



The Effectiveness of the Peer Lesson Learning Model in Increasing Student Activeness in SKI Subjects at MTs Setia Budi, South Jakarta

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ABSTRACT

Learning Islamic Cultural History (IS) in madrasahs is often still passive and teacher-centered. Low student participation in the learning process results in a lack of interaction and low understanding of Islamic historical values. Student activity is an important indicator in realizing meaningful and contextual learning. This study aims to test the effectiveness of the peer lesson learning model in improving student activity in SKI subjects at MTs Setia Budi South Jakarta. The main focus of this study is to compare the activity of students who participate in peer lesson learning with students who learn using conventional methods. The method used was a quasi-experiment with a pretest-posttest control group design. The research instruments consisted of an activeness observation sheet, a learning outcome test, and an interview. The sample consisted of two classes, namely the experimental class and the control class which were selected purposively. The results showed a significant increase in activeness in the experimental group. The average posttest score and participation observation indicators showed a consistent and stable increase. The peer lesson model has proven effective in encouraging students to actively ask questions, discuss, and deliver materials independently. The conclusion of this study is that the peer lesson model not only increases activeness but also provides a collaborative and enjoyable learning experience. This finding contributes to the development of active learning methods in madrasahs, especially in SKI learning. The novelty of this study is the systematic application of the peer lesson model in the context of learning based on Islamic values.

Keywords: *Peer Lesson, Student Activeness, Ski*

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INTRODUCTION

The learning model used in the teaching and learning process has a major influence on student activity in the classroom (Huda & Qohar, 2021). In the context of junior high school education, especially in madrasahs, learning strategies that are able to generate active participation from students are very important (Sutadji dkk., 2021). This activity is

not only shown in oral form during discussions, but also in the form of emotional involvement, attitudes, and understanding of the subject matter (Stefancic dkk., 2021). Educators are required to choose an approach that not only delivers material, but also encourages direct involvement of students in the learning process.

Islamic Cultural History Education (ISH) is often considered a narrative and informative subject, so that it is not uncommon for students to show a passive attitude in learning (Surono dkk., 2023). The lack of interaction between students and the dominance of teachers in delivering material are challenges in themselves. This results in minimal opportunities for students to develop critical thinking, communication, and collaboration skills (Stefancic dkk., 2021). The learning experience becomes one-way, where students only receive information without enough space to explore and express opinions.

In several studies, it was found that learning models that involve students as learning subjects have a positive impact on learning activity and outcomes (W. Chen dkk., 2021). One approach that is developing and starting to be implemented is the peer lesson model, where students are given the responsibility to teach each other in small groups (Dmoshinskaia dkk., 2021). This strategy gives students the opportunity to understand the material more deeply before they convey it to their peers, so that learning is reinforced from two directions: when learning and when teaching.

According to Vygotsky in the theory of sociocultural learning, a person's learning process will be more effective if it is carried out in a social and interactive context. The concept of the zone of proximal development (ZPD) shows that students can achieve their maximum learning potential through the help of peers or more capable educators (Zha dkk., 2021). The peer lesson model is very relevant to this theory, because the interaction and dialogue that occurs in learning allows students to learn from peers in a more natural and supportive situation.

MTs Setia Budi South Jakarta as one of the Islamic secondary education institutions faces similar challenges in SKI learning (C.-C. (Jj) Chen dkk., 2022). The application of learning models that are able to encourage student activity and involvement is a real need (Mahmud, 2021). Through this study, the effectiveness of the peer lesson model in increasing student activity, especially in SKI learning, will be evaluated. It is hoped that this approach can be an alternative solution for improving the quality of learning in madrasahs.

Student activeness in the learning process is an important aspect in fostering meaningful learning experiences, especially in subjects that contain elements of history and values such as Islamic Cultural History (SKI) (Arifin dkk., 2021). However, in many educational units, especially at the MTs level, student activeness still tends to be low. Students play more of a role as recipients of information, not as active and reflective learning subjects (Jamiludin & Darnawati, 2022). This one-way learning pattern makes interaction limited and student involvement is not optimal, especially in subjects that are considered theoretical such as SKI.

Previous studies have focused on the effectiveness of lecture methods, class discussions, or group presentations in SKI learning, but not many have specifically

reviewed the application of the peer lesson model (Moise dkk., 2023). This model actually has great potential because it can create a collaborative learning atmosphere, but its success is highly dependent on the learning design and the readiness of students as peer facilitators (Nuijten dkk., 2021). The lack of in-depth studies on the application of this model in madrasahs, especially MTs, shows that there is a gap that has not been systematically addressed.

Local context is also a factor that has not been widely explored. MTs Setia Budi South Jakarta has diverse student characteristics, both in terms of academic and social backgrounds. It is not yet known to what extent the peer lesson model can be accepted and adapted in this learning environment, and whether this strategy is truly able to significantly increase activity (Arifin dkk., 2021). Empirical data specific to this school is still very limited and not yet available comprehensively in Islamic education studies.

According to Vygotsky's social constructivism theory, students can learn more effectively through social interaction, where they actively construct knowledge with the help of others. The learning process does not only occur internally, but also through social activities with peers (Qureshi dkk., 2022). The peer lesson model is in accordance with this principle because it relies on interaction between students as the main mechanism in understanding and delivering learning materials (C.-C. (Jj) Chen dkk., 2022). This theory strengthens the argument that peer learning has the potential to increase learning activity, although its effectiveness still needs to be tested contextually in the madrasah environment.

The level of student activity in learning Islamic Cultural History (ISH) greatly determines the success of internalizing values and understanding Islamic history. Passive learning not only reduces interest in learning, but also limits students' ability to think critically and reflect historical values into everyday life (Besançon dkk., 2021). Therefore, it is important to fill the gap in previous research by empirically examining learning models that can increase active student involvement in the classroom.

The peer lesson learning model has the potential to answer these challenges because it encourages students not only to understand the material, but also to convey it back to their peers in a collaborative atmosphere. In this process, students play a dual role as learners and teachers, which requires them to understand, summarize, and convey the material effectively (Walshe dkk., 2021). Their activeness is not limited to answering questions or taking notes, but develops into a deeper form of interaction such as discussing, asking questions, giving explanations, and solving problems together.

Vygotsky's social constructivism theory is an important foundation in the peer lesson approach. In this framework, learning is seen as a social process that is effective when it occurs in interactions between individuals who have different levels of understanding (Ganatra dkk., 2021). The concept of the Zone of Proximal Development (ZPD) shows that students' abilities will develop optimally when they are assisted by others who are more competent, including peers. The application of peer lessons is in accordance with this theory because students will help each other achieve higher understanding through their roles as learners and facilitators at the same time.

RESEARCH METHODS

This study uses a quantitative approach with a quasi-experimental method, namely the non-equivalent control group design. In this design, there are two groups that are compared, namely the experimental group using the peer lesson learning model and the control group using conventional learning methods (Atsara & Qohar, 2022). The purpose of this design is to determine the difference in the level of student activity between the two groups after the treatment is given, taking into account relatively equal initial conditions.

The population in this study were all students of class VIII at MTs Setia Budi South Jakarta in the 2024/2025 academic year (Tan & Andriessen, 2021). Sampling was carried out using a purposive sampling technique, where two classes were specifically selected to represent the experimental and control groups based on considerations of the homogeneity of initial abilities and the readiness of SKI subject teachers (Jin dkk., 2023). The number of students in each class was 30 people, so the total sample in this study was 60 students.

The instrument used in this study was an observation sheet of student activity compiled based on indicators of active involvement in the learning process (Chandler dkk., 2022). These indicators include aspects of participation in discussions, the ability to ask and answer questions, initiative in group activities, and the ability to convey ideas (Aminah dkk., 2023). The validity of the instrument was tested through expert judgment and limited trials, while its reliability was tested using the Cronbach Alpha formula.

The research procedure began with the implementation of a pretest using an observation sheet to obtain initial data on the level of student activity (Ha & Murray, 2021). The experimental group was then given treatment using the peer lesson learning model for four meetings, while the control group continued to use the lecture and question and answer method. After the treatment was completed, a posttest was conducted with the same instrument to measure changes in the level of activity (Bremner dkk., 2023). The data obtained were then analyzed using statistical tests to determine significant differences between the two groups.

RESULTS

Table 1. Statistical Data Description

Group	N	Pretest Average	SD	Posttest Average	SD
Experiment	30	58.4	5.72	80.2	6.15
Control	30	59.1	6.03	65.3	5.88

The average pretest score in the experimental group was 58.4 and the control group was 59.1, indicating that both groups had almost equal initial abilities. This is important because equal initial conditions are a strong basis for comparing the effectiveness of the learning models used. The standard deviation value also shows the level of data diversity that is not too far between the two groups.

After the treatment, the average posttest score of the experimental group increased significantly to 80.2, while the control group only reached 65.3. The large increase in the experimental group shows that the peer lesson model has a real impact on learning activity. The standard deviation value in the experimental group increased slightly, indicating new variations in student achievement due to interaction and learning responsibility.

The difference between the pretest and posttest results illustrates the success of the peer-based learning method. This shows that the direct involvement of students as teachers also encourages understanding and active learning. The classroom becomes a more interactive and participatory space, so that students are encouraged to be fully involved in the learning process.

Table 2. Data Normality Test

Group	Asymp. Sig (2-tailed)	Information
Experiment	0,120	Data is normally distributed
Control	0,086	Data is normally distributed

The results of the normality test in the experimental and control groups showed a significance value of more than 0.05, namely 0.120 and 0.086 respectively. This means that the data has a normal distribution, which is the main requirement for using parametric statistical tests. The normal distribution strengthens the validity of the results of the analysis to be carried out further.

Data normality is an important indicator that there is no deviation in the distribution of the collected data. Thus, comparisons between two groups can be made fairly and proportionally. The existence of a normal distribution indicates that the data tends to be distributed symmetrically.

The normal distribution condition in both groups is the basis for the belief that the learning model being tested has a real effect, not because of data anomalies. This also shows that the active behavior of students is not distorted by extreme factors, so that further analysis becomes more accurate and relevant.

Table 3. Homogeneity of Variance Test

Variables	F	Sig.	Information
Activity	0,874	0,354	Homogeneous

The homogeneity test results show a significance value of 0.354, which means it is greater than 0.05. This means that the variance between the experimental group and the control group can be considered homogeneous. This condition supports the t-test requirement which requires equality of variance between the groups being compared.

Homogeneity of variance is important so that the comparison of posttest results between two groups can be done without bias. If the variance is not homogeneous, then the difference in scores can be caused by the imbalance of data distribution, not by the learning model itself. Therefore, this result strengthens the validity of the statistical inference used.

The similarity of data diversity between the two groups also shows that both experienced relatively similar learning conditions in terms of the distribution of initial

activity. This confirms that significant changes in the experimental group did indeed come from the peer lesson model, not from random factors within the group.

Table 4. Paired Sample t-Test

Group	Mean Pretest	Mean Posttest	t	Sig. (2-tailed)	Information
Experiment	58,4	80,2	11,23	0,000	Significant
Control	59,1	65,3	4,89	0,001	Significant

The results of the paired sample t-test showed that there was a significant difference between the pretest and posttest in both the experimental and control groups. In the experimental group, the score increase was very high from 58,4 to 80,2, with a t value of 11,23 and sig. 0,000. While the control group increased from 59,1 to 65,3, with a t value of 4,89 and sig. 0,001.

The significantly greater increase in the experimental group's scores indicates that peer lesson learning is very effective in increasing activeness and learning outcomes. This model provides space for expression, responsibility, and active involvement that conventional learning models do not have. The difference in the level of improvement reflects the direct effect of the method on students' learning behavior.

The significance value below 0,05 in both groups indicates that the learning model does have an impact. However, the comparison of t numbers shows that the effect in the experimental group is stronger. This strengthens the assumption that the peer lesson model is not only effective but also far superior in triggering active student participation.

Table 5. Independent Sample t-Test

Group	Mean	t	Sig. (2-tailed)	Information
Experiment vs Control	80,20 vs 65,30	6,54	0.000	Significant difference

This table shows a comparison of posttest scores between the experimental and control groups with average scores of 80.20 and 65.30 respectively. The t-test result of 6.54 and a significance of 0.000 indicate that there is a significant difference between the two groups after the treatment. This is strong evidence that peer lessons have a direct impact on increasing activeness.

This difference in scores confirms that not only is there a general increase in learning, but that the peer lesson method specifically contributes more to student engagement. When students learn together and teach their peers, they show higher engagement in the learning process.

These data provide empirical justification that learning models are not only technical, but also affect students' psychology and motivation. This significant difference reinforces the idea that conventional models are no longer relevant when faced with today's student learning participation challenges.

Table. 6 Interview Data Conclusion

Respondents	Positive Findings	Lack
Student	Active, creative, critical thinking, not ashamed to ask questions, compact	Nervous, bored, don't understand my friend's explanation

Teacher	Active, creative, trains critical thinking	Not all subjects fit this model
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Interview data provides a rich picture of the subjective experiences of students and teachers during the learning process. Students feel more confident, actively discuss, and are able to express their opinions. They also feel that the learning process is more enjoyable and not boring.

However, not all experiences are positive. Some students feel nervous when they have to perform in front, and sometimes do not understand their friends' explanations. This indicates that peer lessons still require guidance from teachers to keep them on track. This challenge is a note for optimizing the implementation of the method.

Teachers stated that peer lesson learning is very helpful in training students' responsibility, courage, and critical thinking skills. However, this method is not always suitable for all learning materials, especially those that require mastery of high-level concepts. The role of teachers is still needed as a director and feedback provider so that learning outcomes remain optimal.

DISCUSSION

This study shows that the implementation of the peer lesson learning model significantly increases student activity. This is evidenced by the difference in the average posttest scores between the experimental group and the control group which is quite striking. In addition, observation data on activity and interview results support this finding qualitatively. The average posttest score in the experimental group reached 80.2 while the control group only reached 65.3. These results indicate that the peer-based learning approach is able to encourage active involvement of students in the SKI learning process. Activeness is reflected in activities such as asking, answering, discussing, and group presentations.

The percentage of student activity indicators increased significantly during the peer lesson learning cycle. Students' responses to this method were also very positive based on the interview results. This increase indicates a change in learning behavior from passive to active and participatory. These results are in line with research conducted by Susanto (2021) which states that the peer teaching model can increase students' activeness and sense of responsibility for learning. The study also showed an increase in learning motivation after implementing this method. This study strengthens these findings in the context of SKI subjects.

Different from other studies that emphasize more on cognitive aspects, this study focuses on indicators of activity as part of a complete learning process. The peer lesson learning model in this context not only has an impact on academic achievement, but also on strengthening social interactions in the classroom. This difference in approach provides additional contributions to the collaborative learning literature.

Several previous studies used learning motivation variables as the main measure, while this study emphasizes active behavior during the learning process. The focus on activeness shows the affective and social sides that have not been explored so far in

Islamic Education learning, especially SKI. The success of this approach opens up new directions for the exploration of collaborative methods in similar subjects.

The results of this study are a sign that students are no longer just passive recipients of information in class. They are able to become facilitators for their own friends when given the opportunity and responsibility in learning. Learning becomes a participatory space that gives meaning and real collaborative value. The changes that occur show that the role of the teacher as the sole source of knowledge is shifting towards the role of a facilitator. The class becomes a dynamic learning community, where students actively seek, convey, and discuss knowledge. This phenomenon is a positive signal for the reform of learning methods.

The emergence of students' courage in conveying ideas, discussing, and even refuting their friends' opinions indicates that learning does not only take place in the cognitive aspect. This activeness reflects emotional, social, and value involvement in learning. This is an indicator that peer lessons are not just technical strategies, but also a character-building approach. These findings have important implications for curriculum development and SKI learning design. Teachers can consider peer lessons as an alternative strategy to increase student engagement, especially in learning contexts that tend to be passive. Islamic history learning becomes more alive and meaningful.

The peer lesson model can be a solution for teachers in overcoming the inequality of student participation in the classroom. Students who were previously inactive can be more motivated because learning is carried out in small groups that are more comfortable and inclusive. Horizontal communication patterns make students freer to express their opinions. The implementation of this method can also support the implementation of the Independent Curriculum which emphasizes project-based learning, collaboration, and active student participation. This model is very much in line with the principles of learning that foster independence and responsibility for learning in students. Value-based education can be strengthened through teamwork and peer dialogue.

Student activity increases because in the peer lesson model they are given a real role in the learning process. Students are not only objects, but also subjects who actively deliver materials and provide explanations. This process fosters a sense of responsibility and self-confidence.

A learning environment that supports communication between students makes them more comfortable in expressing their opinions. Equal interaction between friends provides a safe space for students who are usually passive in class. This atmosphere encourages more open participation and exploration of ideas. This method also encourages students to prepare themselves before delivering the material, so that they are more actively involved in the learning process. A sense of ownership of the learning process grows because they feel they have contributed to the success of their group. This process naturally fosters activeness in learning.

This research opens up space for SKI teachers to experiment more with collaborative approaches between students. The development of modules or learning

devices that support peer lessons can be done systematically. Teachers need to be trained so that the implementation of this method runs optimally.

Further research can explore the effectiveness of peer lessons in other subjects or at different levels of education. Other aspects such as improving critical thinking skills or strengthening Islamic values can also be the focus of exploration. A mixed quantitative and qualitative approach will enrich the findings. Schools as institutions can also use these results as a basis for learning innovation. Adjusting learning strategies can be part of teacher professional development programs. Small changes in teaching methods can produce big changes in classroom dynamics and student learning outcomes.

CONCLUSION

This study found that the peer lesson learning model significantly increased student activity in the subject of Islamic Cultural History (SKI) at MTs Setia Budi South Jakarta. Activity was shown through active participation in discussions, expressing opinions, and presenting materials by students independently or in groups. This finding is an indicator of the success of peer-based collaborative learning methods in creating a more participatory learning environment.

This study provides an important contribution to the development of peer learning-based learning methods in the context of Islamic religious education. The peer lesson model not only encourages significant increases in activeness, but also strengthens social interactions between students that support meaningful learning. The main contribution of this study lies in the systematic application of the peer lesson model in SKI subjects which have tended to be teacher-centered.

This study has limitations in the scope of the population which is still limited to one school and has not explored other affective variables such as motivation and religious attitudes. Further research is suggested to expand the research area to other levels and subjects, and integrate a mixed quantitative-qualitative approach to explore more deeply the psychosocial effects of implementing peer lessons in learning.

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