

## Peer Tutoring: an Effective Solution For Learning Al-Qur'an Memorization at Al-Azhar Islamic Elementary School, Kemandoran

Siti 'Aisyatunnadiya<sup>1\*</sup>, Anwar Sanusi<sup>2</sup>

<sup>1</sup>Manajemen Pendidikan Islam, Universitas Islam Depok, Jl. H. Maksu No. 23, Kelurahan Sawangan, Kecamatan Sawangan, Kota Depok.

<sup>2</sup>Manajemen Pendidikan Islam, Universitas PTIQ Jakarta, Jl. Lebak Bulus Raya No.2, RT.2/RW.2, Lb. Bulus, Kec. Cilandak, Kota Jakarta Selatan, Daerah Khusus Ibukota Jakarta.

E-mail: [siti.aisyatunnadiya98@gmail.com](mailto:siti.aisyatunnadiya98@gmail.com)

\* Corresponding Author



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### ABSTRACT

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Penelitian ini bertujuan untuk mengukur efektivitas pembelajaran Tahfidz Al Qur'an melalui bimbingan teman sebaya di SD Islam Al Azhar 5, Jakarta Selatan. Penelitian ini digunakan untuk memperoleh data dengan metode kualitatif studi kasus pada siswa kelas IIIC dalam pembelajaran Tahfidz Al-Qur'an melalui Bimbingan Teman Sebaya. Dalam penelitian ini, peneliti menggunakan satu kelas untuk menerapkan model pembelajaran Bimbingan Teman Sebaya, yaitu kelas III Mina, dengan total 26 siswa. Hasil penelitian ini menunjukkan bahwa penggunaan praktik bimbingan teman sebaya dalam pembelajaran hafalan Al Quran di SD Islam Al Azhar 5 Kemandoran telah menunjukkan hasil yang sangat positif. Metode ini tidak hanya meningkatkan kemampuan hafalan siswa tetapi juga berkontribusi pada pengembangan karakter dan keterampilan sosial mereka. Dengan menggabungkan unsur pengajaran, interaksi sosial, dan manajemen waktu yang efektif, program ini merupakan model pembelajaran yang inovatif dan bermanfaat. Hal ini membuka peluang untuk menerapkan metode serupa di sekolah lain, mengeksplorasi potensi siswa tidak hanya sebagai pembelajar individu, tetapi sebagai bagian dari komunitas belajar yang saling mendukung. Melalui metode ini, pendidikan agama diharapkan dapat memberikan dampak yang lebih luas dan mendalam pada siswa, memperkuat nilai-nilai agama, dan mempersiapkan mereka menghadapi tantangan di masa depan. Metode bimbingan sebaya efektif meningkatkan hafalan Al-Quran, karakter, dan iman siswa melalui komunitas belajar yang suportif.

*This study aims to measure the effectiveness of learning Tahfidz Al Qur'an through peer teaching at Al Azhar 5 Islamic Elementary School, South Jakarta. This research was used to obtain data using a case study qualitative method in class IIIC students of Tahfidz Al-Qur'an Learning Through Peer Tutors. In this study, researchers used one class to apply the Peer Tutor learning model, namely class III Mina, with a total of 26 students. The results of this study indicate that the use of peer tutoring practices in Quran memorization learning at SD Islam Al Azhar 5 Kemandoran has shown very positive results. This method not only improves students' memorization abilities but also contributes to the development of their character and social skills. By combining elements of teaching, social interaction, and effective time management, this program is an innovative and beneficial learning model. This opens up opportunities for implementing similar methods in other schools, exploring students' potential not only as individual learners, but as part of a mutually supportive learning community. Through this method, religious education is expected to have a broader and deeper impact on students, strengthening religious values, and preparing them to face future challenges. The peer guidance method effectively improves students' memorization of the Quran, character, and faith through a supportive learning community.*



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## INTRODUCTION

In today's era of globalization, religious education, particularly the teaching of Quran memorization (Tahfidz), has become crucial for developing the character and morals of students in elementary schools, particularly in Islamic educational institutions. (Muis, Pratama, Sahara, Yuniarti, & Putri, 2024) In response to the growing public demand for quality education, Al Azhar 5 Islamic Elementary School in Kemandoran, South Jakarta, strives to implement various effective learning methods. One emerging approach is the use of peer tutors in the Tahfidz learning process, where students help and support each other in memorizing the Quran.

Teaching children to memorize the Quran is an important and noble endeavor. Al-Hafidz As-Suyuti stated that teaching the Quran is the foundation of Islamic principles. Children grow according to their natural instincts, and the light of its wisdom enters their hearts before they are overcome by their desires and the darkness of sin and misguidance. (Khotibul Umam & Aditya Putri, 2023)

Problems found at Al-Azhar Islamic Elementary School in Kemandoran The large number of students in a class often results in teachers' attention to individual student development being limited. As a result, students who require additional assistance in memorizing the Quran, such as concrete strategies and personalized approaches, often do not receive the guidance they need. Teachers are responsible for monitoring student progress directly, but if the number of students is too large, memorization progress can be hampered, resulting in students' inability to remember the surahs they have been taught.

Furthermore, the limited time allocated for memorization lessons is also a crucial factor. Classes that do not provide sufficient time for memorization will leave students feeling rushed and deprived of the opportunity to understand and internalize the material. Students' backgrounds, including family support and prior education, also influence their memorization abilities. Therefore, the interaction between the teacher-student ratio, the number of teaching hours, and the students' backgrounds significantly impact students' ability to memorize the Quran. Recognizing and addressing these issues is crucial to improving teaching effectiveness and helping students reach their full potential.

Previous research shows that the peer tutoring method can improve the effectiveness of the teaching and learning process, especially in increasing student motivation and engagement through social interaction. Although many studies have been conducted on this method in an academic context, the focus on learning Tahfidz Al-Qur'an is still limited. In Mustofa Aji Prayitno's research entitled "Gerakan Siswa Mengajar (GSM) Implementation of the Peer Tutoring Method at SMPN 1 Mejayan, Madiun Regency", this method was applied as an alternative learning strategy using the Classroom Action Research (CAR) approach in two cycles. The results showed that the application of the peer tutoring method had a positive effect on learning outcomes, with an increase in students who completed from 79.70% in cycle I to 90.32% in cycle II. In addition, student involvement and participation also increased, so it can be concluded that this method is effective in improving learning outcomes and student activeness in the class. (Mustofa Aji Prayitno, 2021)

Lutfi Almadani et al. explained the implementation of the peer tutoring method in addressing students' difficulties in reading the Quran at SMKN 4 Palangka Raya. The results of the study indicate that achieving optimal learning requires appropriate, effective, efficient, and enjoyable methods. In a study conducted on 11th grade science students at SMA Negeri 21 Medan, using a classroom action research approach over three cycles, the peer tutoring method was found to be effective in improving the quality of Islamic Religious Education learning. Learning was considered successful if there was a 50% or more increase in achievement compared to the initial level and learning completion reached 100%. (Almadani, Hartati, & Afifah, 2025)

This relates to my research, which focused on the effectiveness of peer tutoring in Quran memorization learning at SD Al Azhar 5 Kemandoran, showing that this method is not only relevant but also has significant potential to improve student learning outcomes and motivation. Ridawati's study can serve as a strong foundation for my research, as it strengthens the argument that the use of peer tutoring at various levels of education, including elementary school, can result in significant improvements in students' ability to memorize the Quran in a more engaging and enjoyable manner.

To address the challenges of Quran memorization, teachers need to implement a peer tutoring method, (Almadani et al., 2025) (Kurniawan, Hendracipta, & Pribadi, 2023) where students who are more proficient in reading and memorizing can tutor their less capable peers. In this context, teachers act as

facilitators who help condition students, divide groups evenly, and observe the learning process and answer student questions. Although there has been research on peer tutoring and Quran teaching, not much has examined its effectiveness in the context of Quran memorization learning in Islamic elementary schools, particularly at Al Azhar 5. This represents a gap that needs to be filled to further understand the potential of this method in improving students' memorization abilities.

The purpose of this study is to explore the effectiveness of Quran memorization learning through the peer tutoring method at Al Azhar 5 Kemandoran Islamic Elementary School. This study will analyze the impact of this method on students' memorization abilities and the factors that influence their success. It is hoped that the results can make a significant contribution to the development of Quran memorization learning methods in Islamic schools, especially in utilizing students' social potential. In addition, this study will recommend more effective teaching methods that focus not only on cognitive aspects, but also on students' social interactions and motivation. Thus, this study is expected to enrich the literature on religious education and the implementation of learning methods in Islamic elementary schools.

## **METHOD**

Qualitative research is an approach that assesses and processes non-numerical data to understand concepts, views, or experiences (Busetto, Wick, & Gumbinger, 2020). This research begins with broad questions that can be adjusted throughout the process. Primary methods include interviews (semi-structured and unstructured), focus group discussions, and participant or non-participatory observation in real-world contexts (Morgan & Smircich, 1980). Data are typically recorded, transcribed, and analyzed inductively using grounded theory or phenomenology to discover themes and meanings (Hamilton & Finley, 2019). Participants were selected through purposive, convenience, or snowballing sampling techniques, with data validity enhanced through triangulation, member-checking, and stakeholder engagement (Denny & Weckesser, 2022).

This community service activity is implemented using a participatory-collaborative approach, emphasizing the active involvement of lecturers and teachers, parents, and students. The program is located at Al Azhar 5 Islamic Elementary School, Kemandoran, with a primary focus on third-grade students. Implementation is divided into three core stages:

### **1. Planning Stage**

The activity began with initial observations of children's memorization abilities, interviews with teachers and parents, and the development of a learning schedule and modules based on the peer tutoring method. The community service team also provided short training to teachers on individual learning management and strategies for increasing student learning motivation.

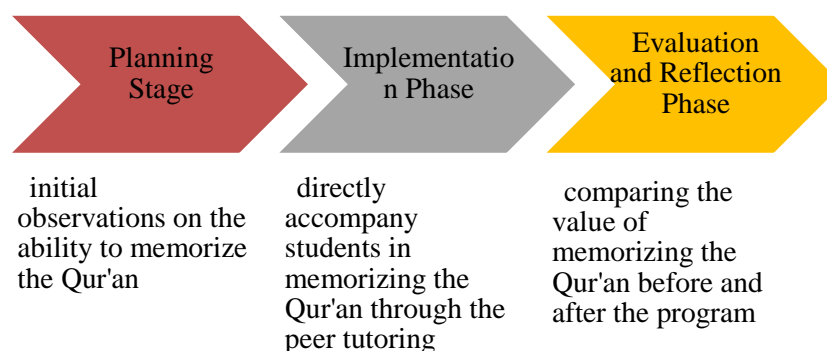
### **2. Implementation Phase**

Mentoring took place every morning for three weeks. Teachers directly assisted students in memorizing the Quran using the peer-to-peer method, correcting their tajweed, and providing individual feedback. Throughout the process, teachers implemented differentiated learning according to each student's individual abilities.

### **3. Evaluation and Reflection Phase**

Evaluation was conducted by comparing Quran memorization scores before and after the program, and by holding reflection sessions with teachers and parents. The results showed a significant improvement in Quran memorization ability, as well as an increase in teachers' competency in implementing personalized learning.

This approach shows that collaboration between academics and the community can strengthen children's religious literacy and encourage the formation of adaptive and sustainable learning models in the school environment.



**Figure 1.** Flowchart of Community Service Activity Implementation

## RESULT AND DISCUSSION

### *Utilization of Peer Tutoring Practices in Al-Quran Memorization Learning*

Quran memorization (Khotibul Umam & Aditya Putri, 2023) through peer tutoring is an approach in which students who are already proficient in reading and memorizing the Quran act as tutors or mentors for other students who wish to learn or improve their memorization skills. This method has several benefits, including improving social relationships among students, providing opportunities for more advanced students to share their knowledge, and facilitating more interactive learning.

The use of peer tutoring in Quran memorization learning is an innovative approach that emphasizes social interaction and collaboration among students to enhance their learning experience. Peer tutors can be defined as students with greater ability or experience in a particular subject who then assist and guide their peers who may be struggling. (Kurniawan et al., 2023) In the context of Quran memorization, more experienced students can guide their peers in the memorization process. This approach not only facilitates the learning process for students but also provides peer tutors with the opportunity to strengthen their own understanding. The process of reteaching previously mastered material requires tutors to analyze and develop effective strategies, thereby strengthening their memory of the memorized verses.

In practice, peer tutoring works in small groups where students with better memorization skills are willing to provide support to their peers. In these groups, students can share techniques, tips, or methods they use for memorization. For example, some students may rely on auditory repetition, while others may prefer visual techniques like writing. This type of discussion creates a dynamic learning environment and allows students to learn from each other in a more informal and fun way. (Almadani et al., 2025)

The use of peer tutoring practices in Quran memorization learning offers a comprehensive approach to improving students' understanding and memorization skills. By creating a collaborative and supportive environment, this method not only benefits academic learning outcomes but also plays a vital role in developing students' character and social skills. Here are some steps for learning to memorize the Quran through peer tutoring at Al Azhar 5 Islamic Elementary School, Kemandoran:

1. Identifying students who are proficient in reading and memorizing the Quran
2. Providing Understanding to Tutors
3. Forming Study Groups
4. Establishing a regular schedule for learning sessions between tutors and students.
5. The monitoring and evaluation process during learning is very important to ensure that each student is progressing.
6. Giving awards to students who achieve a certain level of progress in memorizing the Al-Quran can increase students' enthusiasm for learning.

In line with the research of Eva Siti Faridah, et al., (2023, 2021) the process of implementing the peer method in improving the strengthening of student memorization in the classroom is to make plans and can be seen in a series of subject activities or called RPP. The process of implementing the peer method and the steps of implementing the peer method in the Al-Quran subject are that students are formed to pair up, then the subject activities begin with praying together, murojaah, motivation. The next stage is carrying out the core activities, namely students help each other to listen to the

memorization that will be submitted, then students submit the memorization that has been prepared, then the teacher reviews the activities and closes the subject activities.

The effectiveness of learning to memorize the Al-Qur'an through peer tutoring at Al Azhar 5 Kemandoran Islamic Elementary School

The effectiveness of Quran memorization learning through peer tutoring at Al Azhar 5 Islamic Elementary School, Kemandoran, can be seen from various interrelated aspects that support successful Quran memorization. This method offers an innovative approach that relies on social interaction and emotional support between students, transforming it into more than just memorizing the sacred text. (Yuliana & Muhammad, 2023)

The main findings of the study on the effectiveness of peer tutoring in Quran memorization learning reveal several crucial aspects. First and most striking is the increase in student motivation. In this context, the presence of peer tutors plays a crucial role in providing additional encouragement for students to memorize the Quran. By interacting directly with more experienced peers, students feel inspired and more motivated to achieve their memorization goals. The more relaxed and friendly learning atmosphere creates a climate that encourages students to take initiative in their learning, thereby significantly increasing their motivation.

Furthermore, interactions between students and peer tutors tend to be more intimate. In many cases, students feel more comfortable sharing their experiences and challenges while learning with peers. When tutors are peers, students are more open to expressing their difficulties without feeling awkward or afraid of judgment. This more intimate environment creates a space where students can support each other and share memorization techniques and strategies, ultimately strengthening their learning process.

Another aspect discovered during the study was the emotional and social support provided by peer tutors. They serve not only as teachers but also as friends and mentors to the students they tutor. When students feel stressed or anxious about their memorization, peer tutors can provide the encouragement needed to overcome these feelings. In this context, emotional support becomes an integral part of the learning process. Having peers who understand the challenges and burdens they face makes students feel more emotionally supported, which helps reduce stress and boost self-confidence.

Ultimately, improved learning outcomes were the most significant finding of this study. Students who received guidance from peer tutors showed marked progress in memorizing the Quran. Peer tutors are able to provide learning methods that are more focused and relevant to each student's needs. They better understand the challenges their peers face and can therefore provide more effective strategies to overcome memorization difficulties. Through this approach, students not only gain better knowledge but also experience a more meaningful and productive learning process.

Learning to memorize the Quran through peer tutoring at SD Islam Al Azhar 5 Kemandoran is not only an effective way to memorize but also builds a mutually supportive learning community that encourages the development of students' character and faith. With the continued development of this method, it is hoped that many other schools will implement a similar system, so that future generations can have a deeper understanding and better appreciation of the Quran.

The research results identified seven indicators that can indicate effective learning, namely:

1. **Good Material Organization**  
The organization of material in Quran memorization learning has proven effective. Teachers are able to organize material logically and orderly, making it easier for students to understand the relationships between one topic and another. In each session, the use of structured teaching methods allows students to explore the meaning of memorized verses in greater depth.
2. **Effective Communication**  
Communication between tutors and students is effective. Tutors demonstrate clear and structured speaking skills and are able to interpret abstract ideas by providing relevant examples. Students' listening skills are also given attention, resulting in dynamic classroom interactions. The tutors' varied use of tone and expression helps maintain student engagement throughout the lesson.
3. **Mastery and Enthusiasm for Subject Matter**

Teachers at SD Islam Al Azhar 5 Kemandoran demonstrate proficiency in mastering the subject matter. They are able to explain the material by connecting memorization to the context of everyday life and current events, so that students can see the relevance of the memorized verses. The teachers' enthusiasm is evident through their innovative teaching methods, which encourage students to be more enthusiastic about the learning process.

4. Positive Attitudes Toward Students

Teachers' positive attitudes toward students are evident in daily interactions. Teachers pay extra attention to struggling students, both in small and large class settings. In small classes, more attention is given individually, while in large classes, teachers are able to identify groups that need additional assistance, ensuring that each student feels cared for.

5. Fair Grading

Teachers transparently explain the grading system to students from the beginning of the lesson, so that students know what types of assessments they will face, such as formative tests, essays, and projects. This clarity fosters a sense of fairness among students, which can encourage them to strive to understand the material being taught.

6. Flexibility in Learning Approach

Learning activities are based on student characteristics and needs. Teachers are able to adapt the learning approach by considering students' backgrounds and existing obstacles. The approach, which combines conventional methods and interactive techniques, creates a pleasant learning atmosphere.

7. Good Student Learning Outcomes

Evaluations show that students involved in Quran memorization learning using the peer tutoring method experienced significant improvements in learning outcomes. As many as 85% of students achieved the set memorization targets, and the majority demonstrated a better understanding of the verses. These results demonstrate that indicators of learning success are reflected in student achievement.

From the results of this study, it can be concluded that the learning of Al-Qur'an memorization at SD Islam Al Azhar 5 Kemandoran is running effectively. By paying attention to the organization of the material, good communication, mastery of the material, positive teacher attitudes, a fair assessment system, flexibility in the approach, and satisfactory learning outcomes, the applied method makes a positive contribution to improving student achievement. The success of this method can be a model for other schools in their efforts to improve religious learning, especially Al-Qur'an memorization. Thus, it is hoped that religious education in the future can continue to be improved and refined based on the findings obtained in this study.

This is in line with Komariah research, which identifies seven indicators of successful peer tutoring methods: (Komariah et al, 2025)

1. Good material organization
2. Effective communication
3. Mastery and enthusiasm for the subject
4. Positive attitude toward students
5. Fair grading
6. Flexibility in learning approaches

Therefore, it can be said that indicators of effective learning can be identified from good student learning outcomes.

## CONCLUSION

The use of peer tutoring in Quran memorization learning at Al Azhar 5 Islamic Elementary School, Kemandoran, has shown very positive results. This method not only improves students' memorization abilities but also contributes to the development of their character and social skills. By combining elements of teaching, social interaction, and effective time management, this program is an innovative and beneficial learning model. This opens up opportunities for implementing similar methods in other schools, exploring students' potential not only as individual learners but as part of a mutually supportive learning community. Through this approach, religious education is expected to have a broader and deeper impact on students, strengthening religious values and preparing them to face future challenges.

The effectiveness of Quran memorization learning through the peer tutoring method at Al Azhar 5 Islamic Elementary School, Kemandoran, is not only an effective way to memorize but also builds a mutually supportive learning community that encourages the development of students' character and faith. As this method continues to develop, it is hoped that many other schools will implement a similar system, so that future generations can have a deeper understanding and better appreciation of the Qur'an.

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