



Application of Peer Tutorials to Qawaid Class from BSO El-Abbasy Arabic Language Education

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Abstract. The purpose of this research is to analyze the application of peer tutorials to the qawaid class of BSO El-Abbasy PBA Umsida in the preparation, process and evaluation of learning. This research is a qualitative research using a descriptive approach with a sample of students who took part in the BSO El-Abbasy qawaid class. Data collected by interview, observation, and documentation. The data analysis method used by the author is data grouping, data categorization, data reduction, data presentation, data analysis, and the meaning of research findings. The results of the study show that the tutor prepares lessons before learning by compiling lesson plans and syllabus. The implementation of learning is admittedly interesting, but it is quite difficult to follow by using peer tutors, discussions, and playing while learning to determine the topics presented by each student. Evaluation is carried out at each meeting by asking questions related to learning that has been delivered in class and every year by class placement tests whose questions need to be reviewed.

Keywords: peer tutorials, qawaid class, BSO el-abbasy

1 Introduction

As a language that has the most vocabulary in the world, Arabic has many uniqueness that can be seen directly from the rules in Arabic or what is commonly called *qawaid* science. [1]. The science of *qawaid* includes determining the final harakat of each Arabic word as well as the form of one word as a whole. [2]. *Qawaid* science is a branch of science that is mandatory and important to learn in understanding Arabic. [3, 4]. However, the books used for *qawaid* learning are still limited and the *qawaid* learning curriculum is still limited to *nahwu*, *sharaf*, and translation from Arabic to Indonesian only. Therefore, the *qawaid* learning strategy needs to be updated. [5].

The peer tutorial learning method can be an option in learning *qawaid*. According to Binti Ro'ikhatul Jannah, Nurah Siyaf Asy-Syahrany and Sahil Mahmud Az-Za'by, Muhammad Luthfan Adi Purnomo, and Yulianti, peer tutorials are guidance that takes place at a certain time and a certain number according to the same age to help their friends in the class to understand the lesson so that learners can be a guide or source of education and review the lesson material with their classmates. [6, 7, 8, 9]. Yulianti added that one of the requirements for the implementation of the peer tutorial method in learning is tutor supervision. [9]. Munirul Abidin and Syahrul Anwar also added that the peer tutorial learning method can be done by dividing

class members into small groups to facilitate the implementation of learning with the peer tutorial method. [10].

Based on the results of the *qawaid* science test conducted by the author on December 5, 2022, the findings show that Arabic Language Education (PBA) students who really understand Arabic well are around 18.52% with a test score of 80 - 100. As many as 42.59% of students are in the range of scores 50 - 79. The rest, 38.89% of students who took the test scored below 50 because of their unfamiliarity with Arabic. From the test results, the author concludes that there is great potential for PBA students to teach Arabic to each other through the peer tutorial method, so the author sees that PBA students need a place to learn Arabic to each other.

Similar research has previously been carried out by Lailatul Maulidiyah in 2020 from Muhammadiyah University of Malang, entitled "*Little Circle Arabic Learning (LCAL) Based on Peer Tutors for Arabic Language Learning in Higher Education*". Research by Lailatul aims to stimulate peer tutor learning methods which result in research on peer tutor-based LCAL learning models being suggested as a choice of learning method. [11]. The difference in the focus of LCAL research on new forms of peer tutorials, while this study focuses on analyzing the application of peer tutorial learning methods centered on *qawaid* classes.

The article written by Faisal in 2022 from Raden Fatah State Islamic University Palembang entitled, "Implementation of the Peer Tutor Learning Model in Arabic Language Subjects at Madrasah Ibtidaiyah Ikhlasiah Palembang" aims to monitor the implementation and effectiveness of the peer tutor learning model on the development of students' Quran recitation skills in Arabic language learning at Madrasah Ibtidaiyah Ikhlasiah Palembang. The results of the research by Faisal showed that the peer tutor learning model has been implemented for quite a long time and is one of the effective learning methods for the object of research. [12]. The difference between Faisal's research and this study has the object of research of PBA Umsida students.

Ruslan's research, Arabic language teacher MTs Lampaku Aceh Besar Regency in 2020 entitled, "The Effectiveness of Implementing Peer Tutorial Group Learning in Arabic Language Subjects at MTs Lampaku Aceh Besar". Ruslan's research aims to test the effectiveness of the implementation of peer tutorial learning methods in Arabic language Teaching and Learning Activities (KBM) at MTs Lampaku Aceh Besar. Ruslan's research resulted in a gradation of learning outcomes that can be seen with an increase in the score of the first cycle results reaching 71.42% while in cycle II it is 85.71%. [13]. In this study the authors examined the application of peer tutorials in descriptive qualitative glasses, not quantitative.

The research problem that becomes the author's focal point is the equality of the quality of Arabic language abilities of PBA Umsida students which can be seen as a potential in the implementation of Arabic language learning with the peer tutorial method. The purpose of this study is to analyze the application of peer tutorials in the *qawaid* class of BSO El-Abbasy PBA Umsida in the preparation and learning process. In addition, this research also focuses on analyzing the learning evaluation of the *qawaid* BSO El-Abbasy class.

2 Research Methods

The research method chosen by the author in this study is a qualitative research method with a descriptive approach. The subjects of this research are all PBA Umsida study program students who are members of the *qawaid* class of BSO El-Abbasy. The object of this research is the preparation, process, and evaluation of peer tutors in the *qawaid* class. Data samples were

taken from students who were included in the *qawaid* class study group. According to Sudaryanto, research that uses descriptive methods does not change the data in its analysis, but linguistic researchers themselves examine the data in this study. [14].

The data collection methods used by the author in this research are interviews, observation, and documentation. The interview subjects of this research are representative tutors and students of *qawaid* class of BSO El-Abbasy. The object of this research interview is the preparation, process, and evaluation of the *qawaid class* of BSO El-Abbasy. Observation was conducted in the ongoing *qawaid* class to add reference to the analysis of the learning process. The documentation needed in this research is the documentation of the preparation of the *qawaid* class of BSO El-Abbasy, the documentation of the learning process of BSO El-Abbasy, and the documentation of the interview process of the research subjects.

Research data analysis can basically be presented formally and informally. Formal representation of data can be presented in linguistic terms in the form of charts, tables, or diagrams. [15]. The informal presentation technique is to present the results of data analysis using everyday language. [16]. The data analysis steps used by the author in this study are data grouping, data categorization, data reduction, data presentation, data analysis, and meaning of research findings. [17].

3 Results and Discussion

3.1 BSO el-abbasy

BSO is a body that can almost be said to be independent with its hierarchy equivalent to the head of an organization, but BSO cannot stand without the help of the head of the association that is bound in a BSO. [18]. BSO El-Abbasy was founded based on a strong desire to equalize the ability of PBA UMSIDA students as a whole by looking at the potential of Arabic language skills, the percentage of which is almost the same at each level. El-Abbasy Semi-Autonomous Organization (BSO) is a body that aims to take care of Arabic language courses as a whole while empowering members who need comprehensive competition training [19]. [19].

The need for a forum that gathers PBA students to learn from each other in a peer tutorial method was then formed. Based on the determination to create a forum that has high integrity, achieves, and becomes a progressive center for Arabic language development, the author simulates the establishment of BSO El-Abbasy during the tenure of the chairman of Himaprodi (Study Program Student Association) PBA in 2020/2021, Gema Armei Hayadin , to find out the obstacles that may occur in the future and how to overcome them. [19]. Then during the term of office of the chairman of HIMA PBA in 2021/2022, Muhammad Dani Ramadhan, BSO El-Abbasy was officially established as of Thursday, June 30, 2022 through the minutes of Himaprodi (Study Program Student Association) PBA number 038/II.3.AU/B01.03/16.00/PER/VI/2022 signed by Muhammad Ridho Adzani as Chairman of BEM FAI, Muhammad Dani Ramadhan as Chairman of HIMA PBA, Farikh Marzuki Ammar, Lc., M.A as Head of FAI Student Affairs Section, and Khizanatul Hikmah, SS, M.Pd as Head of PBA Study Program at KH Mas Mansyur Hall GKB 2 7th floor Umsida. [20].

One of the main work programs of BSO El-Abbasy is holding Arabic language courses. BSO El-Abbasy's Arabic courses are divided into three categories. Mustawa Mubtadiin is occupied by students who need to learn more theory in Arabic. Mustawa Mutawassithin is

occupied by students who already have the basics of Arabic, but need the right platform to increase the practice of Arabic. Finally, the Mutaqaddimin class is intended for students who can already be said to be proficient in Arabic, so their needs are not to increase competence, but to hone their skills. [19].

The learning curriculum of the Arabic language learning class with BSO El-Abbasy is *qawaid* and *insya'* learning based on the level of students' abilities. The *qawaid* class is a class on Arabic language theory, while the *insya'* class is a class on Arabic language practice. These two subjects were chosen with the hope that each PBA Umsida student can practice passive Arabic language skills in the form of *Maharah Qiraah* and *Maharah Kitabah* in *qawaid* subjects and can implement them in active form in *Maharah Istima'* and *Maharah Kalam* in *insya'* subjects. Each subject is taught by a different tutor, so that each class has two tutors as facilitators who are determined to learn from each other in class. [19].

3.2 Implementation of Peer Tutorials

The steps taken by the author in this research are listed in the following chart:

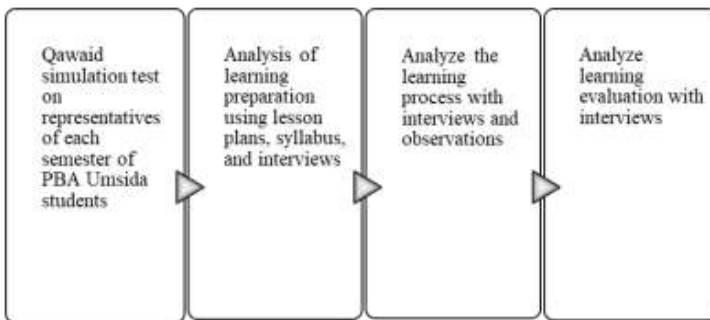


Fig. 1. Stages of Analysis of the Application of Peer Tutorials in the Qawaid Class of BSO El-Abbasy

3.2.1 *Qawaid* science simulation test on representatives of each semester of PBA umsida students

In order to determine the level of ability of PBA Umsida students in Arabic, a *Qawaid* simulation test was first carried out on December 5, 2022 which was attended by 58 representative students from each level. This test was carried out on and off the network using *google forms* and oral tests to measure the ability of *Maharah Istima'*, *Maharah Kalam*, and *Maharah Qiraah*. The *Qawaid* simulation test questions were adapted from the Al-Azhar University Egypt scholarship test questions in 2020 held by the Ministry of Religious Affairs, Arabic poetry with four stanzas, and the text of the story of Aisyah RA in Arabic.

The *Maharah Istima'* test is tested by listening to Arabic poetry with four stanzas. This test is conducted to test understanding related to the *mufradat* read by the examiner as well as to test the writing rules of the *mufradat* that has been read. The *Maharah Qiraah* test is carried out by practicing reading the text of the story of Aisyah RA in Arabic to test understanding related to *sharfiyah* and *nahwiyyah* rules on harakat that are not written in the text. The *Maharah Kalam*

test is carried out with the same text with the practice of explaining the meaning of the text that has been provided using Arabic to test understanding of *qawaid* in speaking.

The online test consisted of five sections. The first section contained twenty multiple choice questions to test *qawaid* on the *mufrad, jama'*, type of a *fiil*, *isim form* of a *fiil*, basic *i'rab* usage in *naat, adad, asmaul khamsah, maf'ul bih, sum ismiyah, and sum fi'liyah*. The second part contains an order to sort the words to test understanding of *isimiyah* and *fi'liyah sums*. The third part contains an order to complete the unfinished amount to test the understanding of the rules for using *mufradat* in an *amount*. The fourth section contains instructions to convert *fiil madhi* into *fiil mudhari', isim masdhar, isim fail, isim maf'ul, fiil amr, and fiil nahi* to test understanding of *sharfiyyah* rules. The last section contains instructions to *i'rab the number of ismiyah* containing *fiil mudhari'* to test understanding of *nahwiyyah rules*.

From the test results, the author found that Arabic Language Education (PBA) students who really understood Arabic well were only about 18.52% with a test score of 80 - 100. As many as 42.59% of students are in the range of scores 50 - 79. The rest, 38.89% of students who took the test got scores below 50 because of their unfamiliarity with Arabic. This means that the Arabic language skills of PBA students are quite evenly distributed at each level.

3.2.2 Lesson preparation analysis using lesson plans, syllabus, and interviews

Analysis of *qawaid* class preparation is obtained from interview analysis. In addition, data analysis of learning preparation is also obtained from lesson plans and syllabus made by *qawaid* class tutors. The results of the analysis of the preparation of the *qawaid class* of BSO El-Abbasy are as follows:

The preparation of BSO El-Abbasy's *qawaid* class was done by making two documents. The lesson plan in this study was made in one sheet to explain the learning outcomes and learning media for 8 meetings. The syllabus in this study dissects the overall learning plan for each meeting which consists of ability achievements at the end of each meeting, indicators of the success of ability achievements, assessment criteria, forms, and weights, learning materials with methods, learning experiences, and time allocations.

3.2.3 Learning process analysis by interview and observation

Interviews were conducted with tutors and representatives of PBA Umsida students who attended *qawaid* classes by the author to monitor the learning process and evaluation in *qawaid* classes. Meanwhile, observations were made by the author to monitor the implementation process of the *qawaid class*. The analysis process is shown in Chart 1 Stages of Analysis of the Application of Peer Tutorials in the *Qawaid* Class of BSO El-Abbasy.

The results of interviews with tutors show that tutors prepare lesson plans and syllabus before learning begins. The efforts made by tutors to facilitate the learning process are conditioning students to be active in learning. The teaching materials used by tutors are *Nahwul Wadhih* and *Silsilah Lughah Arabiyah li Mustawa Robi'*, but tutors do not limit the teaching materials that students can use in class. Tutors do not use specific media in learning other than the blackboard and markers.

The learning approach used by the tutor is a counter-cutivism approach where students are facilitated to harmonize ideas learned in advance and ideas learned during class. No specific teaching aids were used in the class. To prevent students from getting sleepy in class, tutors keep students active with peer tutorials and discussions. For the implementation of this peer

tutorial and discussion, the tutor gives one topic to each student. Each student is required to explain the given topic in front of their peers in order to have a discussion.

Each student is given enough time to study the topic that has been chosen from various references that are not determined by the tutor so that students can explore *qawaid* theory widely. The tutor admitted that the difficulty of classroom management lies in the lack of confidence of each student, so it takes a long time to complete one topic. To overcome this difficulty, tutors accustom students to explain topics in front of their peers continuously and do not lower the confidence of each student.

Although the peer tutorial method is difficult to apply if the student's confidence level is low, according to the tutor, this method has the effect of increasing the student's confidence in presenting a topic. In addition to the peer tutorial method, tutors also use the play while learning method. This play while learning method is used to select topics that will be discussed by each student at each meeting. The play while learning method is used so that students do not feel forced to choose a topic to present.

The results of interviews with student representatives show that learning in class is interesting and not boring. This is because students get new ideas related to *qawaid* theories. Students feel that *their qawaid* skills are still limited, so it is quite difficult to follow and understand the material taught in class.

The results of the author's observations show that tutors carry out their duties as facilitators quite well. Tutors use the first five minutes to start learning and pray. Although tutors often miss the opportunity to motivate students at the beginning of learning, tutors never forget to explain the learning objectives that will be carried out at each meeting, ensuring that the learning carried out on one day is related to the previous learning.

After conditioning the class, tutors invite students to be proactive in learning by using the peer tutorial method. In this case, tutors invite students to explain a topic based on their own understanding, then there is a fairly intense discussion between fellow students and tutors in learning to improve knowledge with peers. Student enthusiasm in class is quite good. This can be seen from the absence of students who are sleepy when learning takes place or have difficulty in understanding a learning topic.

The lesson ends with a brief *review of the day's learning*. The tutor also gives instructions regarding the learning topics that will be discussed at the next meeting. After a series of evaluations, the class ends with the *kafaratul majlis* prayer and salam.

3.2.4 Learning evaluation analysis by interview

The learning evaluation analysis was conducted by interviewing the tutors. In addition to tutors, learning evaluation analysis was also conducted by interviewing student representatives of *qawaid* class. The following are the results of interviews with *qawaid* class tutors.

Evaluation is carried out at each meeting by giving questions to students related to the material that has been delivered in class. In addition to evaluations at each meeting, evaluations are also carried out annually. Evaluations conducted annually are called class placement tests. According to students who took the class placement test several times, the class placement test is considered less weighty to be called a class placement test because the difficulty level is quite low.

4 Conclusions

Learning preparation is done by tutors before the lesson by preparing lesson plans and syllabus. Learning implementation is recognized as interesting, but quite difficult to follow by using peer tutors, discussions, and playing while learning to determine the topics presented by each student. Evaluation is carried out at every meeting by asking questions related to the learning that has been delivered in class and every year with a class placement test whose questions need to be reviewed.

Acknowledgments

The author would like to thank Allah SWT for the guidance of Islam that has come down to mankind and the Prophet Muhammad SAW who has conveyed Islam very well. The author also expresses his gratitude to his family who supports the author as a whole. Finally, the author would like to thank all lecturers of Umsida Arabic Language Education who have channeled knowledge to the author and the author's friends who have faithfully accompanied the author.

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