



## APPLICATION OF THE PEER TUTOR METHOD TO IMPROVE FIQH LEARNING OUTCOMES

Karwadi<sup>1</sup>(✉)

<sup>1</sup> Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Sleman, Special Region of Yogyakarta, Indonesia

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### (✉)Correspondence to:

karwadi@uin-suka.ac.id

**Abstract:** The purpose of this study was to improve students' activities and learning outcomes in fiqh subjects by applying the peer tutor method. This research is a class action research consisting of two cycles. The subjects of this study were third grade students of MI Matla'ul Atfal, totaling 27 students. Data collection techniques are done by giving tests and observations. Based on the results of the study, it shows that students are more active in learning activities in the classroom. Student learning outcomes also increased from each cycle. This can be proven by the completeness of student learning in cycle I as many as 17 students who are complete and 24 students who are complete in cycle II with a total of 27 students. Therefore, the application of peer tutors can improve student learning outcomes in fiqh learning.

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## INTRODUCTION

One of the problems in the world of education in Indonesia is the weakness of learning (Sidiq et al., 2018). During this time in learning, children were emphasized to develop their skills and thinking processes so that learning only emphasized the child's ability to remember information (Utari et al., 2021). The child's brain was constantly forced to remember and remember various information without having to be able to relate it to everyday life. So if the child left school, he was only capable in theory, but he did not have enough experience to apply it practically in life (Al-Tabany, 2017).

This statement applied to almost all subjects, without exception for Fiqh lessons and it appeared in almost every educational institution. A lesson in Fiqh was not enough to learn by rote alone, it must be practiced in everyday life for students (Anggraeni et al., 2019). Therefore, changes in the learning process must be made later in learning, students were not only intelligent theoretically, but also known how to apply the knowledge and experience gained in everyday life (Ruzakki, 2021).

Student's experience became important in learning activities. This kind of experience could be built by participating in the active participation of students in the learning process. Thanks to active participation, learning materials become easy to communicate and easy to remember. In learning, students must played

an active role in learning, not just listening to the teacher's explanation. In this way learning would become a meaningful experience for students (Masgumelar & Mustafa, 2021).

Regarding the link between active learning and student learning outcomes, Prijanto & De Kock (2021) explained that students who were actively involved in the learning process can make a difference in positive qualities for interaction and communication, therefore motivating students was one way to improve their learning outcomes. According to Sudjana (in Wahyuningsih, 2020), students who actively asked questions facilitate understanding of the topic, which allowed students to help perfectly master the subjects taught by the teacher, enabling students to study well. From this description it can be seen that active students during the process have an impact on student learning outcomes.

The initial study conducted by researchers at MI Matla'ul Atfal through observation, teaching the field of fiqh studies faced various challenges, including some students who considered it trivial and seemed not interested in studying fiqh studies. Even though this lesson became a determinant for students in improving their learning outcomes in Islamic educational institutions. There were still many students who were not yet capable of completing assignments, student achievement is still below the KKM standard and students are still less active in learning fiqh. The emergence of this problem occurred in several factors including teachers who only applied one method without any renewal which indirectly made students bored, made passive student activity in class and student learning outcomes less than optimal.

Responding to the problems above, of course, it needs renewal in terms of methods when learning fiqh. Fiqh subject is one of the Islamic religious subjects whose aim is to prepare students to know, understand and live especially in daily worship, which then became the basis of life through experience and habituation. (Zahiroh et al., 2018). One method that can be applied was peer tutoring. Tutorial was a learning management method that was carried out through a process directed by the teacher to students, both individually and in small groups of students (Ahyat, 2017). In this method, students were called tutors or learning resources and a place to ask their friends. The concept of peer tutoring was essentially a learning process in which one person supported and guided another in learning activities.

There were several previous studies that formulated the effectiveness of this peer tutoring method. Like Parhehan Munthe & Pradiastuti Naibaho (2019) argued that this method also facilitated students' general learning and differentiates themselves from their peers in the exchange of information, mutual assistance and the ability to create comfortable conditions for learning, and in expressing opinions and representing guided difficulties. Another opinion by Arnawa (2021) Submission of learning method material to tutors and peer assessment was carried out by teachers and peers as a means of communication with students using the student's language. Thus, communication occurred between students so that previously difficult weaknesses in student communication can be overcome by asking or offering opinions directly from the

teacher, because they did not have the opportunity to directly ask questions or express opinions, they preferred to ask or give opinions to friends who are standing next to him. According to Mahsup et al. (2020) in their research mentions peer strategies eliminated awkwardness between students, language between friends of the same age is easier to accept.

Some of the previous research above, became several studies that were applied to general subjects. While on a different side, this research was carried out by applying the peer tutor method in practicum studies in fiqh subjects. This research provided peer tutoring that can be carried out at various levels of education and without limitations. This method was applied without having to stick to certain conversation subjects. So this research demonstrates a collaborative, active, and effective form of learning for improving student learning activities and outcomes.

In the process, each student must work together and help each other learn to understand the subject. Therefore, researchers were interested in studying the use of peer tutoring methods in learning fiqh.

## RESEARCH METHOD

This research approach was qualitative with this type of classroom action research which could be interpreted as action research that aimed to improve the quality of student learning in the classroom (Susilo et al., 2022). The PTK used was a model of the Kemmis & Taggart design in which there were four processes that must be passed, including: planning, action, observation and reflection (Arikunto et al., 2021). The subjects in this study involved class III MI Matla'ul Atfal students with 14 male students and 13 female students, so the total number of students was 27 people. The cycle was carried out 2 times with 1 meeting in each cycle. This research cycle could be described in Figure 1 below.

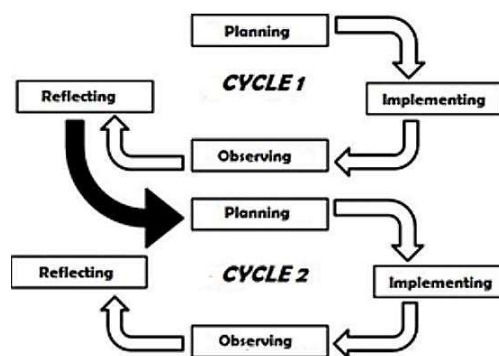


Figure 1. Class Action Research Cycle

With this PTK, teachers could explore more scientifically the problems they face empirically. This research was conducted in class III MI Matlaul Atfal Bandung City. The collection was carried out with a test instrument that totaled 15 questions and observation. Data analysis was carried out by looking at the results of the analysis of each cycle consisting of two cycles which were averaged

and then the final result was in the form of a percentage using the formula below.

$$\text{Percentage} = \frac{\text{Student's answer score} \times 100\%}{\text{Total Score}} \text{ (Arikunto et al., 2021)}$$

## RESULT AND DISCUSSION

The use of conventional methods such as lectures was certainly not a problem, but continuous use would certainly caused boredom, especially for elementary school students. Conventional methods also certainly had their own advantages and values in learning. For this reason, there was a need for renewal so that teaching and learning activities can be more colorful by using various learning methods.

In this study, the researchers focused on applying the peer-to-peer tutorial method to fiqh lessons with the subject of Tarawih sunnah prayers. Implementation of activities from cycles I and II can be described as follows.

### Planning

At this action stage, the planning that was carried out includes the preparation of lesson plans, test sheets and observation sheets regarding the Sunnah tarawih prayers. In the observation, the researcher was assisted by the class teacher in observing students' learning.

### Implementation

Implementation of cycles from I to cycle II carried out one action for approximately 2 times 35 minutes. Fiqh learning using the peer tutorial method was implemented with the help of learning videos that have previously been downloaded via the Vision Kids Youtube channel. The implementation of cycles I and II will be held in February 2022 during the second lesson. Students prayed together first, the teacher checked student attendance, conveyed learning objectives, encouraged students by inviting students to clap cheers together, and the teacher gave apperception to students. After the opening activity, then the teacher gave motivation to students so that students could take part in learning actively and then the teacher linked the knowledge that students already had with new knowledge about the topic of sunnah tarawih prayers by the teacher asking questions about sunnah prayers.

Entering the core activity, the students were divided into groups and then discussed with their group the topic of the sunnah tarawih prayer. The teacher explained about the discussion of the sunnah tarawih prayer, then students read an information text about the discussion on the sunnah tarawih prayer. Then the teacher gave time for students to appoint one of their friends to be a leader or tutor to practice the sunnah tarawih prayer activities. The selection of tutors among students was done by selecting students who are able to socialize well about the material with their friends and also understand well about the material for the practice of sunnah tarawih prayers. Tutors among students were intended for students to be more flexible and relaxed in practicing material with their friends.

The teacher and students both listened to the teacher's practice while the teacher tells what types of movements have been practiced by the tutor to the students in class. Before closing the class, the teacher did ice breaking by the way the students sing while passing the stick to their next friend until the song lyrics run out and the last student who got the stick moves forward to answer the questions given by the teacher and keeps repeating until the time that has been instructed. For students who successfully answered these questions would get a star as an additional value.

Entering the closing activity was asking questions about the material that has been studied to find out the extent to which students understand the material that has been taught. After the learning activities in cycles I and II were completed, at the end of the lesson an evaluation of cycles I, II was held and the teacher gave students the opportunity to express their opinions about the learning that had been followed, the teacher and students concluded today's lesson.

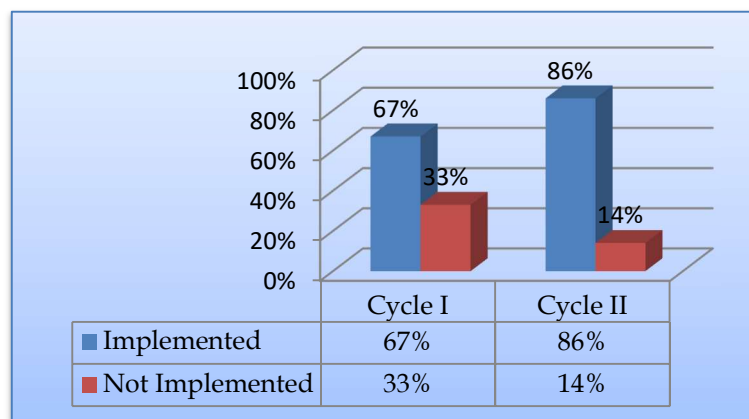
**Observation**

This observation stage was towards student activities in carrying out learning activities. The activity results of each cycle could be seen in table 1 below.

**Table 1. Student activity results**

Category	Cycle I	Cycle II
Implemented	67,37%	86,43%
Not Implemented	32,63%	13,57%

In the activity data table above, it could be understood that students in studying fiqh with the peer tutor method experience an increase in their activity in each cycle. It was calculated that the percentage of 19.06% of students experienced an increase from the start of cycle I and cycle II. The results of these student activities could be described in the following graphical form.



**Graph 1. Results of Student Activity**

Then for student learning completeness in fiqh subjects, the subject matter of sunnah tarawih prayers also experienced an increase from each cycle. Student learning outcomes have increased none other than the use of peer tutoring

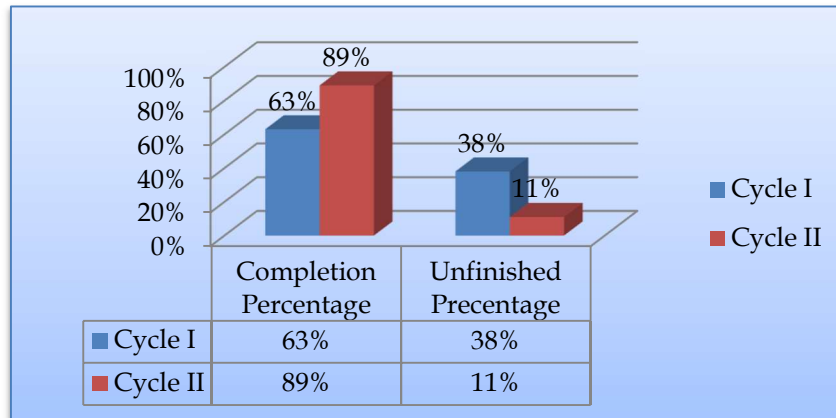
methods in the learning process in the classroom. Student learning outcomes can be seen in table 2 below.

**Table 2. Student Learning Outcomes**

Respondent	Value Result	
	Cycle I	Cycle II
R1	70	75
R2	65	80
R3	70	75
R4	60	70
R5	65	75
R6	75	80
R7	65	75
R8	70	80
R9	60	65
R10	50	65
R11	50	65
R12	70	75
R13	75	80
R14	75	85
R15	80	85
R16	65	75
R17	70	70
R18	50	70
R19	70	75
R20	80	80
R21	80	85
R22	65	70
R23	75	85
R24	70	80
R25	70	85
R26	75	80
R27	70	75
Amount	1840	2060
Avarage	68,15	76,30
Completion Percentage	62,96%	88,89%
Unfinished Presentation	37,04%	11,11%

Based on table 2, it can be understood that student learning outcomes in the subject of fiqh, the subject of sunnah tarawih prayers, have increased in each cycle. For the completeness criteria itself in MI Matla'ul Atfal, especially in fiqh subjects, it must achieved a score of 70. In the learning outcomes of cycle I, as many as 17 students have completed with a percentage of 62.96% and as many as 10 students who were still incomplete with a percentage of 37.04%. Cycle II, student completeness has increased, it can be seen from the 24 people who are said to have completed with a percentage of 88.89% and as many as 3 people

who still have not completed with a percentage of 11.11%. The percentage increased from cycle 1 to II was 25.93% or 7 students. To clarify the results of the percentage of student learning outcomes can be seen in the picture below.



Graphic 3. Student Learning Outcomes

As can be seen in the graph above, the improvement in the mastery of student learning outcomes in fiqh subjects was quite good. From the percentage of the first cycle, only 62.96% of students achieved learning mastery, while it increased in cycle II with a percentage of 88.89%.

### Reflection

Based on the results of reflection with the teacher regarding the results of observations and student learning outcomes during learning activities it was known that students had followed the learning according to the learning design that has been made. This was reinforced by the results of observations and student learning outcomes in each cycle has increased.

Based on the results of activities and student learning outcomes in class on fiqh subjects with the subject matter of sunnah tarawih prayers with the use of peer tutoring methods can influence the results of activities and student learning outcomes in class. Nuraeni (2023) in her research explained that the use of the peer tutor method made students not feel awkward asking when it was difficult to understand the material because they could ask directly to friends who knew better without having to be afraid to ask the teacher. Hasyim (2018) reviewed that the application of this method could also provide significant improvements starting from learning outcomes and student activity in the learning process. The peer tutoring method also allowed students to foster learning responsibility.

Frasandy (2018) in his research also revealed that the application of the peer tutoring method in fiqh subjects could increase the effectiveness of learning compared to applying conventional methods. Wassalwa & Hasanah (2019) argues that if applied, peer tutors require dividing students into several groups with diverse understandings, then providing material which will be assisted by one student who understands enough of the material to guide his friends. According to Kurniawansyah (2020), The application of this method will also

indirectly form a new experience for students as there are social activities carried out by students such as interactions in learning. However, this method certainly has weaknesses like other methods. This was like the results of research Puspitasari et al. research (2019) explained that the weakness of this method was that students were not able to answer all the questions asked by their friends. Nurul Hasanah (2020) explained that students who are assisted often do not study seriously, because they only deal with friends, the results were not as expected, and a lot of time in the learning process will be wasted if students joke too much.

## CONCLUSION

The use of peer tutoring methods could increase student learning activities and outcomes in the subjects of jurisprudence, the subject matter of the Sunnah tarawih prayers. In student activity, the percentage was recorded at 67.37% of students were active in learning in cycle I and 86.43% of students were active in cycle II. Student learning outcomes also increased in each cycle, such as in the first cycle students complete learning reached 17 people out of 27 students with a percentage of 62.96% and 24 people in cycle II the percentage was 88.89%. However, teachers must be able to consider the use of methods according to the material and characteristics of students and require good preparation and coordination between students, teachers, and student guardians to create effective learning. The use of this method did not have to be used only in fiqh lessons, for future researchers, they could apply this method to other lessons.

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