation was employed by comparing and cross-checking information obtained from multiple informants, including the PAI teacher, peer tutors, and tutees, to identify consistencies, discrepancies, and unique perspectives. Method triangulation was implemented by comparing findings from interviews, observations, and documentation to ensure comprehensive understanding. The researcher maintained prolonged engagement through multiple field visits and persistent observation to build trust with participants and gain deep contextual understanding. Member checking was conducted by presenting preliminary findings to key informants for verification and feedback. These validation procedures ensured the credibility, dependability, and confirmability of research findings, thereby enhancing the trustworthiness of this qualitative investigation (Pahleviannur et al., 2022).

3. Result and Discussion

3.1. Implementation of Peer Tutoring Method in Islamic Religious Education Learning

Implementation refers to the execution of a meticulously and thoroughly designed learning plan that has been finalized and deemed ready for application. Within the learning context, teaching methods or models constitute a crucial component of the educational process. Teachers are expected to comprehend and master various pedagogical approaches to maintain an engaging classroom atmosphere and prevent monotony. Among the diverse methodologies employed throughout the learning process, the Peer Tutoring Method has been established at SMKN 2 Ponorogo, specifically for Islamic Religious Education (PAI) instruction. The Peer Tutoring Method plays a vital role and offers numerous benefits, particularly for students who experience difficulties in comprehending instructional material. Furthermore, this method proves advantageous for students who assume the tutor role, as it enables them to deepen their own understanding of the subject matter. Consequently, the Peer Tutoring Method can be effectively implemented in teaching and learning processes, including specific sub-chapters within Islamic Religious Education courses (Aziz et al., 2025).

Based on the data presentation and analysis, the implementation of the Peer Tutoring Method at SMKN 2 Ponorogo is considered reasonably effective in Islamic Religious Education learning. This assessment aligns with findings from interview activities conducted with an Islamic Religious Education teacher who applies this method, as well as several participating students. The research demonstrates that the school has established a systematic approach to implementing this pedagogical strategy, with multiple procedural elements working in concert to facilitate effective peer-based learning (Irma Safrida, 2024).

The PAI teacher assumes responsibility for supervising the implementation of the teaching and learning process in accordance with the provided guidelines. This supervision is essential to ensure that the learning process runs smoothly and that students can focus on their educational activities. The teacher functions as a facilitator during classroom teaching and learning activities, while not completely releasing students during presentation sessions, as students naturally still require guidance from the subject teacher. This balanced approach maintains the teacher's

pedagogical authority while empowering students to take ownership of their learning experiences.

Teachers must understand the criteria and exercise careful consideration regarding students appointed as tutors to ensure they can perform their duties optimally. The division of groups is determined through mutual agreement, requiring specific considerations when identifying potential tutors. The teacher conducts meticulous selection of students designated as tutors to guarantee their optimal task performance. The criteria for selecting tutors include ability to comprehend lessons from the teacher, willingness to assist peers, collaborative capacity, high motivation for tutorial group success, acceptance by classmates, and creativity in providing guidance to fellow students. This careful selection process ensures that only qualified students assume the tutoring responsibility, thereby maximizing the potential effectiveness of the peer learning dynamic (Suhartati & Arianto, 2022).

The division of groups in the peer tutoring method is conducted by considering a mixture of students from various ability levels. This diversified grouping enhances the method's effectiveness by enabling collaboration and mutual assistance among students with different backgrounds. The heterogeneous composition promotes inclusive learning and knowledge sharing across different proficiency levels, creating opportunities for both high-achieving and struggling students to benefit from the collaborative environment. Teachers arrange the learning schedule effectively to ensure efficiency and satisfactory results for both teachers and students. Optimal scheduling is crucial for maximizing the benefits of peer tutoring sessions while maintaining alignment with the overall curriculum requirements.

Evaluation is conducted routinely to measure the extent to which students effectively apply the peer tutoring method implemented by the PAI teacher. This evaluation is carried out through several techniques, including classroom-based assessments, observation of student participation during peer tutoring sessions, and analysis of students' learning outcomes, such as assignments and test scores. In addition, the teacher provides formative feedback by assessing students' ability to explain material to peers, their level of engagement in group discussions, and their collaboration skills. The results of this evaluation are used to identify students' understanding, monitor their progress, and refine the implementation of the peer tutoring strategy. This assessment helps in evaluating student progress and the effectiveness of the implemented learning method. The evaluation ensures that students genuinely understand the material being taught and provides feedback for continuous improvement. These systematic procedures demonstrate SMKN 2 Ponorogo's commitment to implementing the Peer Tutoring Method effectively, thereby providing tangible benefits for student learning and development (Aghniyah & Jumari, 2024).

Despite its generally positive implementation, PAI teachers encounter several challenges in applying peer tutoring in the classroom. One major difficulty is selecting appropriate students as tutors, as most students demonstrate relatively similar academic abilities. This finding is consistent with previous research, which indicates that the effectiveness of peer tutoring largely depends on the competence and responsibility of the selected tutors. When tutors lack sufficient mastery or commitment, the learning process may become less effective and create gaps among group members.

In addition, some tutors show limited responsibility toward their peers, resulting in unequal learning progress within groups. This finding aligns with Ridawati's (2016) emphasis that successful peer tutoring requires not only cognitive ability but also strong interpersonal and leadership skills. Without these qualities, the collaborative learning process may not function optimally. Time constraints also emerge as a significant challenge. Limited instructional time often prevents in-depth discussions and the mastery of complex materials. This finding is supported by prior studies, which suggest that peer tutoring requires sufficient time allocation to facilitate interactions, discussions, and reflections among students.

Furthermore, some students demonstrate reluctance to learn from their peers, preferring direct instruction from teachers. This phenomenon supports earlier research indicating that students' perceptions of peer credibility influence the effectiveness of peer tutoring. When students perceive their peers as less authoritative, their engagement tends to decrease. Additionally, close social relationships among students may lead to off-task behavior, such as joking during learning sessions, which can reduce instructional effectiveness. Similar challenges have been identified in previous studies, highlighting the importance of teacher supervision in maintaining focus and discipline during peer tutoring activities.

Despite these challenges, the implementation of peer tutoring remains effective, particularly for subjects requiring deep understanding, such as Islamic education. This finding is in line with previous studies showing that peer tutoring enhances active learning, student engagement, and motivation. The method encourages students to participate more actively and develop better comprehension through collaborative interactions. In this context, the findings also reinforce Ridawati's theory, which states that peer tutoring has a significant positive impact on students' learning motivation.

Overall, this study confirms previous findings regarding the effectiveness of peer tutoring and provides a more contextual understanding of its implementation challenges in Islamic education classrooms, particularly in relation to student homogeneity, time limitations, and classroom dynamics. The Peer Tutoring Method constitutes a process wherein students are divided into several groups, and one student is appointed as a tutor who is then given additional insights by the subject teacher; subsequently, the student returns to their group to deliver the material obtained by the tutor. The implementation of Peer Tutoring represents a breakthrough in the educational world that provides motivation to students individually when they observe their peers excelling in terms of knowledge, which then encourages other students to pursue their friends' achievements. This competitive yet collaborative environment fosters academic growth and peer learning (Larasanti & Prihatnani, 2021).

The researcher found that the implementation of the Peer Tutoring Method at SMKN 2 Ponorogo operates reasonably well with several procedures properly implemented, including teacher supervision, careful tutor selection, appropriate group division, learning schedule adjustment, and routine evaluation. However, several issues persist, such as difficulties in determining tutors, student responsibility as tutors, limited time allocation, and reluctance of some students to be taught by peers. Nevertheless, the benefits perceived from this method are quite significant, with improvements in student understanding and learning motivation. The use of the Peer Tutoring Method at SMKN 2 Ponorogo in Islamic Religious

Education learning has proven more effective and efficient for students, with the achievement of teaching and learning activity indicators prepared by the subject teacher. Overall, the implementation of the Peer Tutoring Method at SMKN 2 Ponorogo demonstrates positive results, although challenges remain that need to be addressed through appropriate improvements and adjustments to enhance the quality of Islamic Religious Education learning in schools (Utari *et al.*, 2021).

3.2. *Enhancement of Student Learning Motivation*

SMK Negeri 2 Ponorogo serves as one of the driving schools in Ponorogo Regency. Based on this status, it can be understood that students at SMK Negeri 2 Ponorogo come from various regions in Ponorogo and even from outside the area. Consequently, students possess different backgrounds, and when they begin their education at SMK Negeri 2 Ponorogo, there must be an alignment of goals and understanding regarding learning methods and acquiring knowledge according to what the school has planned. In learning Islamic Religious Education subjects with the Peer Tutoring Method, there is an impact on increasing student learning motivation in the form of enthusiasm in receiving material and increased self-confidence (Nurhasanah & Gumiandari, 2021).

The enthusiasm in receiving material can be understood through the fact that students who come from various different backgrounds when first entering school will seek friends to better understand and fulfill their curiosity about their school as well as the learning material they will receive. The relationship between the peer tutoring method and increased student enthusiasm occurs when students feel they are not alone and have companions in learning. When a teacher explains a lesson, misunderstandings may occur due to differences in language style between students and teachers. In this condition, peers play a role as motivators for other students due to relationships that have been established longer than with the teacher, as well as emotional sensitivity among fellow students (Irfan *et al.*, 2024).

The increase in student self-confidence can be observed during the implementation of teaching and learning activities using the peer tutoring method conducted by the Islamic Religious Education subject teacher. This occurs because of students' willingness to present material that has been provided by the teacher. Regardless of whether the appointed students truly understand the material or not, they feel calm and flexible because they deliver material in front of peers who equally share emotional relationships as fellow students who come to learn. The emotional closeness among students triggers openness and mutual understanding, which can be allocated as a method for delivering Islamic Religious Education material that often fails to attract student learning interest (Midoni *et al.*, 2022).

Through the Peer Tutoring Method, students feel closer to and more familiar with whoever delivers the material, so students have more enthusiasm and are motivated by peers appointed as tutors in classroom teaching and learning activities. This can become a trigger for other students to compete in positive ways, namely excelling in understanding material provided by the teacher, so individuals feel valued by their peers for the understanding they possess. An individual who has just entered a new school environment, transitioning from junior high school to senior high school or vocational high school, naturally comes from various different backgrounds in terms of knowledge, abilities, insights, and other aspects. Therefore, some students experience difficulties in understanding what and how they should act, primarily in teaching and learning activities. This

is natural and it becomes mandatory for the school to address student difficulties for the success of planned learning activities (Muzakki et al., 2021).

3.3. Improvement in Islamic Religious Education Subject Grades

Teaching and learning activities that are implemented naturally have an impact on student understanding regarding material provided during the allocated time that has been determined. Islamic Religious Education is a subject that is often considered less attractive to students in terms of the material delivered, which is inversely proportional to the application of Islamic Religious Education material, which serves as provisions for students after graduation and living in society. With the implementation of the Peer Tutoring Method during teaching and learning activities, there is a significant impact on student learning interest. This can be seen from student enthusiasm during the learning activities, so that the material delivered is well received by students, which subsequently leads to increased learning outcomes in Islamic Religious Education subjects.

Teaching and learning activities inevitably influence students' understanding of materials delivered within the allocated instructional time. Islamic Religious Education (PAI) is often perceived by students as less engaging, particularly when conventional teaching methods are applied. This condition is paradoxical, considering that PAI plays a crucial role in shaping students' moral and social behaviors in real-life contexts. The implementation of peer tutoring in PAI learning has been shown to significantly increase student interest and engagement. This finding is supported by previous studies, which indicate that peer tutoring enhances student motivation and participation through collaborative interaction and active involvement in the learning process (Ridawati, Ermiami, Utari). Increased enthusiasm during learning activities enables students to better understand the material, which ultimately contributes to improved learning outcomes.

Following the teaching and learning process, evaluation is conducted through daily tests to measure students' level of understanding, as reflected in their academic scores. The findings of this study show that the implementation of peer tutoring leads to noticeable improvement in students' performance compared to previous assessments. This result is consistent with earlier research demonstrating that peer tutoring positively affects students' academic achievement by promoting deeper understanding and knowledge retention (Ridawati; Fatin; Basuni). Furthermore, peer tutoring facilitates reciprocal learning, in which both tutors and tutees benefit cognitively and affectively. Therefore, the improvement in students' academic performance reflects the significant role of peer tutoring in supporting effective learning in Islamic religious education.

Students who previously had deficiencies regarding the material delivered require teachers, as those who have the authority to transfer knowledge to students, to have methods considered to truly provide significant effects in terms of increasing learning motivation and grades based on student understanding of the material delivered. Based on this, the use of the Peer Tutoring Method is an effective method to implement. This can be seen from the results of daily tests in Islamic Religious Education subjects as attached in the documentation. The increase in learning motivation among students by observing peers who have better understanding will generate enthusiasm among other students in acquiring equal or equivalent knowledge. As a result, the impact is that student learning

outcomes accumulated in numerical form also increase from previously only a few students having better understanding to all class members competing to obtain the same understanding, which then results in increased scores from daily evaluation results, commonly called daily tests, due to the implementation of Peer Tutoring in Islamic Religious Education subjects at SMK Negeri 2 Ponorogo (Kurniawan et al., 2023).

3.4. *Addressing Learning Difficulties Through Peer Tutoring*

In efforts to overcome these difficulties during teaching and learning activities in Islamic Religious Education subjects, the school, subsequently referred to as the subject teacher, uses the Peer Tutoring Method, which involves empowering students who have better understanding of the material and then providing them with time allocation to deliver material. The implementation process involves forming students in one class into several verified groups, then the teacher appoints one student to become a tutor for peers and deliver the material that has been provided. The concept of Peer Tutoring is the tendency for openness among fellow students due to emotional closeness, making it easier for students to receive material (Supriyatna et al., 2024).

Due to the emotional closeness among students that subsequently creates mutual openness and understanding, this can be allocated as a method for delivering Islamic Religious Education material that often fails to attract student learning interest. Islamic Religious Education is a subject that is frequently considered less interesting in attracting student learning interest regarding the material delivered. This perception contrasts sharply with the practical application of Islamic Religious Education material, which actually serves as essential provisions for students after they graduate and live in society. The challenge lies in bridging this gap between perceived relevance and actual importance through effective pedagogical approaches (Syarifuddin et al., 2024).

The implementation of the peer tutoring method addresses this challenge by leveraging the natural social dynamics present in the classroom. Students tend to feel more comfortable and connected when interacting with their peers, which leads to increased enthusiasm and motivation during learning activities. This finding is consistent with the principles of social learning theory, which emphasizes that learning occurs through observation, imitation, and interaction with others. In this context, peer tutors function as role models who influence their classmates' learning behavior.

Furthermore, this peer-led approach can foster positive academic competition among students. When students observe their peers successfully mastering the material, they are encouraged to achieve similar recognition. This phenomenon is supported by self-efficacy theory, which suggests that individuals' confidence in their abilities can be strengthened through vicarious experiences, such as observing others' success. Previous studies have also demonstrated that peer tutoring enhances students' motivation, engagement, and collaborative learning (Ridawati; Ermiasi; Utari; Fatin).

In addition, social recognition from peers plays a significant role in motivating students to actively participate in the learning process. Students who demonstrate an understanding often gain appreciation from their classmates, which reinforces their confidence and encourages others to engage more actively. This aligns with previous research indicating that peer interaction and social reinforcement

contribute to a more participatory and student-centered learning environment. Therefore, peer tutoring not only improves cognitive outcomes but also strengthens the affective aspects of learning, transforming the classroom into a more interactive and motivating educational space.

4. Conclusion

This study demonstrates that the implementation of the peer tutoring method in Islamic religious education at SMK Negeri 2 Ponorogo yields substantial positive outcomes, particularly in enhancing student learning motivation and academic achievement. This study contributes theoretically to Islamic education by validating the Quranic principle of mutual assistance (*ta'awun*), as articulated in Surah Al-Maidah (verse 2), demonstrating its practical application through peer-based learning. The research confirms that emotional proximity among students facilitates knowledge transfer more effectively than traditional lecture methods, particularly for subjects requiring deep comprehension, such as Arabic language instruction. Significant improvements in daily test scores and heightened student enthusiasm substantiate the method's efficacy in addressing persistent challenges in Islamic religious education, including limited instructional time and student disengagement.

Based on these findings, educational institutions implementing Islamic Religious Education are strongly recommended to adopt the peer tutoring method as a complementary pedagogical strategy alongside conventional teaching approaches. Schools should establish structured frameworks for tutor identification, emphasizing not only academic competence but also interpersonal skills and peer acceptance. Professional development programs for PAI teachers should incorporate training in peer tutoring facilitation, group dynamics management, and techniques for maintaining academic focus during peer-led sessions. To address identified challenges, including time constraints, tutor responsibility issues, and student reluctance, schools must allocate adequate instructional periods, implement accountability mechanisms for peer tutors, and cultivate classroom cultures that value collaborative learning. Future research should investigate the long-term impacts of peer tutoring on spiritual development and religious practice retention and explore optimal integration strategies across diverse Islamic education contexts to maximize both cognitive understanding and faith-based character formation.

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