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IMPLEMENTATION OF PEER TUTORING METHOD IN OVERCOMING STUDENTS' LEARNING DIFFICULTIES IN ISLAMIC RELIGIOUS EDUCATION SUBJECTS AT SDN 040478 SIGARANG-GARANG

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ABSTRACT

This study aims to determine the application of peer tutoring methods in overcoming the problem of students' learning difficulties in Islamic Religious Education subjects and the factors that support and inhibit the application of peer tutors in overcoming students' learning difficulties in Islamic Religious Education subjects at SDN 040478 Sigarang Garang. This study is a study that uses descriptive methods with a qualitative approach. Based on the results of the study, the implementation of peer tutoring methods at SDN 040478 Sigarang Garang can run with satisfactory results for teachers and students, as evidenced by the Islamic Religious Education teacher here as a guide, tutor determinant, helping to organize groups, helping with learning difficulties and evaluating at the end of each month. Supporting internal factors include maturity, intelligence, motivation, and internal inhibiting factors that arise from within the student including students who are less able to understand the information given by the teacher or lack of self-motivation in learning and students cannot apply religious material received at school in everyday life While external supporting factors are factors that are outside the individual or social factors such as teachers, family, society, school, friends. And inhibiting factors from outside are the lack of cooperation between teachers and parents of students and the lack of science and technology. Learning with the peer tutoring method shows very well and will be implemented continuously both in and out of class. So that the results of this study are close to the reality of the participants' conditions.

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INTRODUCTION

As a collaborative process, learning does not only focus on teacher or student activities, but teachers and students together strive to achieve the specified learning objectives. The realization of quality and qualified human resources is the goal that the Indonesian state wants to achieve in relation to government policies in the education sector. Thus, it is emphasized that the goal of education is to educate the nation's life and develop the Indonesian people as a whole by developing the potential of students to become people who believe and fear God Almighty, are intelligent, skilled, have noble character and love their homeland (Widiani et al., 2020; Mulyadin, 2016; Darmansyah, 2014).

One of the factors to achieve the goal of Education is the learning activities implemented by teachers in transferring learning concepts. Learning activities will involve all components of teaching, teaching activities will also determine the extent to which the goals that have been set can be achieved. The subject of Islamic Religious Education mostly contains descriptive material, usually the method used by teachers is the lecture method. Teachers in implementing this PAI learning transmit knowledge and information using oral. From this it can be seen that student activity plays a less important role, so that students experience obstacles to creative thinking, besides this lecture method causes boredom in students, so this method is considered less effective.

Therefore, in the teaching and learning process, there needs to be a more effective learning approach that can create a more active atmosphere for students, especially in Islamic Religious Education subjects. (Researcher's processing) SDN 040478 Sigarang Garang is one of the State Schools with accredited B status under the auspices of the UPTD Education Office of Percut Sei Tuan District, almost all students of SDN 040478 Sigarang Garang4 are around 80% Muslim. The unpleasant thing is the fact that most students do not understand the Islamic religious lessons that have been taught in schools so that many are not yet skilled in performing obligatory prayers even though they are Muslim.

Seeing the above reality, even though the syllabus taught includes obligatory prayers, funeral prayers and learning to read the Qur'an. In addition, it is rare for students to ask questions during teaching and learning activities, even only 25% have finished reading the Qur'an at home, making it difficult for teachers to ensure that all students meet the learning completion, especially Islamic religious lessons. It is said to be complete if students are able to complete, master competencies or achieve learning objectives of at least 80% of all learning objectives. According to the researcher's opinion, one alternative method that can be applied to empower students actively in the learning process is the Peer Tutoring method.

This method was developed based on the assumption that students tend to be more open and more able to express themselves to their friends. To escape from this condition, first of all, character changes must be made in the learning process. The results of initial observations that have been carried out show that student learning is very low and difficult. This is because by implementing the lecture, reading and memorization methods, the learning situation tends to be monotonous because students are not actively involved in learning activities, making students passive. Students also seem less enthusiastic in receiving lessons.

Because students only hear what is explained by the teacher. This condition does not make students think critically because they only receive information given by the teacher. (Observation results) For that, teachers have a position as professional staff as referred to in article 2 paragraph (1) which functions to increase the dignity and role of teachers as learning agents who function to improve the quality of national education. Likewise, the learning method is one of the important elements in the learning process. Mastery of learning methods for each teacher is a demand that must be met as a professional educational figure and must always be developed continuously. Based on the description that has been explained above, the researcher is interested in conducting research with the title "Implementation of the Peer Tutor Method in Overcoming Student Learning Difficulties in Islamic Religious Education Subjects at SDN 040478 Sigarang Garang".

RESEARCH METHODS

The method used in the study is a descriptive research method using a qualitative approach. The location of the research was carried out at SDN 040478 Sigarang Garang, and the research time was carried out in January - March 2024. The data sources in this study are divided into 2 parts, namely primary data obtained from

interviews with research subjects and secondary data obtained from previous research. In this study, data collection techniques were carried out using observation, interview and documentation techniques. Data were analyzed using 3 stages, namely: data collection, data condensation, presenting data (data display), and finally drawing conclusions or verification (conclusion drawing and verification). Furthermore, after the data was analyzed, the validity of the findings was checked.

RESULTS AND DISCUSSION

Implementation of the Peer Tutor Method in Overcoming Students' Learning Difficulties in Islamic Religious Education Subjects at SDN 040478 Sigarang Garang. In the results of observations made by researchers, namely observations of the implementation of the teacher's teaching process in the teaching and learning process in class. During the observation, it was found that the teacher delivered learning using the lecture method and then given questions. With the lecture method used by the teacher, students became passive, less enthusiastic in following the teaching learning process. And the teacher carries out learning starting from the preparation stage, implementation, and assessment of learning in accordance with the RPP (Learning Arrangement Plan) made by the teacher, because the description in the RPP is very important in implementing learning. However, researchers and teachers discuss the design of the time of the action taken to build a more active room using the Peer Tutor method with this method, it is expected to improve students' Islamic Religious Education learning outcomes. After conducting initial observations, then continued with interview research, namely on March 22 to 24, 2024, this research was conducted at SDN 040478 Sigarang Garang in Class VI-3 with a total of 34 people. However, only 2 students, 1 teacher, and the Principal were interviewed. In the implementation of the learning method of teachers at SDN 040478 Sigarang Garang, the peer tutor method is basically very important and very beneficial for students who do not understand the material, this peer tutor method can teach and learn in all subjects and one of them is the subject

Islamic Religious Education, as stated by Mr. Dahlan Lumbantobing SE., MM, as the principal of SDN 040478 Sigarang Garang: …The importance of this peer tutoring method in learning is so that students can more easily grasp the lessons, usually students are not embarrassed to ask the teacher, if they are friends, they are usually not embarrassed to ask and this peer tutor can cover all subjects and this method is beneficial for students who are guided and also benefits the children who

are guided.The researcher learned this from the Islamic religious education subject teacher, Mrs. Nurhimah S.Pd.

In the implementation of the peer tutor method at the first meeting before starting the teaching and learning activities, the teacher first prepares the learning materials and tutors and their members. As in the interview with the researcher, among others: The smoothness of this method cannot be separated from how to determine what material the learning and tutors want to convey, so the teacher's accuracy is needed in choosing a method in learning. I choose a tutor with various considerations, including good student morals and being good at academics ... Although not all sub-topics of Islamic Religious Education subjects can use the Peer Tutor method, it cannot be used in the teaching and learning process. The use of this method provides positive results for students and motivates students to follow the lessons in class. When in class, the teacher prepares the PAI subject first and the teacher conditions it first and then explains the learning process using the peer tutor method. After giving direction to students, it is considered sufficient, then the teaching and learning activities are carried out. As according to Mrs. Nurhimah S.Pd as follows: ... As usual, what I clearly provide is direction or an introduction to students regarding the teaching and learning process using this peer tutor method, so that they understand and are not confused themselves... The Peer Tutor method at SDN 040478 Sigarang Garang is carried out during class hours and also outside class hours, because the allocation of class hours

Islamic Religious Education provided by the school is only 2 hours of lessons. The allocation of lesson hours is considered insufficient for teachers because there are so many sub-subjects of Islamic Religious Education. As expressed by Mrs. Nurhimah S.Pd, a Grade VI teacher ... In practice, students are told to use the time outside of lessons which is only 2 hours of lessons to provide material so that the implementation of Peer Tutoring is carried out outside of class hours ... From the information above, it explains that one of the problems faced when implementing the peer tutor method is the very minimal time allocation. To overcome this problem, the principal of SDN 040478 Sigarang Garang has his own policy, namely providing additional hours for Islamic religious education teachers called habituation hours. With the hope that after being given these additional hours, teachers can use these additional hours as optimally as possible. Researchers have observed a lot about how the learning

process works using the peer tutor method which is applied outside of class hours. In the implementation of peer tutoring, there are 2 meetings in one week.

According to Cindy Aulia as a tutor in an interview with the researcher said: ... there are two meetings in one week, at 09.15 break time friends have gathered at the agreed place, although some are late because they go to the canteen first. The material discussed, for example, reading the Quran in turns. If there are difficulties or obstacles, they must be reported to the Islamic Religious Education Teacher In a group, one tutor and four members are indicated by the Islamic Religious Education Teacher. Then the material, place, time are submitted to each group with the knowledge of the Islamic Religious Education Teacher. This information was obtained through an interview with the researcher's group member Aditya: Each group consists of one tutor selected by the teacher and four group members including me, the place and time we negotiate with group friends, then the tutor reports to the Islamic Religious Education Teacher ... The last learning activity is to evaluate the learning outcomes of students after using the peer tutor method. The Islamic Religious Education Teacher evaluates students by giving tests. This exam is carried out at the end of each month. The material tested is in accordance with what has been explained by the Islamic Religious Education Teacher, as stated by Mrs. Nurhimah, S.Pd: ... The evaluation is carried out at the end of the month, so before the implementation of the peer tutor method, I have given direction to students to achieve learning objectives, if they do not reach the target, of course there is a value of its own. Based on the results of the interview, the process of implementing the peer tutor method according to Mrs. Nurhimah S.Pd as an Islamic Religious Education Teacher, at least the peer tutor method is implemented continuously both in class and outside the classroom, so that the standards that have been made by the Teacher can be achieved properly. b. Factors That Support and Inhibit the Implementation of Peer Tutors in Overcoming Learning Difficulties in Islamic Religious Education Subjects at SDN 040478 Sigarang Garang. In overcoming students' learning difficulties to become better, there must be factors that influence it, these factors are those that support and inhibit in overcoming students' learning difficulties at SDN 040478 Sigarang Garang,

Based on the results of the research that has been done, that the causes of learning difficulties in Islamic religious education there are several supporters found in internal and external factors. The meaning of internal factors includes factors of maturity, intelligence, motivation, while external factors are factors that come from

outside the individual such as teachers, family, community, school and friends. The principal is an important factor in the running of education because as a leader he is the one who makes policies related to implementation. Such as extracurricular activities carried out outside the curriculum hours, in these activities are practices and theories taught in the subjects. From the results of the interview with the principal stated that ... Supporting factors in overcoming students' learning difficulties are by holding ongoing guidance and adding additional hours outside school hours and it is hoped that students, especially in Islamic religious education subjects, can be overcome ... This is reinforced by the results of the interview with the PAI teacher stating that: ... The motivation given to students at SDN 040478 Sigarang Garang is very high, and with patience and giving attention to students, especially to students who lack attention from their parents ... Based on the results of the interview, the researcher can conclude that there are several supporting factors for the role of PAI teachers in overcoming students' learning difficulties, including internal factors or factors that arise within students or motivation from within students including the desire to learn, while external factors that can support are the school environment and it is hoped that students who experience difficulties in PAI subjects can be overcome as well as the school environment that makes students who are faithful, pious, and knowledgeable. Where SDN 040478 Sigarang Garang is also very strategic. Based on the results of the research that has been conducted, that the cause of learning difficulties in Islamic religious education there are several obstacles found, but the obstacles do not have serious consequences for the implementation of Islamic religious education learning. The obstacles that arise in overcoming learning difficulties are due to factors from outside the students' personal selves. Inhibiting factors include: Lack of cooperation between teachers and parents of students, namely, related to the cooperation carried out by students with their parents must be good, because if it is not good then in overcoming learning difficulties in Islamic religious education subjects it is not optimal, therefore cooperation in doing something must be good, but in this case the cooperation between teachers and parents of students is not good.

There is good cooperation between parents of students and teachers to maximize the process of coaching and Islamic religious education, especially for students who have learning difficulties. In this case, the inhibiting factor for teachers in overcoming learning difficulties for students is the lack of cooperation between teachers and

parents of students, parents always give responsibility for Islamic religious education for students to teachers, such as some parents who say "I leave all this responsibility to the teachers here, punish our children if they are wrong", that's what the parents of students say. Fighting with parents and so on will affect children's behavior, where children will more easily imitate the bad behavior of their friends. Because the influence of friends enters a child's soul more quickly, as well as on the child's self, and vice versa, socializing will also have a bad effect on students. Social factors that may be an obstacle for teachers here to overcome learning difficulties, because we only meet them for a short time, but they meet more with their peers outside of school.

This statement is reinforced by the results of interviews conducted by researchers with Islamic Religious Education teachers, including the following: The inhibiting factors for teachers are the students themselves, the way they make friends, the lack of cooperation between teachers and the parents of the students themselves, because according to them we have to guide all student activities, but we only meet face to face with them for a short time. The inhibiting factors according to the principal are parents, he said: ... on average what I find when I get a child with problems is that the problem is caused by their parents, after investigating many parents are very busy leaving in the morning and coming home in the evening, then there are also parents who only meet their needs, such as pocket money, clothing money and so on ... This was emphasized by the Islamic Religious Education Teacher, that many obstacles in overcoming learning difficulties of students are caused by their parents: ... When in Islamic Religious Education learning such as praying, I asked the problematic child about whether his parents prayed at home or not, it turned out that they didn't pray, this is what became a problem for teachers in the learning process of students to become religious individuals ... It can be concluded that the inhibiting factors in overcoming learning difficulties of students at SDN 040478 Sigarang Garang include the lack of cooperation between students and parents of students must be good, because if it is not good, there is no cooperation between educators and parents of students, then in overcoming learning difficulties of students is not optimal, in instilling good morals in students as well as environmental factors of family and playmates and lack of attention from parents to their children. Here children will lose exemplary examples at home, whereas home or family is the first education received by students. Discussion 1. Implementation of the Peer Tutor Method in Overcoming Students' Learning Difficulties in Islamic Religious Education Subjects at SDN 040478 Sigarang

Garang. The teacher delivers learning with a lecture method and then gives questions. With the lecture method used by the teacher, students become passive, less enthusiastic in participating in learning. And the teacher carries out learning starting from the preparation stage, implementation, and assessment of learning in accordance with the RPP (Learning Arrangement Plan) made by the teacher, because the description in the RPP is very important in implementing learning. However, researchers and teachers discuss the design of the time of action taken to build a more active room using the Peer Tutor method. With this method, it is expected to improve students' Islamic Religious Education learning outcomes.

As an Islamic Religious Education Teacher, you have the task of overseeing the extent to which students carry out the teaching and learning process in accordance with the teacher's instructions. This supervision is necessary so that the learning process runs properly and students can focus on the learning process.

And to divide tutors and groups, teachers must understand the criteria and be careful about students who are designated as tutors and can carry out their duties as optimally as possible. Considerations for dividing groups are in accordance with the opinion of Satriya Ningsih: (2008) the criteria that must be possessed as a peer tutor are having academic abilities above the average of students in the same class, having the ability to receive lessons delivered, being accepted and liked by students who receive peer tutor learning programs, so that students do not have fear or reluctance to ask the teacher. Forming groups, the success of peer tutors also depends on the division of groups because balance in the group greatly supports this method.

The consideration of this group division is in accordance with the opinion of (Satriya Ningsih: 2009): Saying that what is meant by peer tutors are students who are shown to help friends who are having difficulty learning, because the relationship between friends is generally closer than the relationship between teachers and students. Evaluating, teachers conduct evaluations or assessments to measure and assess the extent to which students implement the methods explained by the Islamic Religious Education Teacher. Evaluating is a process of measuring activities, searching for analyzing learning programs to determine the results and objectives that have been set.

Stufflebeam in Arikunto and Jabar: (2010), said that evaluation is a description of the process of finding and providing useful information for decision making. The results of the researcher first According to Hana Mufida (2009) / MTs NU 08 Gemuh Kendal

Regency Shows That the application of the problem posing model by utilizing peer tutors, student activity, student group work activity by utilizing peer tutors. Student learning outcomes in solving problems of two-variable linear equation systems can be increased. The subjects in this study were students of Class VI B MTs NU 08 Gemuh Kendal Regency in the 2009/2010 Academic Year with a total of 43 students, consisting of 19 male students and 24 female students.

From the results of the research cycle I and cycle II, it can be concluded that the application of the learning strategy of submitting questions by utilizing peer tutors can increase student activity, student group work activity by utilizing peer tutors, and student learning outcomes. Maradoli Tambunan, 2021, The effect of using the peer tutor method on students' interest in learning fiqh subjects at SMP IT Ibnu Halim Medan. With descriptive Quantitative Research Results Show Based on the data analyzed, it shows that the effect of using the peer tutor method on students' interest in learning fiqh subjects at SMP IT Ibnu Halim Medan is rejected, in the Null hypothesis there is no significant effect between the use of the peer speech method on students' interest in learning fiqh subjects at SMP IT Ibnu Halim Medan.

Based on the results of data analysis or observation results (observations), interviews, documentation with previous research that Hana Mufida made, learning with the peer tutor method shows that it is very good and will be implemented continuously both in class and outside the classroom. So that the results of this study are close to the actual conditions of the participants. While the analysis of data or observation results (observations), interviews, documentation with previous research that Maradoli Tambunan made learning with the peer tutor method shows that it is not appropriate due to previous research. 2. Factors That Support and Inhibit the Implementation of Peer Tutors in Overcoming Learning Difficulties in Islamic Religious Education Subjects at SDN 040478 Sigarang Garang. Based on the supporting factors of Islamic religious education teachers in overcoming learning difficulties of students at SDN 040478 Sigarang Garang, it can be categorized into parts, namely internal factors or factors that arise from within students or motivation from within students including the desire to learn, so that student motivation is quite good in following the teaching and learning process, especially Islamic Religious Education subjects.

While external factors that can support are the school environment and it is expected that students who experience difficulties in Islamic Religious Education subjects can be overcome as well as the school environment that makes students

faithful, pious, and knowledgeable. Where SDN 040478 Sigarang Garang is also very strategic. While based on the inhibiting factors in overcoming learning difficulties of students at SDN 040478 Sigarang Garang, among others, the lack of cooperation between students and parents of students must be good, because if it is not good, there is no cooperation between educators and parents of students, then in overcoming learning difficulties of students it is not optimal, and becomes one of the inhibiting factors in instilling good morals in students as well as environmental factors of family and playmates and lack of attention from parents to their children. Here children will lose examples of exemplary behavior at home, even though home or family is the first education received by students. According to Abu Ahmadi and Widodo Supriyono (2003:77) the supporting factors can be categorized into two, namely external and internal factors, both of which are closely related to each other. 238 The solutions carried out by teachers in overcoming learning difficulties of students at SDN 040478 Sigarang Garang are as follows: Efforts to overcome problems in learning require tenacity and patience from related parties such as teachers and parents.

Because after all, students are parents who still need guidance and direction. In an effort to overcome the learning difficulties they experience, students do several things, including: trying to optimize their abilities by studying seriously and fostering a desire to achieve their ideals, and trying to apply Islamic religious education in everyday life. The School and Guidance and Counseling Teachers, Fulfill the facilities and infrastructure of Islamic religious education, hold meetings with the school committee, guardians/parents of students in order to overcome the difficulties of learning Islamic religious education, bring in resource persons if there are learning activities that require professional staff, and provide guidance to students who experience learning difficulties. Teachers and Parents, Increase knowledge by attending trainings and lectures, provide additional hours of lessons (curricular), use the learning methods owned by the school in Islamic religious education learning activities, form student study groups. In the teaching and learning process, teachers create an atmosphere that can help students enjoy the lessons given by religious teachers. Parents of Students, while from the parents' side in overcoming the difficulties in learning Islamic religion experienced by their children, they try to motivate their children in learning and provide guidance as much as possible and if there is an invitation from the school to the guardians of students, they try to attend to discuss problems in their children's

learning, besides that, parents of students also try to meet their children's learning needs. The role of Islamic Religious Education teachers and schools in overcoming learning difficulties of students is further enhanced, so that it will make students who have more knowledge of Islamic religion, and become a characteristic or character of students when they leave elementary school.

CONCLUSION

1. For Schools: It is hoped that facilities will be added so that teaching and learning activities can run more effectively and make it easier for teachers to deliver material and make it easier for students to understand what has been delivered.
2. For teachers: It is expected that Islamic religious education teachers when using peer tutoring strategies first formulate specific objectives. So that it will be easier for teachers to control the course of learning by using this strategy.
3. For researchers: Conducting a more in-depth study on the Implementation of the Peer Tutor Method in Overcoming Students' Learning Difficulties in Islamic Religious Education Subjects at SDN 040478 Sigarang Garang

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