

IMPLEMENTATION OF PEER TUTORING METHOD IN PAI LEARNING PROCESS TO IMPROVE STUDENTS' LEARNING MOTIVATION AT STATE SENIOR HIGH SCHOOL 1 SETIA BAKTI

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ABSTRACT

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The above research focuses on the planning, implementation and results of Peer Tutor method in the learning process of Islamic Religious Education at SMA Negeri 1 Setia Bakti Senior High School. This is indicated by the quality of education in the country which has not been able to compete at the international level. One of the reasons is the use of innovative learning strategies from educators has not been optimal. The existence of this peer tutoring method is very helpful in protecting students who feel less capable of PAI subjects. Peer tutoring by peers can eliminate awkwardness, yes, language friends are easier to understand, besides that with peers there is no feeling of hesitation, humility and shame to ask or ask for help. The conclusions of this study include: (1) The planning of the peer tutoring method in the learning process of Islamic Religious Education at SMA Negeri 1 Setia Bakti was prepared carefully (2) The implementation of the Peer Tutor method in the learning process of Islamic Religious Education at SMA Negeri 1 Setia Bakti has run optimally (3) The results of the application of the Peer Tutor method in the PAI learning process on motivated students at SMA Negeri 1 Setia Bakti are good.

INTRODUCTION

The implementation of learning in Indonesia is currently considered unable to compete internationally, because until now it has not been able to provide satisfactory results. The cause is that educators do not have innovative learning strategies. The main problem is the lack of motivation in students and the delivery of material by teachers. Most teachers still use the old method, namely the lecture method. Subjects

that have a lot of descriptive material such as Islamic Religious Education are what ultimately cause students to only be listeners but are less able to think creatively.

Success in learning is greatly influenced by the ability and determination of teachers in using learning methods and motivating students. Teachers are advised to review teaching methods or strategies so that they are appropriate and right for their students. The existence of this peer tutoring method is very helpful in supporting students who feel less capable in Islamic Religious Education subjects. Amin Suyitno said that teaching others is the best learning method. Therefore, choosing the right learning model can help make it easier to teach or convey material to friends (Suyitno, 2004:36). Peer tutors play a major role in increasing students' motivation to learn. Peer tutors are friends of the same age, where they can learn to respect and help others who are not their family. A child needs recognition, they will try to achieve the standards that apply in their group. They will experience pressure in their relationships to conform to their standards. The amount of time spent outside the home with peers can influence their motivation to learn, because it influences interests, motivation, behavior, attitudes and appearance (Hurlock, 2002). Peers can help with learning because they can ask and request help without shame, eliminate awkwardness and can convey it in easy-to-understand language and this peer tutoring method can optimize learning that only has a few lesson hours.

RESEARCH METHODS

This study uses descriptive data, namely by using a qualitative approach. The type of research uses a case study where the subject studied is Al-Rifa'ie High School. The case study is comprehensive. The data sources used in this study are primary and secondary data sources with data collection techniques, namely 1) Observation, according to Emzir in his book.

Observation can be defined as focused attention to symptoms, events, interpreting, and revealing the causal factors and finding the rules that govern them (Emzir, 2011:37-40). 2) Interviews, (Suharsaputra, 2013:213) explains that in qualitative research it is necessary to conduct more in-depth interviews on an activity of the research subject or an event. 3) Documentation, in qualitative research is generally obtained from sources through observation and interviews.

In addition, there are also other sources including documents and photos of learning activities. Documents consist of personal writings such as letters, diaries, and official documents such as magazines, statements and news broadcast to the mass media.

RESULTS AND DISCUSSION

1. Planning

Peer Tutor Method in the Learning Process of Islamic Religious Education at SMA Negeri 1 Setia Bakti Implementing a method is the most important thing, which will determine the activity in the class as well as the comfort and delivery of the material well to students, therefore a teacher is required to be creative in his learning. Islamic Religious Education Teacher at SMA Negeri 1 Setia Bakti in his learning applies various methods so that students do not feel bored, one of the methods used is the Peer Tutor Method.

2. Implementation

Learning using the peer tutor method on students of SMA Negeri 1 Setia Bakti aims to help teachers optimize the learning process that is less than optimal, so teachers of SMA Negeri 1 Setia Bakti use the Peer Tutor Method in learning Islamic Religious Education. PAI teachers of SMA Negeri 1 Setia Bakti in the process of implementing learning using the tutor method are carried out by forming students into several small groups and adjusting them based on student abilities and sometimes also according to absences.

As experienced by Islamic Religious Education teachers in preparing tutors, there will be many considerations in terms of student morals, socialization with friends and also in academics. In line with what was said by (Satryaningsih, 2009:22-23), students who will be made tutors need to go through considerations. They must have the following criteria: have the ability to receive lessons delivered by the teacher, have high motivation to make their tutor group the best, have superior intelligence than other students, have awareness in helping other friends, can be accepted and liked by the students who are tutored, can be an example for their friends, have creativity to guide their friends.

PAI teachers of SMA Negeri 1 Setia Bakti in the process of implementing learning using the tutor method are carried out by forming students into several small groups, the division of groups is adjusted based on student abilities and sometimes also according to absences. As experienced by PAI teachers in preparing tutors, there will be many considerations in terms of student morals, socialization with friends and also in terms of academics.

3. Implementation

Peer Tutor Method in the Islamic Religious Education Learning Process at SMA Negeri 1 Setia Bakti Implementation can occur smoothly if all aspects run according to the plan that has been prepared in the previous planning. Teachers must have planned and prepared the steps that will be used, so that learning runs optimally. The next steps are that the tutor will convey the material that has previously been given direction by the teacher to the friends being tutored in a language that is easy to understand, the tutor invites discussion so that all group members can be active and can express their opinions, the tutor also provides examples of problems that exist in everyday life then the teacher continues to assess the activities of the students. This method is more effective than delivering it directly to children in one class because the scope is smaller.

The Peer Tutor method has the advantage that students will be more comfortable learning because of the many learning interactions with their own friends. This is as implemented in SMA Negeri 1 Setia Bakti, one of the goals is also so that students can provide encouragement and help each other if there are difficulties and so that each student can measure their abilities by looking at their friends, that's the advantage of using the Peer Tutor Method.

4. Evaluation

Implementation of Peer Tutor Method in Islamic Religious Education Learning Process on Student Motivation at SMA Negeri 1 Setia Bakti Peers greatly influence female students at SMA Negeri 1 Setia Bakti because they live together 24 hours and are far from their families, so it is not surprising that they have a very big influence on their friends. Female students at SMA Setia Bakti expressed that many female students felt more courageous in asking questions, more courageous in expressing

their opinions since using the Peer Tutor Method in the Islamic Religious Education learning process. This is in line with the opinion of (Suherman, 2003:259) namely that cooperative learning in Islamic Religious Education will be able to help students to increase positive influences. Based on this statement, it can be concluded that in peer tutoring learning, students are more active in interacting with tutors when they experience difficulties in learning. So that the learning process becomes more interesting, students will feel comfortable in participating in learning. So this will create motivation and interest in their ability to solve problems encountered when learning Islamic Religious Education.

CONCLUSION

Based on the results of the study on "Implementation of the Peer Tutor Method in the Islamic Religious Education Learning Process to Increase Student Learning Motivation in Students of SMA Negeri 1 Setia Bakti", the results of the study above are concluded as follows: 1. The planning of the peer tutor method in the Islamic Religious Education learning process at SMA Negeri 1 Setia Bakti was prepared optimally, the teachers at SMA AlRifa'ie, especially the Islamic Religious Education teachers, used the peer tutor method, the planning process of which had been carefully thought out, so that the students could learn comfortably using the method. This is proven by the increasing enthusiasm or enthusiasm of students in participating in Islamic Religious Education learning. 2. The implementation of the peer tutor method in the Islamic Religious Education learning process at SMA Negeri 1 Setia Bakti has been running optimally. Teachers at SMA Negeri 1 Setia Bakti implemented the Peer Tutor method according to what was planned, therefore the implementation of the peer tutor method in Islamic Religious Education learning can run well, this is proven by the presence of students who are more active in asking what they do not know to their tutors because the students are more comfortable asking their friends. 3. Evaluation of the implementation of the Peer Tutor method in the PAI learning process towards the motivation of female students at SMA Negeri 1 Setia Bakti is good. This method has a big impact on the learning outcomes of female students. Female students expressed progress in learning outcomes while using the Peer Tutor Method.

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