

## IMPLEMENTATION OF PEER LESSONS LEARNING STRATEGIES TO IMPROVE ISLAMIC RELIGIOUS EDUCATION LEARNING OUTCOMES FOR NINTH-GRADE STUDENTS D AT SMPN 4 TAMBANG KAMPAR

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### ABSTRACT

*This paper is based on the students' low learning outcomes of Islamic Religious Education at Class IX.D of SMPN 4 Tambang. The purpose of the classroom action research is to describe whether the application of Peer Lessons learning strategies can improve students' learning outcomes of Islamic Religious Education at class IX.D of SMPN 4 Tambang on the subject of Fiqh or not, which was conducted for one month. The research subjects involved 30 Class IX.D students at SMPN 4 Tambang. The type of research was classroom action research. The research instrument consisted of learning achievement tests and data collection instruments, which were teacher and student activities observation sheets. Based on the discussion and analysis results as presented previously, it can be concluded that the Peer Lessons learning strategy could improve students' learning outcomes on the Fiqh learning at Class IX.D of SMPN 4 Tambang. In the pre-cycle, the average was 66.3. The average score of students' learning outcomes in cycle I increased to 72.3. In addition, in cycle II there was also an improvement with an average score of 79.5 in the good category. It proves that the Peer Lessons learning strategy can improve students' learning outcomes at class IX.D of SMPN 4 Tambang.*

**Keywords:** *peer lessons, students' learning outcomes, Islamic religious education*

## PENERAPAN STRATEGI PEMBELAJARAN *PEER LESSONS* UNTUK MENINGKATKAN HASIL BELAJAR PENDIDIKAN AGAMA ISLAM PADA SISWA KELAS IX.D SMPN 4 TAMBANG KABUPATEN KAMPAR

### ABSTRAK

Tulisan ini dilatarbelakangi oleh rendahnya hasil belajar Pendidikan Agama Islam siswa Kelas IX.D SMPN 4 Tambang Kabupaten Kampar. Tujuan penelitian tindakan kelas ini adalah untuk mendeskripsikan apakah penerapan strategi pembelajaran *Peer Lessons* dapat meningkatkan hasil belajar Pendidikan Agama Islam siswa kelas IX.D di SMPN 4 Tambang Kabupaten Kampar pada mata pelajaran fiqh atau tidak, yang dilaksanakan selama 1 bulan. Subjek penelitian melibatkan 30 siswa Kelas IX.D SMPN 4 Tambang Kabupaten Kampar. Bentuk penelitian adalah penelitian tindakan kelas. Instrumen Penelitian terdiri dari tes hasil belajar dan instrumen pengumpulan data, yang berupa lembar observasi aktivitas guru dan aktivitas siswa. Berdasarkan hasil pembahasan dan analisis seperti yang disampaikan sebelumnya, dapat disimpulkan bahwa strategi pembelajaran *Peer Lessons*, hasil belajar pada pelajaran Fiqh siswa Kelas IX.D SMPN 4 Tambang Kabupaten Kampar meningkat. Rata-rata 66,3 pada pra siklus. Hasil belajar siswa pada siklus I terjadi peningkatan dengan rata-rata 72,3. Selanjutnya, pada siklus II juga terjadi peningkatan dengan rata-rata 79,5 dengan kategori baik. Hal ini membuktikan bahwa dengan strategi pembelajaran *Peer Lessons* dapat meningkatkan hasil belajar siswa kelas IX.D SMPN 4 Tambang Kabupaten Kampar.

**Kata Kunci:** *peer lessons, hasil belajar siswa, pendidikan agama islam*

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### INTRODUCTION

Education is a learning experience that takes place in the environment and is acquired throughout life. Education is carried out by the family, community and government, in addition

to conscious efforts made by the family, community and government through teaching guidance or training activities that take place at school and outside school throughout life, to

prepare students to be able to play a role in various living environments as a whole. right in the future (Mudyaharjo, 2012). Education is related to learning, self-study has the meaning of changing the behavior of students through active training and experience, learning outcomes are knowledge, behavior, attitudes or skills that are built by students based on what they have understood and mastered (Windiyani, et al . , 2018). The teacher's task in learning is to make students learn through creating interesting and meaningful learning strategies and environments. Learning can be said to be successful if students can receive and master the material well (Sulfemi, & Minati, 2018). Because learning is a process of changing behavior thanks to experience and training. This means that the purpose of learning activities is a change in behavior, both concerning knowledge, skills, attitudes and even covering all other personal aspects (Ngongo & Gafur, 2017).

Efforts to improve the quality of education and teaching cover almost all components in education, including updating the curriculum, improving the quality of teachers, providing educational facilities and infrastructure and so on. The role of the teacher in increasing student activity in achieving learning goals is highly expected. If the teacher succeeds in improving the learning atmosphere that causes students to be active in learning, it allows for an increase in student learning outcomes in accordance with predetermined learning objectives (Kurniasih, Imas, & Sani, 2014). To realize these goals the teacher has a very important and very decisive function in the learning process. A professional teacher is required to be able to convey subject matter properly, effectively and efficiently so that students as learners understand and understand what is conveyed. Teachers are also required to master various learning models so that the learning atmosphere in class is more passionate and fun (Mulloh, & Muslim, 2022).

The lecture, exercise or assignment method is a method that is 'cheap' and 'easy' to do. Cheap in this case means the lecture process does not require complete equipment, in contrast to other methods. While it's easy, lectures only

rely on the teacher's voice, so they don't really require complicated preparation. However, in reality, researchers see the use of the lecture method in the learning process that masters learning well, only the teacher is in charge of conveying the subject matter, while students are only limited to what the teacher masters. Furthermore, the consequences arising from the lecture method used in the learning process students tend to get bored with the material presented, so that student learning outcomes are unsatisfactory ( Etin. 2007 ). The learning model as one of the learning components cannot escape the discussion of the learning system as a whole. Utilization of the model is a part that must get the attention of the teacher in every learning activity. But in reality, learning models are often neglected so that student motivation in following lessons always decreases. Various reasons are often used as excuses, including limited time to make preparations, difficult to find the right model, and so on . Besides that, the use of the right learning model in the learning process aims to make the material conveyed by the teacher can be easily understood by students well (Harahap, 2017).

Learning that is oriented towards mastery of the material is considered to have failed to produce students who are active, creative, and innovative. Students succeed in "remembering" the short term, but fail to equip students to solve problems in long term life. Therefore, there needs to be a change in the learning model that is more meaningful so that it can equip students to face life's problems now and in the future, one of which is the *Peer Lessons learning strategy learning model* (Suketi, 2019). In line with Hartin research (2021) said that giving action in cycle 1 and continuing in cycle 2 shows a very significant increase in learning outcomes. So it can be concluded that PAI learning outcomes can be improved by using peer lesson learning strategies. Peer lesson learning strategies can also increase interest in learning (Maisarah, 2015) and improve students' critical thinking skills (Akbar, 2021).

The learning outcomes of Class IX.D students at SMPN 4 Tambang Kampar Regency are still far from what was expected. especially in

PAI subjects. Teachers use conventional learning models such as the lecture method, so that communication occurs in one direction. Students rarely ask, answer questions, argue or discuss. Students tend to be passive just listening and taking notes on what is explained by the teacher. The teacher always gives students the opportunity to ask questions, however, few students even ask questions. Students are declared complete learning if they get a score of  $\geq 60$  and their class completeness is  $\geq 85\%$ . In fact, the percentage obtained in class completeness is still below 50%. This shows that there are still many students who get scores below 60, namely the average value is 55. In addition, there are symptoms in the learning process, namely students find it difficult to understand the subject matter delivered by the teacher. This can be seen when the test is carried out, most students do not can answer the questions given, less variety of methods used by the teacher in delivering learning material. Teachers tend to use conventional methods such as lectures and questions and answers and giving assignments, student learning outcomes at the end of the semester the percentage obtained on class completeness is still below 50%. This shows that there are still many students who get scores below 60, namely the average value of 55.

The purpose of this study is to look at *peer lessons* learning strategies in improving learning outcomes in Islamic Religious Education. The use of deep peer lesson learning strategies PAI learning has been carried out by previous researchers, however the context is to increase motivation and active learning (Aziszhah, 2019). In line with Novitasari's research (2021), that implementing a peer lesson strategy is very good for improve student learning outcomes.

## REASERCH METHOD

This research is a Classroom Action Research (CAR) carried out at SMPN 4 Tambang, Kampar Regency on the subject of Islamic Religious Education through *Peer Lessons learning strategies*. The subjects studied in this class action research activity were students of SMPN 4 Tambang Kampar Regency for the 2021/2022 academic year with a total of 30 students. This research was conducted in two

cycles. The Kemmis and Mc model research design. Taggart ie spiral from one to the other cycle Which next. Every cycle covers *planning* (plan), *action* (action), *observation* (observation), and *reflection* (reflection) (Arikunto, 2016).

## Technique Data Collection

Data in study This collected through technique :

### a. Activity Learning

Data about teacher activity and activity student during learning , obtained through sheet observation .

### b. Results Study Student

Data about results Study student obtained from test results learning carried out on end cycle.

## Technique Data Analysis

### 1. Teacher Activities and Activity Student

After the data is collected through observation, the data processed with use formula percentage, that is as following :

$$P = \frac{F}{N} \times 100\%$$

Description :

F = Moderate frequency \_ searching for percentage

N = *Number of Cases* ( total frequency / number individual )

P = Number percentage

100% = Number Still

In determine criteria evaluation about results research , then done grouping on 4 criteria evaluation that is good , enough , less Good And No ok . As for criteria percentage the that is as following :

- When percentage between 76% - 100% said " Good "
- When percentage between 56% - 75% said " Enough "
- When percentage between 40% - 55% is said to be " less good "
- If percentage not enough of 40% said " no good " .

### 2. Results Study

Results Study analyzed with formula as following :

- Individual student learning outcomes are said to be successful/complete if students have

achieved the KKM that has been determined at school, namely 70.

- b. Completeness of classical learning results

$$PK = \frac{JT}{JS} \times 100\%$$

with the formula:

Description : PK: percentage results classic

JT : Amount completed students \_ Study

JS : Amount student in One class

Kindly classic student can said successful /complete if achieving students value 65 more than 75%.

## RESULTS AND DISCUSSION

### 1. Pre Cycle

#### a. Planning

In the planning or preparation stage for this action, it is carried out by the teacher and observation. The steps taken are as follows:

- 1) Develop lesson plans
- 2) Make learning scenarios by forming small groups, each group consisting of 4 (four) or 5 (five) people with a spread of intelligence levels.
- 3) Determine learning aids that support learning material.
- 4) Determine collaboration with fellow teachers at school as a research team.
- 5) Create/compile student worksheets.
- 6) Compile a final test of the lesson.

### b. Action Implementation

The pre-cycle was held on Monday, March 7 2022. In the process of implementing the learning, it involved all class IX.D students of SMPN 4 Tambang, Kampar Regency. The implementation of learning is carried out based on the Learning Implementation Plan (RPP) which has been prepared and is guided by the syllabus and curriculum. The implementation of the action consists of several stages, namely: the initial activity or opening of the lesson, which is carried out for approximately 10 minutes. Then proceed with the core activities. In the core activities in implementing learning based on the learning model studied, namely the *Peer Lessons learning strategy*, which is carried out for approximately 50 minutes, and is continued with the final activity or as closing the lesson is carried out for approximately 20 minutes. In detail about the implementation of the action can be explained as follows:

### c. Observation

The implementation of observations in this study focused both on the process and the results of the learning act. Observations were made to determine student activity.

**Table 1. Observation Results of Student Activities in the Pre-Cycle**

NO	OBSERVED ACTIVITIES	Pre Cycle			
		Yes	%	No	%
1	Students form groups according to what was instructed by the teacher	17	56,7	13	43,3
2	Students work together with their group mates to study a particular material topic	14	46,7	16	53,3
3	Each group presents their work in front of the class	15	50.0	15	50.0
4	Representatives of each group present the material in a predetermined order	14	46,7	16	53,3
5	Students listen to clarifications conveyed by the teacher regarding deviant material	16	53,3	14	46,7
6	Students remain orderly during the learning process	15	50.0	15	50.0
Amount		91	303,3	89.0	296,7
Average		15	50,6	15	49,4

Source: data processed by researchers in 2022

Based on table 1, it can be concluded that student activities in the learning process apply *Peer Lessons learning strategies* in the first cycle classically obtained a total percentage of 49.4%, this figure is at intervals of 40% - 55%. This interval is in the less good category. In more detail, the average student learning activity for each indicator can be explained as follows:

- Students form groups according to what was instructed by the teacher , in this aspect obtaining a percentage of 56.7%.
- Students work together with their group mates to study a certain material topic, in this aspect obtaining a percentage of 46.7%.
- Each group presents their work results in front of the class, in this aspect it gets a percentage of 50%.

- Representatives of each group present material based on a predetermined order, in this aspect obtaining a percentage of 46.7%.
- Students listen to clarifications conveyed by the teacher regarding deviant material, in this aspect obtaining a percentage of 53.3%.
- Students remain orderly during the learning process, in this aspect it gets a percentage of 50%.

#### 1) Student learning outcomes

Based on the test results on the level of student learning outcomes, in cycle I it is seen that classical student learning outcomes have not reached the predetermined completeness of 75%, but student learning outcomes have increased from before implementing the *Peer Lesson learning strategy* ie with an average of 66.3%. For more details can be seen in table 2 below:

**Table 2. Student Learning Outcomes in the Pre- Cycle**

NO	Student	Mark	Information
1	Ahmad dzaki ashiddiq	60	Not Completed
2	Ahmad Fauzi	65	Not Completed
3	Annisa Shabrina Agustin	65	Not Completed
4	Bening Rizali Rahayu	60	Not Completed
5	Chandra Ariya. D	90	complete
6	Ergi hanum ilaika	55	Not Completed
7	Fretti pramanita giawa	85	complete
8	Galank pratama k	65	Not Completed
9	Gilberd martha ariabi	65	Not Completed
10	Gisela rebecca hubarat	65	Not Completed
11	Ichsan sabillio	70	complete
12	Intan karin rahmadani	60	Not Completed
13	Jelita cyntia	60	Not Completed
14	Kevin septian	60	Not Completed
15	Laila apriyani	75	complete
16	Liza artika aulia	80	complete
17	Muhammad arviyan i	60	Not Completed
18	Muhammad Fajr yp	70	complete
19	Muhammad revaldo	70	complete
20	Raqi rafaël. a	50	Not Completed

21	Rena Wahyuni	60	Not Completed
22	Reva yulianda	80	complete
23	Octavian risk	60	Not Completed
24	Rizki Akbar Gazali	75	complete
25	Holy Rahmadani	65	Not Completed
26	Suci Syafrina Putri	75	complete
27	Tiara Arisma	70	complete
28	Toriq Rahman Dhani	55	Not Completed
29	Revelation Rahmadani	55	Not Completed
30	Zahwa afifah	65	Not Completed
<b>Amount</b>		<b>1990</b>	
<b>Average</b>		<b>66,3</b>	
<b>complete</b>		<b>11</b>	
<b>Not Completed</b>		<b>19</b>	
<b>Completeness</b>		<b>36.7%</b>	

Source: data processed by researchers in 2022

Based on table 2, it can be concluded that student learning outcomes in the learning process apply *Peer Lesson learning strategies* out of 30 students, 11 students who achieved individual completeness scores or did not reach the KKM that had been set at school, namely 70, and there were 19 students who did not complete, classically students who achieved mastery were 36.7%, meaning that student learning outcomes have not reached the predetermined mastery of 75%.

#### d. Reflection

Taking into account the description of the learning process stated above, it can be concluded that the learning outcomes in the pre- cycle are still not completed classically with a classical percentage of 49.6 %. Based on the results of student learning in PAI subjects, the discussion of researchers and observers on improving learning in the pre- cycle, there are several weaknesses in the learning carried out by the teacher, including:

- 1) When the teacher asks each group to prepare material to be conveyed to classmates,
- 2) When the teacher asks one person from each group to appear as a teacher by drawing lots,
- 3) When the teacher gives conclusions and clarifications if there is something that needs

to be straightened out from students' understanding, and

- 4) When the teacher gives an evaluation to students, with the aim of knowing how much absorption is in the learning process.

## 2. Cycle I

### a. planning

Action planning or action preparation in cycle I was carried out by teachers and observers, and cycle I action planning was the same as cycle I action planning, because cycle I planning had been well planned. But with different competency standards and basic competencies. The steps taken are the same as planning cycle I are as follows:

In the planning or preparation stage of this action, the steps taken are as follows :

- 1) Develop lesson plans
- 2) Make learning scenarios by forming small groups, each group consisting of 4 (four) or 5 ( lima) people with a spread of intelligence levels.
- 3) Determine learning aids that support learning material.
- 4) Determine collaboration with fellow teachers at school as a research team .
- 5) Create/compile student worksheets.
- 6) Compile a final test of the lesson .

### b. Action Implementation

Cycle 1 was held on Monday, March 14 2022. In the process of implementing the learning, it involved all class IX.D students of SMPN 4 Tambang, Kampar Regency. The implementation of learning is carried out based on the Learning Implementation Plan (RPP) that has been prepared and is guided by the syllabus and curriculum . The implementation of the action consists of several stages, namely: the initial activity or the opening of the lesson, which lasts approximately 10 minutes. Then proceed with the core activities. In the core activities in

implementing learning based on the learning model studied, namely the *Peer Lessons learning strategy* , which is carried out for approximately 50 minutes, and is continued with the final activity or as closing the lesson is carried out for approximately 20 minutes.

### c. Observation

The implementation of observations in this study focused both on the process and the results of the learning act. Observations were made to determine student activity in the learning process.

**Table 3. Observation Results of Student Activities in Cycle I**

NO	OBSERVED ACTIVITIES	Cycle II			
		Yes	%	No	%
1	Students form groups according to what was instructed by the teacher	24	80.0	6	20.0
2	Students work together with their group mates to study a particular material topic	18	60.0	12	40.0
3	Each group presents their work in front of the class	20	66,7	10	33,3
4	Representatives of each group present the material in a predetermined order	19	63,3	11	36,7
5	Students listen to clarifications conveyed by the teacher regarding deviant material	20	66,7	10	33,3
6	Students remain orderly during the learning process	22	73,3	8	26,7
<b>Amount</b>		<b>123</b>	<b>410.0</b>	<b>57.0</b>	<b>190.0</b>
<b>Average</b>		<b>20.5</b>	<b>68.3</b>	<b>10</b>	<b>31,7</b>

Source: data processed by researchers in 2022

Based on table 3 it can be seen that student activities in the learning process apply *Peer Lessons learning strategies* In the second cycle, classically, the classical percentage is 68.3 % , this figure is at intervals of 56% - 75%. are in the sufficient category. In more detail, the average student learning activity for each indicator can be explained as follows:

- Students form groups according to what was instructed by the teacher , in this aspect they get a percentage of 80%.
- Students work together with their group mates to study a particular material topic, in this aspect obtaining a percentage of 60%.
- Each group presents their work results in front of the class, in this aspect it obtains a percentage of 66.7 % .

- Representatives of each group present material based on a predetermined order, in this aspect obtaining a percentage of 63.3 % .
- Students listen to clarifications conveyed by the teacher regarding material that deviates, in this aspect obtaining a percentage of 66.7 % .
- Students remain orderly during the learning process, in this aspect the percentage is 73.3 % .

### 1) Student learning outcomes

In cycle I, it can be seen that classical student learning outcomes have not reached the predetermined mastery of 75%, student learning outcomes have increased from cycle I to cycle II with an average percentage of 72.3 % . For more details can be seen in table 4 below:

**Table 4. Student Learning Outcomes in Cycle I**

NO	Student	Mark	Information
1	Ahmad dzaki ashiddiq	70	complete
2	Ahmad Fauzi	70	complete
3	Annisa Shabrina Agustin	70	complete
4	Bening Rizali Rahayu	70	complete
5	Chandra Ariya. D	95	complete
6	Ergi hanum ilaika	60	Not Completed
7	Fretti pramanita giawa	90	complete
8	Galank pratama k	65	Not Completed
9	Gilberd martha ariabi	70	complete
10	Gisela rebecca hubarat	65	Not Completed
11	Ichsan sabillio	75	complete
12	Intan karin rahmadani	65	Not Completed
13	Jelita cyntia	70	complete
14	Kevin septian	70	complete
15	Laila apriyani	80	complete
16	Liza artika aulia	85	complete
17	Muhammad arviyan i	65	Not Completed
18	Muhammad Fajr yp	80	complete
19	Muhammad revaldo	80	complete
20	Raqi rafael. a	55	Not Completed
21	Rena Wahyuni	65	Not Completed
22	Reva yulianda	85	complete
23	Octavian risk	65	Not Completed
24	Rizki Akbar Gazali	80	complete
25	Holy Rahmadani	70	complete
26	Suci Syafrina Putri	80	complete
27	Tiara Arisma	75	complete
28	Toriq Rahman Dhani	60	Not Completed
29	Revelation Rahmadani	70	complete
30	Zahwa afifah	70	complete
<b>Amount</b>		<b>2170</b>	
<b>Average</b>		<b>72,3</b>	
<b>complete</b>		<b>21</b>	
<b>Not Completed</b>		<b>9</b>	
<b>Completeness</b>		<b>70.0%</b>	

Source: data processed by researchers in 2022

Based on table 4 it can be seen that student learning outcomes in the learning process apply *Peer Lessons learning strategies* in cycle I students have achieved the KKM score that has been set by the school as a whole, with a percentage of students having 72.3 % incomplete. Thus in the first cycle of this research it cannot be said to be successful, and it is continued to the next cycle.

#### d. Reflection

According to the results of the study it is known that the completeness of learning outcomes in cycle I increased by 70% of students, but it has not been said to be classically complete because it has not exceeded 76%. Weaknesses of learning in cycle I are:

- 1) When the teacher asks each group to prepare material to be conveyed to classmates, and
- 2) When the teacher gives conclusions and clarifications if there is something that needs to be straightened out from students' understanding,

### 3. Cycle II

#### a. Action Planning

Action planning or preparation for action in cycle II is carried out by the teacher and observer, and is the same as the action planning in the previous cycle, because the planning for cycle III has been well planned. However, with different competency standards and basic competencies, the steps taken are the same as for cycle I planning, as follows:

- 1) Develop lesson plans
- 2) Make learning scenarios by forming small groups, each group consisting of 4 (four) or 5

(lima) people with a spread of intelligence levels.

- 3) Determine learning aids that support learning material.
- 4) Determine collaboration with fellow teachers at school as a research team .
- 5) Create/compile student worksheets.
- 6) Compile a final test of the lesson

#### b. Action Implementation

Cycle II was held on Monday, March 21 2022. In the process of implementing the learning, it involved all class IX.D students of SMPN 4 Tambang, Kampar Regency. The implementation of learning is carried out based on the Learning Implementation Plan (RPP) that has been prepared and is guided by the syllabus and curriculum. The implementation of the action consists of several stages, namely: the initial activity or the opening of the lesson, which lasts approximately 10 minutes. Then proceed with the core activities. In the core activities in implementing learning based on the learning model studied, namely the *Peer Lessons learning strategy* , which is carried out for approximately 50 minutes, and is continued with the final activity or as closing the lesson is carried out for approximately 20 minutes.

#### c. Observation

The implementation of observations in this study focused both on the process and the results of the learning act. Observations were made to determine student activity in the learning process.

**Table 5. Observation Results of Student Activities in Cycle II**

NO	OBSERVED ACTIVITIES	Cycle III			
		Yes	%	No	%
1	Students form groups according to what was instructed by the teacher	26	86.7	4	13,3
2	Students work together with their group mates to study a particular material topic	24	80.0	6	20.0
3	Each group presents their work in front of the class	22	73,3	8	26,7
4	Representatives of each group present the material in a predetermined order	23	76,7	7	23,3
5	Students listen to clarifications conveyed by the teacher	25	83.3	5	16,7

regarding deviant material

<b>6</b>	Students remain orderly during the learning process	26	86.7	4	13,3
	<b>Amount</b>	<b>146</b>	<b>486.7</b>	<b>34.0</b>	<b>113,3</b>
	<b>Average</b>	<b>24</b>	<b>81.1</b>	<b>6</b>	<b>18,9</b>

Source: Research Processed Data 2022

Based on table 5 it can be seen that student activities in the learning process apply *Peer Lessons learning strategies*. In the third cycle, classically, the classical percentage is 81.1 % , this figure is at intervals of 76% - 100%. This interval is on very high category. In more detail, the average student learning activity for each indicator can be explained as follows:

- Students form groups according to what was instructed by the teacher , in this aspect obtaining a percentage of 86.7 % .
- Students work together with their group mates to study a certain material topic, in this aspect obtaining a percentage of 80%.
- Each group presents their work results in front of the class, in this aspect it obtains a percentage of 73.3 % .
- Representatives of each group present material based on a predetermined order, in this aspect obtaining a percentage of 76.7 % .

- Students listen to clarifications conveyed by the teacher regarding material that deviates, in this aspect obtaining a percentage of 83.3 % .
- Students remain orderly during the learning process , in this aspect the percentage is 86.7 % .

### 1) Student learning outcomes

Based on the test results on the level of student learning outcomes, in cycle II it can be seen that classically student learning outcomes have achieved the predetermined mastery of 75%, student learning outcomes have increased from before implementing *Peer Lessons learning strategies* to pre cycle, cycle I and cycle II with an average percentage of 79.5%. For more details can be seen in table 6 below:

**Table 6. Student Learning Outcomes in Cycle II**

NO	Student	Mark	Information
1	Ahmad dzaki ashiddiq	85	complete
2	Ahmad Fauzi	85	complete
3	Annisa Shabrina Agustin	90	complete
4	Bening Rizali Rahayu	85	complete
5	Chandra Ariya. D	100	complete
6	Ergi hanum ilaika	65	Not Completed
7	Fretti pramanita giawa	95	complete
8	Galank pratama k	70	complete
9	Gilberd martha ariabi	75	complete
10	Gisela rebecca hubarat	70	complete
11	Ichsan sabillio	80	complete
12	Intan karin rahmadani	75	complete
13	Jelita cyntia	75	complete

14	Kevin septian	75	complete
15	Laila apriyani	85	complete
16	Liza artika aulia	90	complete
17	Muhammad arviyan i	70	complete
18	Muhammad Fajr yp	85	complete
19	Muhammad revaldo	85	complete
20	Raqi rafael. a	60	Not Completed
21	Rena Wahyuni	70	complete
22	Reva yulianda	85	complete
23	Octavian risk	70	complete
24	Rizki Akbar Gazali	85	complete
25	Holy Rahmadani	85	complete
26	Suci Syafrina Putri	85	complete
27	Tiara Arisma	85	complete
28	Toriq Rahman Dhani	65	Not Completed
29	Revelation Rahmadani	80	complete
30	Zahwa afifah	75	complete
<b>Amount</b>		<b>2385</b>	
<b>Average</b>		<b>79.5</b>	
<b>complete</b>		<b>27</b>	
<b>Not Completed</b>		<b>3</b>	
<b>Completeness</b>		<b>90.0%</b>	

Source: data processed by researchers in 2022

Based on table 6, it can be seen that student learning outcomes in the learning process apply *Peer Lessons learning strategies* in cycle III students have achieved the KKM score that has been set by the school as a whole, with a percentage of students having completed 79.5 %. Thus in the second cycle of this research it can be said to be successful, because of the increased learning outcomes obtained by students.

#### d. Reflection

*Peer Lessons* learning strategies in PAI classes IX.D SMPN 4 Tambang Kampar Regency individually achieve the expected target, namely achieving the KKM that has been set at school, namely 70. So also classically has reached above 75%. Likewise, teacher activity has also increased. Student learning outcomes in cycle II

increased compared to pre-cycle, and cycle I, it can be said that the application of *Peer Lesson learning strategies* can improve student learning outcomes in PAI subjects, and this research can be said to be successful, therefore researchers will not carry out action for the next cycle.

Student learning outcomes in the pre-cycle show that learning outcomes have not reached the specified success indicators, with the acquisition of a classical percentage of 66.3 % . Thus it is necessary to take corrective action, namely in cycle I through the application of *Peer Lessons learning strategies*, after taking action student learning outcomes increase with an overall percentage gain of 72.3 % but the category of all students is also not complete. In the end, corrective action was taken, namely in cycle II through the application of *Peer Lessons* learning

strategies , after taking action student learning outcomes increased with an overall percentage

gain of 79.5 % .

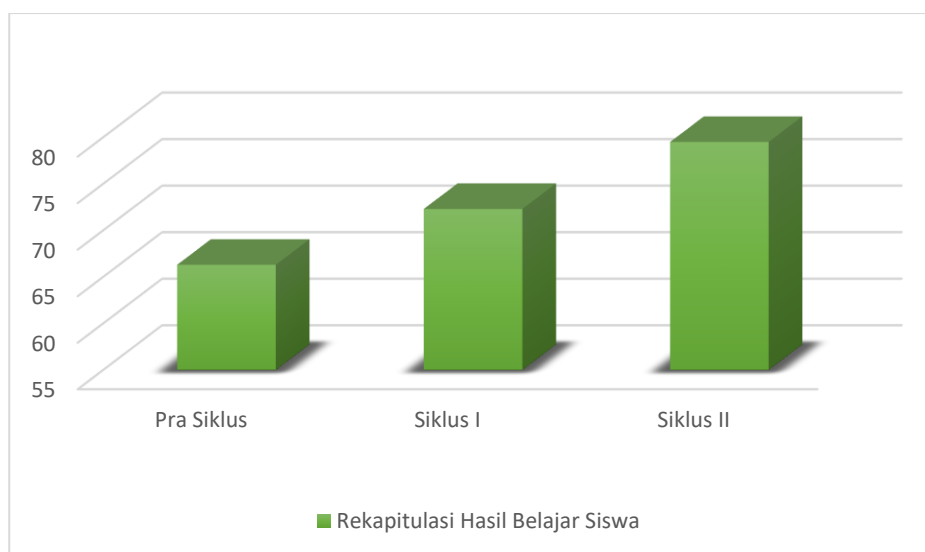
**Table 7. Recapitulation of Standard Classification Categories of Student Learning Outcomes**

No	Learning	Completeness Percentage	Enhancement
1	Pre Cycle	36.7%	-
2	Cycle I	70.0%	33%
3	Cycle II	90.0%	20.0%

Source: data processed by researchers in 2022

Based on table 7, it can be seen that in the initial data or before the action, classical student learning outcomes have not reached the set success indicator, namely reaching 75%, as well as in cycle I and cycle II, classically students have not reached the set indicator success rate, in cycle I This is an increase from pre-cycle to cycle I

increased by 33%. However, in cycle II, classically, student learning outcomes have achieved an indicator of success, namely 75%, with a classical percentage of 90%, in cycle II there was an increase from cycle I to cycle II, increasing by 20%.



**Figure 1. Graph of Student Learning Outcomes**

### Research Exposure

Based on the graph above, it can be clear that the increase in student learning outcomes from the pre-cycle , cycle I and cycle II. Before the classical action, students obtained a percentage of 66.3%, after implementing the *Peer Lessons learning strategy* , students who achieved KKM scores increased compared to before the action, with a classical percentage of 72.3%, but

did not achieve a success score in research, namely 75%, in cycle II, student learning outcomes increased with the acquisition of a percentage of 79.5%. In this case the *Peer Lessons learning strategy* can improve the learning outcomes of Islamic Religious Education (PAI) for Grade IX.D Students of SMPN 4 Tambang, Kampar Regency.

Student learning outcomes can be influenced by several factors, one of which is the teacher's teaching method (Yasmin & Santoso, 2019). The teacher's teaching method is an external factor that is directly influence students in gaining knowledge and learning experience. Not only teacher teaching methods, facilities learning and learning environment is also an external factor that can affect learning outcomes (Sholekhah, 2014). Nevertheless, Internally, students must prepare themselves so that they can go hand in hand with conditions outside of themselves, especially inside learning process. Learning independence must be awakened in students who expect good learning outcomes (Rijal, & Bachtiar, 2015). In addition, the psychological aspects must be prepared to undergo the learning process, namely attitudes, interests and motivation learning (Azis, 2016). In addition, the factor of discipline is also very important in order to improve student learning outcomes (Elly, 2016).

If students have a desire strong to learn then it will deliver it to the achievement good study. Research results show that interest in learning has a strong influence on learning outcomes (Lestari, 2015). In fact, learning interest is a determining factor in height or low student learning outcomes (Nurhasanah & Sobandi, 2016). Independent learning shows the level of willingness of participants students to learn without coercion. It is not formed with itself, but through the process of training so that it awakens habits to study independently. This condition shows maturity level of learners to self-regulate various learning activities. This is also related to the problem discipline as previously mentioned. Research results reinforces that independent learning has a strong influence on learning outcomes (Bungsu at al, 2019).

The form of the learning model is also related to the teacher's creativity in creating a new product, whether it is completely new or a modification or change by developing existing things. If this is related to the teacher's creativity, then the teacher concerned may create a teaching strategy that is completely new and original (originally his own creation), or it may be a modification of various existing learning

strategies so as to produce a new form (Mulloh, & Muslim, 2022) . ) . *Peer Lesson* itself is a learning model that develops " *peer teaching* " in a class that places all responsibility for teaching to participants as class members. The steps of this learning model are the teacher forming groups in the class according to the number of topics studied (Maisarah, 2015). So in this case the *Peer Lesson strategy* has a significant effect on student learning outcomes at SMPN 4 Tambang, Kampar.

## CONCLUSIONS AND RECOMMENDATION

Based on the results of the discussion and analysis as presented previously , it can be concluded that through *Peer Lessons* learning strategies , it can improve learning outcomes in Islamic Religious Education (PAI) lessons for Class IX.D SMPN 4 Tambang, Kampar Regency . In the pre-cycle, student learning outcomes were classified as poor with an average of 66.3 , while student learning outcomes in cycle I increased with an average of 72.3. Furthermore, in cycle II there was an increase with an average of 79.5 in the good category. This proves that the *Peer Lessons* learning strategy can improve student learning outcomes for class IX.D SMPN 4 Tambang, Kampar Regency.

Starting from the conclusions and discussion of the results of the research above, it is related to the application of *Peer Lessons* learning strategies that has been implemented, the researcher makes several suggestions, namely: In order for student learning outcomes to increase by implementing *Peer Lessons* learning strategies , the teacher should first ask students to read the subject matter, and prepare questions for the speaker. In order for the implementation of the *Peer Lessons* learning strategy to work well, the teacher should apply it more often.

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