

Peer Tutoring in Enhancing Students' Confidence in Qur'anic Memorization

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Abstract

This study was motivated by the low level of confidence among students of class VIII C at SMP Muhammadiyah 10 Bandung in reciting Qur'an memorization, caused by less interactive teaching methods and limited instructional time. This study aims to determine the effect of the peer tutoring method in improving students' confidence. The method used was Classroom Action Research (CAR) conducted in two cycles, consisting of planning, implementation, observation, and reflection stages. The research subjects were 31 students, and data were collected through observation, interviews, and questionnaires. The results showed a significant improvement in students' confidence, from 76.67% in Cycle I to 90% in Cycle II, indicating an increase of 13.33%. In addition, there was an increase in students' active participation and self-confidence during the learning process. Therefore, the peer tutoring method proved to be effective in improving students' confidence in reciting Qur'an memorization. This study implies that the integration of peer tutoring strategies in Qur'an memorization learning can serve as an effective pedagogical alternative for teachers to enhance student engagement, optimize limited instructional time, and foster a more supportive and collaborative learning environment.

Keywords

Classroom Action Research; Peer Tutoring; Qur'an Memorization; Student Confidence

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INTRODUCTION

Confidence is one of the fundamental affective factors influencing students' success in Qur'an memorization learning. Students with high self-confidence tend to demonstrate greater willingness to recite their memorization, participate actively in classroom activities, and persevere when facing difficulties during the memorization process. Conversely, students with low confidence often experience anxiety, hesitation, and fear of making mistakes, which negatively affect both the quality and quantity of their memorization achievement (Bandura, 1997; Yusuf et al., 2023). In Islamic education, confidence is not merely a psychological construct but also reflects students' readiness to perform religious obligations sincerely and responsibly. Therefore, developing students' confidence should become an integral objective of Qur'an learning, particularly in *Baca Tulis Qur'an* (BTQ) instruction (Rahman & Abdullah, 2022).

In the learning process of class VIII-C at SMP Muhammadiyah 10 Bandung during the 2023/2024 academic year, a major instructional problem was identified regarding students' lack of confidence in reciting their Qur'anic memorization before the teacher. Most students tended to remain silent, avoided opportunities to recite, and demonstrated visible anxiety whenever they were asked to present their memorization individually. These conditions reduced classroom participation and slowed the achievement of memorization targets. Previous studies indicate that students' confidence in Qur'anic learning is strongly associated with learning atmosphere, instructional approaches, teacher support, and peer interaction (Widiyaningrum et al., 2020; Hidayat et al., 2024).

Another challenge encountered in BTQ instruction was the limited instructional time allocated within the school curriculum. Restricted learning hours constrained teachers' opportunities to provide individual guidance, continuous feedback, and repeated memorization practice. Consequently, the conventional teacher-centered approach became less effective in facilitating active student participation. Studies in Islamic education have shown that limited instructional time requires teachers to adopt collaborative learning strategies that maximize student interaction while maintaining learning effectiveness (Tambak et al., 2022; Hasanah & Mulyani, 2023).

The instructional method previously implemented was the talaqi method, in which students individually recited their memorization directly to the teacher. Although talaqi remains one of the classical methods widely recognized for preserving the accuracy of Qur'anic recitation and transmission, its implementation in large classrooms often presents practical limitations. Individual recitation requires considerable instructional time and may unintentionally increase students' anxiety because they perform directly before the teacher without sufficient preparation or peer support (Sa'dulloh, 2008; Ismail & Karim, 2021). Consequently, many students became reluctant to recite their memorization, resulting in reduced participation and slower memorization progress.

One instructional strategy that has received increasing attention in contemporary educational research is the peer tutoring method. Peer tutoring refers to a collaborative learning strategy in which students who have mastered

certain competencies assist their classmates in understanding learning materials through structured interaction and mutual guidance (Topping, 2021). Unlike traditional teacher-centered instruction, peer tutoring creates a supportive learning environment where students feel psychologically safer to ask questions, practice skills, and receive immediate feedback from their peers. Numerous studies have demonstrated that peer tutoring significantly improves academic achievement, learning motivation, communication skills, and self-confidence across various educational settings (Roscoe & Chi, 2020; Yusuf et al., 2023).

Within the context of Qur'an memorization learning, peer tutoring offers several pedagogical advantages. Students generally feel less intimidated when practicing recitation with classmates than when reciting directly before the teacher. This supportive interaction reduces learning anxiety, increases practice opportunities, and strengthens students' confidence before formal assessment. Moreover, collaborative memorization encourages reciprocal learning, allowing both tutors and tutees to reinforce their understanding while developing communication, responsibility, and social interaction skills (Nabilah, 2020; Hasanah & Mulyani, 2023). Previous research also confirms that peer-assisted learning contributes positively to students' memorization accuracy, motivation, and learning engagement in Islamic education (Mahsup et al., 2020; Hidayat et al., 2024).

Despite extensive research concerning peer tutoring in general education, studies specifically investigating its effectiveness in improving students' confidence during Qur'an memorization learning at the junior secondary school level remain relatively limited. Previous studies have primarily focused on improving memorization achievement, learning outcomes, or academic motivation, while the affective dimension of students' confidence has received comparatively less attention. This gap indicates the need for further investigation regarding how peer tutoring can specifically enhance students' confidence in reciting Qur'anic memorization within formal Islamic education settings.

Based on these considerations, this classroom action research aims to determine whether the implementation of the peer tutoring method can improve students' confidence in reciting Qur'an memorization in class VIII-C at SMP Muhammadiyah 10 Bandung. This study is expected to contribute theoretically by enriching the literature on collaborative learning in Islamic education and practically by providing an alternative instructional strategy for BTQ teachers to foster students' confidence, active participation, and memorization achievement through student-centered learning.

RESEARCH METHOD

This study employs a Classroom Action Research (CAR) approach aimed at improving students' confidence in reciting Qur'an memorization in class VIII C at SMP Muhammadiyah 10 Bandung in the 2023/2024 academic year. The research was conducted through four stages: planning, implementation, observation, and reflection. The participants of this study consisted of 31 students of class VIII C. This class was purposively selected based on preliminary observations indicating

a low level of confidence in reciting Qur'an memorization, making it a relevant and appropriate locus for the implementation of the intervention.

In the planning stage, the researcher identified the problem of low student confidence, determined the research objectives, and designed a peer tutoring program along with evaluation instruments. The implementation stage involved the selection and training of peer tutors who assisted their classmates in memorization activities. Observation and evaluation were conducted to assess students' confidence based on aspects such as composure, fluency, and voice volume. Subsequently, the data were analyzed and reflected upon to determine the effectiveness of the actions implemented.

The data sources in this study included students, the subject teacher, and classroom interactions during the learning process. The data consisted of quantitative data (students' confidence scores) and qualitative data (results of observations and interviews). Data collection techniques included observation, interviews, and questionnaires. Data analysis was conducted using descriptive quantitative and qualitative methods. The study was considered successful if there was a significant improvement in students' confidence scores, positive responses were obtained, and at least 80% of students demonstrated increased confidence in reciting Qur'an memorization.

RESEARCH RESULT AND DISCUSSION

The findings of this study indicate that the implementation of the peer tutoring method effectively enhanced students' confidence in reciting Qur'an memorization. The improvement from 76.67% in Cycle I to 90% in Cycle II demonstrates that collaborative learning among peers can significantly reduce students' anxiety and increase their willingness to perform memorization in front of others. This finding supports the view that peer tutoring is not merely an instructional technique but also a social learning strategy that promotes active participation, mutual encouragement, and self-confidence through meaningful interaction among students (Sudjadmiko, 2020; Mahsup et al., 2020).

From the perspective of educational psychology, students' confidence develops when they experience repeated successful learning experiences in a supportive environment. In peer tutoring, students receive immediate feedback from classmates with whom they feel emotionally closer than with teachers. Such an atmosphere minimizes fear of making mistakes and encourages students to practice more frequently without psychological pressure. This finding is consistent with Bandura's Social Cognitive Theory, which emphasizes that self-efficacy is strengthened through mastery experiences, verbal encouragement, and observational learning from peers (Bandura, 1997). Therefore, peer tutoring creates conditions that enable students to gradually build stronger confidence in reciting Qur'an memorization.

The improvement in confidence was also accompanied by increased classroom participation and learning engagement. During Cycle II, students became more active in asking questions, providing corrections, and encouraging one another during memorization practice. This collaborative atmosphere reflects the principles of student-centered learning, where learners actively construct

knowledge through interaction rather than passively receiving information from the teacher. Similar findings have been reported by Naju et al. (2020), who concluded that peer tutoring significantly increases students' learning activity and achievement because it encourages continuous interaction and collaborative problem solving.

Another important finding is that peer tutoring contributes not only to affective outcomes but also to cognitive improvement. Students demonstrated better memorization fluency because they practiced repeatedly within small groups before reciting to the teacher. Frequent repetition accompanied by constructive feedback enabled students to identify mistakes and improve pronunciation more efficiently. This result supports previous studies showing that repeated practice in collaborative settings enhances memorization quality and learning retention (Nabilah, 2020; Widiyaningrum et al., 2020).

The effectiveness of peer tutoring can also be explained through the principles of cooperative learning. Students who act as tutors reinforce their own understanding while helping their classmates, whereas students receiving assistance benefit from explanations delivered in language that is easier to understand because it comes from peers of similar age and academic level. Such reciprocal interactions create positive interdependence, individual accountability, and social responsibility, which are recognized as essential characteristics of effective cooperative learning (Slavin, 2018). Consequently, both tutors and learners experience meaningful learning gains.

In the context of Qur'an memorization (tahfiz), confidence is an essential factor influencing students' willingness to recite before teachers and classmates. Many students possess adequate memorization ability but hesitate to perform because of fear of making mistakes. Peer tutoring successfully addresses this psychological barrier by providing a safer environment for repeated practice before formal assessment. This finding aligns with Sa'dulloh (2008), who argues that consistency, repeated practice (muraja'ah), and psychological readiness are fundamental components of successful Qur'an memorization.

Furthermore, the teacher's role remained crucial throughout the implementation of peer tutoring. Rather than functioning solely as the primary source of knowledge, the teacher acted as a facilitator, motivator, and evaluator who supervised the learning process and ensured that peer interactions remained productive. This transformation of the teacher's role is consistent with contemporary learning theories emphasizing learner autonomy while maintaining teacher guidance to achieve instructional objectives (Tambak, 2014).

Overall, the findings demonstrate that peer tutoring provides both pedagogical and psychological benefits in BTQ learning. Pedagogically, it increases memorization practice opportunities, learning effectiveness, and collaborative interaction. Psychologically, it strengthens students' confidence, reduces anxiety, promotes intrinsic motivation, and encourages active participation throughout the learning process. These findings suggest that peer tutoring represents an appropriate instructional innovation for Qur'an memorization learning, particularly in schools facing limited instructional time and large class sizes. Therefore, integrating peer tutoring into BTQ instruction may

serve as an effective strategy for improving both cognitive achievement and affective development among junior high school students.

CONCLUSION

This study demonstrates that the peer tutoring method is effective in significantly improving students' confidence in reciting Qur'an memorization in class VIII C at SMP Muhammadiyah 10 Bandung. Prior to its implementation, most students showed low confidence in performing in front of the class. In Cycle I, the application of peer tutoring through group discussions and collaborative support resulted in 76.67% of students achieving the expected level of confidence, indicating an initial positive impact. In Cycle II, improvements through strengthened tutor guidance and the teacher's role as a facilitator led to a substantial increase in student participation and a more supportive learning environment, resulting in more optimal confidence development. These findings imply that peer tutoring serves as an effective student-centered instructional strategy that not only enhances learning outcomes but also fosters a collaborative classroom climate, making it a viable approach for improving both cognitive and affective aspects of Qur'an memorization learning.

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