The Effectiveness of the Peer-Learning Strategy in Teaching and Learning Arabic among Students in the Religious Secondary School of the Government of Johore

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ABSTRACT

The method of learning is one of the factors that affects student achievement in the Arabic language subject. This research aims to know the necessity of learning the Arabic language with peers, to analyze the level of effectiveness when learning the Arabic language with peers, and to discover the difference in the achievement level of students who use the method of peer study or not. The site chosen to conduct this research is the Johor Government Religious High School. The researcher used the sampling method by taking 52 respondents, who are students from the region, and using the questionnaire as a tool to conduct this research. Based on the research conducted, the researcher found that the majority of students agreed that learning Arabic with their peers is also necessary after learning Arabic during teaching and learning in the classroom with the teacher. In addition, students also agree that this strategy increases their enthusiasm for learning Arabic. Hence, most students agree that the level of achievement of students who use this strategy is higher than that of students who study alone. It is clear that this strategy of peer learning is one that students can practice to learn Arabic.

INTRODUCTION

The topic in this research is the effectiveness of the peer learning strategy in teaching and learning Arabic among students in the religious secondary school of the Government of Johor. Based on this topic, we can see that the researcher wants to study the use of the peer learning strategy method in teaching and learning, especially Arabic subjects. The peer learning strategy method is one of the methods commonly used by students and teachers in schools. This method requires several students in one group with the fewest students in one group. If there is only one student in the group, it is not called a peer study method.

This method adopts a culture of cooperation and mutual assistance with each other. This is because students will help their friends who do not understand a topic. For example, a student who masters the subject will re-explain the objects or information they are teaching to a friend who does not understand. They can also do questions and answers, have a discussion about their lesson and also do exercises together. This can indirectly increase the student's enthusiasm for learning because they have friends to study together and at the same time also can pass the test together because the topics that he felt were difficult earlier, were successfully understood after getting an explanation from that friend.

However, each of these things should have its pros and cons. The same goes for the peer study method. Do all students like to use this method? Also, what are students' opinions about the effectiveness of the peer learning strategy in their lessons? Are their exam results improving or worsening? Therefore, based on these questions, the researcher chose to conduct a study of this problem in order to find answers to those questions.

LITERATURE REVIEW

Noor Anida Awang, Rahimah Embong, Azhar Yaacob, Zaiton Mustafa. (2014). Peer Learning Strategies Improve Arabic speaking skills non-speaking speakers at UNISZA.

This study aims to review the practice of peer learning strategies to improve Arabic speaking skills among non-native speakers at the Faculty of Contemporary Islamic Studies (FKI) at Sultan Zain Al Abidin University (UniSZA). This study is qualitative in nature and data is collected using direct observation techniques, discussions and structured interviews. This study included 30 students, and only 5 of them were randomly selected to interview them. Based on the researcher's reading of this study, there are several differences obtained and the first is the type of respondent and the place where the study was conducted. Researchers use respondents in schools and specialize only from two students. In addition, the researchers' research did not specialize in just one skill as in this reference. Therefore, the researchers' study is of a general nature not devoted to any skill. However, the researchers chose this reference because the issues discussed are the same with regard to peer learning.

Ghazali Yusri, Nik Mohd Rahimi, Parilah M Shah, Wan Haslina Wah, Ahmed Thalal Hassan. (2012). The use of peer learning strategies among students of the Arabic language course at Mara University of Technology (UiTM)

This study aims to look at the use of peer learning strategies among students in the context of oral skills of Arabic in UiTM. Then, it takes the form of a mixed quantitative and qualitative study as well as using self-questionnaire tools (self-regulated learning) modified from the MSLQ's Motivational Strategies Scale and interviews. The study found that students generally used this strategy at a high level. Based on the researcher's reading of this study, there are several differences obtained and the first is the type of respondent and the place where the study was conducted. Researchers use respondents in schools and specialize only from two students. In addition, the researchers' research did not specialize in just one skill as in this reference. Therefore, the researchers' study is of a general nature not devoted to any skill. However, the researchers chose this reference because the issues discussed are the same with regard to peer learning.

Nabihah Yusof, Harun Baharudin, Maimun Aqsha Lubis, Muhammad Luqman Ibnul Hakim. (2018). Students' perceptions of using peer mentoring (B.R.S) methods in learning Arabic vocabulary

The purpose of writing this article is to discuss students' perceptions of the use of peer mentoring in learning Arabic vocabulary. The research tool was a quantitative questionnaire to obtain the data. The results of the study found that the students' perceptions about the use of peer guidance methods in learning Arabic vocabulary gave a positive response. Based on the researcher's reading of this study, there are several differences obtained and the first is the type of respondent and the place where the study was conducted. Researchers use respondents in schools and specialize only from two students. In addition, the researchers' research did not specialize in just one skill as in this reference. Therefore, the researchers' study is of a general nature not devoted to any skill. However, the researchers chose this reference because the issues discussed are the same with regard to peer learning.

METHODOLOGY

This survey research is designed using quantitative methods. In this research, the researcher conducted a survey or questionnaire on the sample to find out the necessity of learning the Arabic language with peers, the level of effectiveness when learning the Arabic language with peers, and discovering the difference in the achievement level of students who use the method of peer study or not. The researcher used purposive samples where the students were second year students and they were the researcher's students when the researcher was doing teaching training in the Religious Secondary School of the Government of Johor. The total number of students is 52, of whom 25 are male and 27 are female. The research tools are the questionnaire, data analysis procedures and the use of the Statistical Program for Social Sciences (SPSS). The content of this questionnaire is very brief and does not burden students with answering it. Moreover, this questionnaire contains four sections, which are the first section, the second section, the third section, and the fourth section, where the questionnaire contains in the questionnaire form the students' background, the need to learn Arabic with peers, their level of effectiveness, and students' perceptions of peer study.

FINDINGS AND DISCUSSION

The researcher explains the data or information obtained from the respondents, starting from the background section of the respondents, then the need to learn Arabic with peers, then the level of effectiveness when learning Arabic with peers, and then the difference in the level of achievement for students who use the method of peer learning strategy or not use it.

Knowing the need to learn Arabic with peers

Table 1: Knowing the need to learn Arabic with peers**Questions** **Statement**	**Likert Scale**	**Frequency (N)**	**Percentage (%)**	**Mean**
I've heard about the peer learning strategy practice in Teaching and Learning before	1	0	0	5
	2	0	0	
	3	0	0	
	4	0	0	
	5	52	100	
A peer study strategy involves discussion, explanation, and question-and-answer activities...	1	0	0	5
	2	0	0	
	3	0	0	
	4	0	0	
	5	52	100	
I used the study strategy with my peers in the Arabic language subject	1	0	0	5
	2	0	0	
	3	0	0	
	4	0	0	
	5	52	100	
Apart from learning with the teacher, learning Arabic with peers also needs to take place...	1	0	0	3.96
	2	11	21.2	
	3	0	0	

	4	21	40.4	
	5	20	37.5	
I like to learn Arabic with my peers rather than studying on my own	1	0	0	4.15
	2	13	25	
	3	0	0	
	4	5	9.6	
	5	34	65.4	

As a result of this research findings, it can be shown that all students agree that they heard and know the meaning of learning strategies with their peers and used this method in learning Arabic. This situation shows that the students are aware of the types of learning methods they can practice. In addition, the majority of students also agree that learning Arabic with their peers is also necessary after learning Arabic during teaching and learning in the classroom with the teacher. This is because the way teachers and their peers teach is different. There are students who understand more easily when the teacher is teaching in class, and there are also students who understand more easily when studying with peers.

The level of effectiveness when learning Arabic with peers

Table 2: The level of effectiveness when learning Arabic with peersStatement	Likert Scale	Frequency (N)	Percentage (%)	Mean
Using the strategy of studying with peers has a positive impact on the Arabic language subject	1	0	0	4.37
	2	0	0	
	3	1	1.9	
	4	31	59.6	
	5	20	38.5	
Studying with my peers can increase my knowledge and understanding of the Arabic language	1	0	0	4.37
	2	0	0	
	3	1	1.9	
	4	31	59.6	
	5	20	38.5	
This strategy can increase my enthusiasm for learning Arabic	1	0	0	4.48
	2	0	0	
	3	0	0	

	4	27	51.9	
	5	25	48.1	
I feel comfortable and not afraid to ask questions when learning Arabic with my peers	1	0	0	4.38
	2	0	0	
	3	0	0	
	4	32	61.5	
	5	20	38.5	
I focus more on learning Arabic with my peers than on my own	1	0	0	3.79
	2	18	34.6	
	3	2	3.8	
	4	5	9.6	
	5	27	51.9	

As a result of this research findings, it can be shown that the majority of students agree that learning using learning strategies with their peers can have a positive impact on their subject in Arabic and can further improve their understanding of the subject. This is because the peer learning strategy practices a discussion method where each of them can give an opinion or an explanation. It is not specified that only one person is allowed to speak. In addition, all students also agreed that using learning strategies with their peers can boost morale and avoid the embarrassment of asking questions when learning Arabic. The feeling of studying with friends is different than studying with a teacher. It is possible that the students feel afraid and ashamed to ask the teacher because the teacher is fierce and not someone close to the student. In general, it can be seen that the level of effectiveness of this strategy is high.

The difference in the achievement level of students who use the method of peer learning strategy or not

Table 3: The difference in the achievement level of students who use the method of peer learning strategy or not**Questions**

Statement	Likert Scale	Frequency (N)	Percentage (%)	Mean
The level of achievement of students who use peer learning strategy is more outstanding	1	0	0	3.92
	2	8	15.4	
	3	8	15.4	
	4	16	30.8	
	5	20	38.5	

The achievement level of students who use the learning alone strategy is more outstanding	1	0	0	2.67
	2	32	61.5	
	3	5	9.6	
	4	15	28.8	
	5	0	0	
There is a difference in the achievement of students who use the strategy of studying with peers and alone	1	0	0	3.6
	2	0	0	
	3	21	40.4	
	4	31	59.6	
	5	0	0	
The level of achievement of students who use the strategy of studying with peers and studying alone is equally excellent	1	0	0	4
	2	0	0	
	3	0	0	
	4	52	100	
	5	0	0	
The level of achievement of students who use the strategy of studying with peers and studying alone is not equally excellent	1	25	48.1	1.52
	2	27	51.9	
	3	0	0	
	4	0	0	
	5	0	0	

As a result of this research results, it can be shown that the majority of students agree that there is a difference in the level of achievement of students who use the method of peer learning strategy or not. In addition, most students agree that the level of achievement of students who use this method is excellent than students who study alone. This is because when studying with friends, they can remember each other and advise each other if they make any mistakes. However, all students disagreed with the fifth question, which is that the level of achievement of students who use the strategy of studying with their peers and studying alone is not

equally excellent. This situation shows that the students value each other's efforts in the struggle to learn Arabic. Not all students have the same way of learning.

CONCLUSION

Using the correct method of learning is crucial in improving students' understanding of Arabic subjects. Based on the research conducted by the researcher at Johor Government Religious High School, it can be seen that most of the students agree and feel comfortable using peer learning strategies as a method of learning. In addition, through this research, the researcher is able to know students' perceptions of peer strategies and the effects when they are adopted. Students can improve their understanding and concentration in this Arabic language course. Subsequently, many students also noted that a peer learning strategy can lead to excellent test results. From this research, many students agree that the peer learning strategy can have a positive impact on students' Arabic language course. Therefore, the researcher hopes that this research can enlighten the general public about peer learning strategy. In addition, based on this research, the researcher hopes that teachers will encourage their students to practice the learning strategy with their peers because this strategy provides many benefits for students especially.

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