

Peer Tutoring Activities Implementation in Arabic Language Development at Indonesian Islamic Universities

¹Selvi Noor Hidayah,²Aulia Mustika Ilmiani,³Soukaina Samdouni

Email : ¹selvi2111150210@ftik.iain-palangkaraya.ac.id, ²aulia.mustika.ilmiani@iain-palangkaraya.ac.id, ³soukainasamdouni22@gmail.com

^{1,2}Institut Agama Islam Negeri Palangka Raya, Indonesia ³Republic of Yemen Mohammed V University in Rabat, Morocco

ABSTRACT

This study explores the utilization of peer tutoring activities to enhance Arabic language development in higher education, addressing challenges such as knowledge gaps and the lack of a conducive learning environment. Focusing on the Arabic Language Education Study Program at FTIK IAIN Palangka Raya, the research investigates the involvement of third and fifth-semester students in peer tutoring activities organized by HMPS PBA. Employing a qualitative approach, data collection involves interviews, observations, and documentation, with four Arabic tutors and lecturers serving as subjects and informants, respectively. Through analysis stages including data collection, reduction, presentation, and conclusion, the study examines the efficacy of peer tutoring in Arabic language learning. Findings reveal that tutors engage in preparatory steps, observation, and implementation to facilitate Arabic language development effectively. Students exhibit increased participation and enthusiasm, bolstering their confidence in learning Arabic. The research underscores the potential of peer tutoring to enhance Arabic language education in higher education settings, particularly within the Arabic Language Education Study Program at IAIN Palangka Raya.

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Introduction

As social and cultural beings, humans undergo development across various life aspects as part of the learning process to adapt within society. Education plays a crucial role in this regard, providing individuals with the necessary knowledge and skills to thrive and positively contribute to their social environment (Alobaid, 2020; Asikainen et al., 2020; Batubara et al.,

2020; Chan & Yuen, 2014; Hannafin et al., 2014; Reeve, 2013). One crucial aspect of education is the acquisition of foreign language skills, such as Arabic. Arabic language holds significance not only as the language of Islam but also as a scholarly language, remaining relevant and popular today (Anggraini et al., 2021; Calafato & Tang, 2019; Mubarak et al., 2021; Mukmin, 2019). Understanding Arabic is essential for comprehending Islamic concepts and principles deeply, as many foundational Islamic concepts are documented in Arabic. Arabic stands out for its excellence, serving as the language of the Quran, guiding Muslims' lives (Abuhakema, 2004; As'ad et al., 2019; Sai, 2017). Moreover, Arabic contributes significantly to cultural development, civilization, and serves as a tool for international communication and diplomacy.

Arabic, like other languages, encompasses four language skills: listening, speaking, reading, and writing (Aburezeq, 2020). However, mastering Arabic, as a foreign or second language, poses challenges for many individuals. Traditional classroom learning may be insufficient, leading to difficulties such as limited class time and inadequate teaching methods (Falah, 2017; Rahmawati & Febriani, 2021; Sarbaini, 2018; Zaid et al., 2022). Peer Tutoring, an integral part of cooperative learning, addresses these challenges effectively. This method involves students with a deeper understanding of a subject assisting their peers, fostering group collaboration (Bell & Lygo-Baker, 2019; Joyce & Hassenfeldt, 2020; Pechinthorn et al., 2020; Rusli et al., 2020; Wahdah et al., 2022). Compared to tutoring provided by instructors, peer tutoring proves more effective due to the close relationships among students, creating a supportive learning environment. Additionally, peer tutoring recognizes students' capabilities as valuable learning resources, contributing positively to their peers' development.

Previous research has shown that modifying Arabic language learning through peer tutoring positively influences students' attitudes and learning outcomes. Previous research on the modification of Arabic language text learning through peer tutoring and syawir method revealed the implementation of peer tutoring focused on memorizing nahwu and shorof rules with the basic theory of al bidayah and amtsilah tashrifayah. Both methods emphasized understanding Arabic texts while enhancing qiraah skills. Additionally, they trained kitabah skills by composing word formations provided at the end of the lesson. Supporting factors included the management of Islamic boarding schools, facilities, infrastructure, and individual abilities. Conversely, inhibiting factors comprised students' interest and attention, lack of practice and exercises, and insufficient motivation (Istiqomah et al., 2021).

Moreover, previous research on the nahwu learning method with a peer tutoring approach found positive effects on students' attitudes and learning outcomes. The peer tutoring method shared the same goal as classroom learning, aiming to meet students' needs by

enhancing achievement and learning motivation. It also supported smooth classroom learning by serving as an additional learning tool for students when encountering unfamiliar material, ensuring continuous learning without students falling behind in comprehension. This method offered an alternative solution to support smooth Nahwu learning in classrooms (Fitria et al., 2020).

Another study titled "Implementation of Peer Tutoring Model in Arabic Language Subject at Ikhlasiah Elementary *Madrasah*, Palembang" reported the implementation of the peer tutoring model at Ikhlasiah Elementary *Madrasah*, particularly in Arabic language teaching. This model emphasized student cooperation by assigning trusted students to assist peers facing learning difficulties, as students' relationships are generally closer than those with teachers. With this model, students were required to actively engage in discussions with peers or complete group assignments provided by teachers, both at home and at *madrasah* (Faisal, 2022).

Moreover, it supports classroom learning, ensuring no student is left behind in understanding the material. This method serves as an alternative solution to support Arabic language learning in classrooms. Given the success of peer tutoring in various educational contexts, exploring its implementation in the Arabic Language Education Program at FTIK IAIN Palangka Raya becomes imperative. This study aims to describe the implementation of peer tutoring activities to examine Arabic language development within the program, offering valuable insights for enhancing Arabic language education.

Method

This study employs a qualitative approach with a descriptive type to examine the conditions prevailing in the field and provide a detailed description of the implementation of peer tutoring activities in the Arabic Language Education Program at IAIN Palangka Raya (Creswell et al., 2007). The subjects of this study are four tutors, and the informants are lecturers. Data is collected through interviews, observations, and documentation to understand the process of learning Arabic through peer tutoring, which is a flagship activity at HMPS PBA IAIN Palangka Raya. The collected data is analyzed through steps including data collection, data reduction, data presentation, and drawing conclusions.

Result and Discussion

The implementation of the Peer Tutoring Program in the Arabic Language Education Program (PBA) at IAIN Palangka Raya

The tutors engage in peer tutoring activities for the development of Arabic language learning through preparatory, observation, and implementation steps. The utilization of the peer

tutoring learning model is effectively applied in the Arabic Language Education Program (PBA) as peer tutoring activities or programs. Students exhibit increased levels of activity and enthusiasm, as well as confidence in their willingness to learn Arabic. The implication of this research is that the Peer Tutoring method can enhance the development of Arabic language skills among students in higher education institutions, specifically in the Arabic Language Education Program at IAIN Palangka Raya.

The Peer Tutoring program is a flagship initiative of the Arabic Language Education Student Association (HMPS PBA), involving third and fifth-semester students with advanced capabilities. Its aim is to provide assistance to new students facing challenges in implementing activities and understanding Arabic language learning concepts, particularly those transitioning from being students to university students, who may encounter difficulties in adapting to the related Arabic language materials and courses in the classroom environment.

The Peer Tutoring program at the Arabic Language Education Program (PBA) in IAIN Palangka Raya is a strategy aimed at optimizing the potential of high-absorption students, particularly those from the third to fifth semesters. By empowering these competent students, they can serve as instructors for fellow new students who require a deeper understanding of course materials. The effectiveness of peer tutoring is reflected in the similar backgrounds among students, making it easier for them to understand and respond to the learning needs of their peers compared to teaching by lecturers. The diversity of student backgrounds is a key strength in fostering an inclusive and motivating learning environment.

The implementation of the peer tutoring program organized by HMPS PBA takes place on Sunday afternoons and is attended by tutors and new students of the Arabic Language Education Program at IAIN Palangka Raya. The event begins with an opening session followed by the delivery of Arabic language learning materials, with participants divided into small groups according to pre-assigned tutors. Moreover, the activities not only focus on formal learning but also include entertainment elements such as singing and playing games integrated with the use of Arabic language vocabulary.

Through the Peer Tutoring program, it is hoped that previously less active students will become more engaged in the learning process. Additionally, it is expected that students will feel more comfortable asking questions and expressing their opinions freely to their peers, creating an open and supportive learning environment conducive to both intellectual and social development.

The implementation of the Peer Tutoring program at the PBA program at IAIN Palangka Raya is carried out as a peer learning model, where capable students assist those in need within a group or *firqoh*. By dividing the class into small groups, peer tutors take on the role of

the primary source of learning, not just from lecturers. The core concept of this program is to provide more personalized and focused learning so that each student can enhance their understanding of specific subjects with the help of peers who are proficient in those areas.

The Peer Tutoring program, as a flagship of HMPS PBA, plays a crucial role in supporting lecturers in implementing Arabic language teaching methods to students. This approach is chosen because it is believed that language taught by peers is easier for students to understand. Furthermore, interaction with peers reduces reluctance, low self-esteem, and embarrassment that students may feel, thus encouraging them to express the difficulties they face more willingly. The implementation of student-focused learning models through peer tutoring activities should be tailored to the specific situations and conditions of the institution. The role of peer tutors in active learning models should also be reinforced with a deep understanding of the learning models to be used. Thus, tutors as facilitators can effectively perform their duties to achieve desired learning objectives.

Through this Peer Tutoring program, it is hoped that students facing learning difficulties can more easily overcome their learning obstacles and achieve optimal learning outcomes. The Peer Tutoring program at the PBA program at IAIN Palangka Raya has been successfully implemented with dedication, particularly in the context of Arabic language learning. This program has reached its maximum level in fostering cooperation among students, where students entrusted as tutors actively assist their peers facing learning difficulties. The main advantage of this program lies in the close relationships among peers, which tend to be closer than those between lecturers and students.

In the Peer Tutoring program, students are expected not only to receive guidance but also to actively engage in discussions with their peers. Encouraging active student involvement is the main focus, so that peers receiving guidance from assigned tutors can gain deeper knowledge and understanding than through traditional teaching methods delivered by lecturers (Wahdah et al., 2022). In addition to the benefits for students receiving guidance, the Peer Tutoring program also provides an opportunity for students serving as tutors to enhance their own understanding. Through the experience of providing guidance, tutors can deepen their understanding of course materials and hone their communication skills and concern for the academic development of their peers. Thus, the Peer Tutoring program at the PBA program at IAIN Palangka Raya serves not only as a learning assistance tool but also as a means of capacity development and solidarity among students.

Advantages of the Peer Tutoring Program

The peer tutoring program offers several advantages that contribute to a more effective learning environment. Firstly, it fosters closer relationships between tutors and students, creating a supportive atmosphere conducive to learning. This enhanced rapport leads to

increased feelings of responsibility and self-assurance in both tutors and students, facilitating better understanding of course materials and overcoming learning obstacles. Moreover, the program enriches the learning experience, boosting student motivation and preventing boredom in the classroom. It also serves as an alternative for students who may feel hesitant or intimidated by interactions with professors, providing them with a more comfortable learning environment. Additionally, the program benefits tutors by reinforcing their understanding of course concepts through teaching others, while also providing valuable self-training opportunities and developing their sense of responsibility. Furthermore, it strengthens social bonds among students, improving overall social skills and fostering a sense of community within the academic setting (Rusli et al., 2020). Overall, the peer tutoring program not only enhances academic outcomes but also contributes positively to students' personal and social development.

Conclusion

The implementation of Arabic language learning extends beyond traditional classroom settings and the role of instructors as mere knowledge transmitters. To enhance student success in Arabic language learning within the PBA program at IAIN Palangka Raya, diverse teaching approaches are essential. One proven effective model is the peer tutoring program. Successfully implemented within the program, this approach underscores the pivotal role of peer interaction in Arabic language skill development. By engaging proficient Arabic-speaking students as tutors, others can benefit from deeper understanding and individual support in comprehending course materials.

The outcomes of the peer tutoring program implementation demonstrate significant improvements in students' Arabic language proficiency. Consequently, the PBA program at IAIN Palangka Raya has established an inclusive and supportive learning environment. Here, students not only receive classroom instruction but also enrich their learning experiences through peer interactions. This aligns with the program's vision and mission to produce competent and confident Arabic language graduates.

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