

Peer Tutoring as a Collaborative Approach in Arabic Language Learning

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DOI: 10.38073/lahjatuna.v4i1.2181

Received: August 24

Accepted: September 24

Published: October 24

Abstract

In an era where traditional teaching methods often fail to meet the evolving needs of language learners, peer tutoring emerges as a transformative approach to Arabic language education. This study explores peer tutoring as a collaborative strategy at Darullughah Wadda'wah Islamic Boarding School (pesantren), addressing challenges such as limited class time, imbalanced teacher-student ratios, and rigid instructional methodologies. Using a qualitative case study design, data were collected through classroom observations, interviews, focus group discussions, and document analysis involving 30 students (15 tutors and 15 tutees) and 3 Arabic teachers. Findings reveal significant improvements in classroom dynamics, motivation, and confidence. Tutors developed leadership skills and reinforced their knowledge through the learning-by-teaching phenomenon, while tutees received personalized support, reducing anxiety and enhancing engagement. Despite challenges such as proficiency gaps, reliance on rote memorization, and the need for teacher supervision, peer tutoring fostered teamwork, critical thinking, and self-directed learning habits. This study concludes that peer tutoring transcends its role as a mere instructional method, acting as a catalyst for holistic academic excellence and personal empowerment. Recommendations include systematic implementation frameworks to balance academic rigor with social-emotional development, ensuring sustainable improvements in Arabic language education within Islamic boarding schools.

Keywords: *Peer tutoring, Collaborative Approach, Arabic Language Education.*

Introduction

Learning Arabic in Islamic boarding schools (pesantren) plays a crucial role in shaping students' religious and linguistic competence. However, challenges such as limited class time, an imbalanced teacher-to-student ratio, and traditional teaching methods often hinder optimal learning outcomes. Peer tutoring, a collaborative approach where students assist each other in the learning process, emerges as an effective solution to address these obstacles.

While peer tutoring has been widely applied in various educational contexts,

research specifically focusing on its application in Arabic language learning within pesantren remains limited¹. Previous studies have shown that peer tutoring can enhance students' motivation, participation, and mastery of language skills. For example, studies by chen and hu (2024) demonstrated improved speaking and writing skills through peer tutoring². However, many of these studies focus primarily on the outcomes, overlooking the collaborative dynamics that occur during peer interactions.

This study aims to explore how peer tutoring, as a collaborative approach, can be effectively implemented to support Arabic language learning in pesantren. The research seeks to address the following questions: How does peer tutoring influence classroom learning dynamics in Arabic lessons? what extent does a collaborative approach in peer tutoring improve students' motivation and understanding of Arabic? What are the challenges and opportunities in implementing peer tutoring in the pesantren context?

The study focuses on Arabic language classes in a pesantren setting, where traditional and formal educational systems are integrated. Participants will consist of middle-level students from one selected pesantren. The study's limitations include time constraints and a relatively small sample size, which may affect the generalizability of the findings.

This research aims to contribute valuable insights into the use of peer tutoring as a collaborative method in Arabic language education within pesantren. Additionally, the findings are expected to serve as a practical guide for educators in designing more effective and inclusive Arabic teaching strategies using peer tutoring.

Previous studies have explored peer tutoring in language education, for instance:

Tang et al. (2021) found that cooperative, collaborative, and peer-tutoring (CCP) strategies significantly improve English learners' reading comprehension, fluency, and phonemic awareness, with teacher training and consistent implementation being key to success³. Thurston et al. (2021) found that peer tutoring significantly improves reading comprehension for both tutors and tutees, with tutors showing greater gains, highlighting

¹ Nur Hanifansyah, Menik Mahmudah, and Sultan Abdus Syakur, 'Mnemonic Storytelling As A Psycholinguistic Approach To Enhancing Arabic Writing Competence', *El-Jaudah : Jurnal Pendidikan Bahasa Dan Sastra Arab* 5, no. 2 (25 December 2024): 31–52, <https://doi.org/10.56874/ej.v5i2.2029>.

² Haitao Chen and Guangwei Hu, 'Investigating Relationships among Students' Affective, Behavioral and Cognitive Engagement with Peer Feedback on EFL Writing', *Studies in Educational Evaluation* 84 (March 2025): 101430, <https://doi.org/10.1016/j.stueduc.2024.101430>.

³ Shifang Tang et al., 'The Effects of Cooperative, Collaborative, and Peer-Tutoring Strategies on English Learners' Reading and Speaking Proficiencies in an English-Medium Context: A Research Synthesis', *Sage Open* 11, no. 4 (October 2021): 21582440211060823, <https://doi.org/10.1177/21582440211060823>.

the distinct benefits of cooperative learning in dyadic classroom settings⁴. Pihlainen et al. (2021) found that digital training sessions for older adults improve digital literacy, foster independence, and enhance overall well-being, with peer tutors experiencing significant personal growth and a sense of interdependence within learning communities⁵. Chen et al. (2020) found that an adaptive peer-like social robot, capable of switching between tutor and tutee roles based on a child's knowledge level, significantly enhances vocabulary acquisition and emotional engagement, outperforming agents fixed in single tutor or tutee roles⁶.

Research on the implementation of peer tutoring in Arabic language learning has significantly contributed to understanding its effectiveness in enhancing language skills, student motivation, and active participation. Hidayah et al. (2024) highlight that peer tutoring activities in Islamic higher education institutions have been instrumental in fostering student engagement and building confidence in using Arabic effectively⁷. Meanwhile, Wahdah et al. (2022) emphasize the importance of creating a comfortable interaction between tutors and peers, particularly during the challenges posed by the COVID-19 pandemic. Their findings reveal that flexibility in scheduling and the tutors' creativity played a pivotal role in sustaining students' motivation.

In a similar vein, Mauludiyah (2020) introduces the Little Circle Arabic Learning (LCAL) model⁸, an innovative peer tutoring approach tailored for higher education contexts. This model successfully cultivates a more relaxed and interactive learning atmosphere, encouraging students' active participation. At the elementary level, Taufiq et al. (2022) demonstrate how integrating peer tutoring with short card media can enhance student engagement and optimize the effectiveness of Arabic language instruction.

⁴ Allen Thurston, Maria Cockerill, and Tien-Hui Chiang, 'Assessing the Differential Effects of Peer Tutoring for Tutors and Tutees', *Education Sciences* 11, no. 3 (2 March 2021): 97, <https://doi.org/10.3390/educsci11030097>.

⁵ Kaisa Pihlainen, Kristiina Korjonen-Kuusipuro, and Eija Kärnä, 'Perceived Benefits from Non-Formal Digital Training Sessions in Later Life: Views of Older Adult Learners, Peer Tutors, and Teachers', *International Journal of Lifelong Education* 40, no. 2 (4 March 2021): 155–69, <https://doi.org/10.1080/02601370.2021.1919768>.

⁶ Yi-chen Chen, 'Effects of Technology-Enhanced Language Learning on Reducing EFL Learners' Public Speaking Anxiety', *Computer Assisted Language Learning* 37, no. 4 (3 May 2024): 789–813, <https://doi.org/10.1080/09588221.2022.2055083>.

⁷ Selvi Noor Hidayah, Aulia Mustika Ilmiani, and Soukaina Samdouni, 'Peer Tutoring Activities Implementation in Arabic Language Development at Indonesian Islamic Universities', *Journal of Arabic Language Learning and Teaching (JALLT)* 2, no. 1 (1 March 2024): 25–32, <https://doi.org/10.23971/jallt.v2i1.159>.

⁸ Lailatul Mauludiyah, 'Little Circle Arabic Learning (LCAL) Berbasis Tutor Sebaya Untuk Pembelajaran Bahasa Arab Di Perguruan Tinggi', *An Nabighoh* 22, no. 01 (30 June 2020): 55–70, <https://doi.org/10.32332/an-nabighoh.v22i01.1808>.

Furthermore, Faudah (2022) underscores the importance of well-structured peer tutoring sessions, highlighting the preparation, implementation, and evaluation stages as critical components for improving students' Arabic speaking proficiency in Islamic educational institutions.

Collectively, these studies illustrate that peer tutoring not only enhances students' Arabic language skills but also fosters confidence, motivation, and collaborative learning dynamics. However, existing research has yet to fully explore the collaborative nuances and practical challenges that arise in implementing peer tutoring specifically within the context of pesantren. Therefore, this study aims to address these gaps by investigating the social interactions, challenges, and opportunities associated with peer tutoring in Arabic language learning at Darullughah Wadda'wah Islamic Boarding School.

This study believes that peer tutoring, when applied with a focus on collaboration, can significantly enhance students' Arabic language skills in pesantren. Beyond academic improvement, it can also contribute to building students' confidence, teamwork, and communication skills.

The research aspires to provide educators and policymakers with practical recommendations for integrating peer tutoring into Arabic language instruction in pesantren. By shedding light on both the academic and social benefits of peer tutoring, this study aims to foster a more interactive and engaging learning environment in Arabic classrooms.

In summary, this study seeks to enrich existing literature on peer tutoring as a collaborative approach in Arabic language learning, offering fresh insights and practical strategies tailored to the unique context of Islamic boarding schools.

Method

This study employs a qualitative research approach to explore the implementation of peer tutoring as a collaborative strategy in Arabic language learning at Darullughah Wadda'wah Islamic Boarding School (pesantren)⁹. The qualitative method was chosen to gain an in-depth understanding of the social interactions, experiences, and perceptions of students involved in peer tutoring sessions¹⁰. A case study design was applied, focusing on middle-level Arabic language classes at one selected *pesantren*. This design aims to

⁹ John W. Creswell, *A Concise Introduction to Mixed Methods Research* (SAGE Publications, Inc, 2021).

¹⁰ Virginia Braun and Victoria Clarke, 'Using Thematic Analysis in Psychology', *Qualitative Research in Psychology* 3, no. 2 (January 2006): 77–101, <https://doi.org/10.1191/1478088706qp063oa>.

capture the contextual factors, classroom dynamics, and student experiences specific to peer tutoring practices in this environment.

The participants included 30 students (15 tutors and 15 tutees) and 3 teachers, selected using a purposive sampling technique to ensure diverse representation of experiences and proficiency levels. Tutors were chosen based on teacher recommendations and language assessment results, while tutees represented a range of Arabic proficiency levels. Arabic language teachers who supervised the sessions also participated, offering valuable insights from their observations¹¹.

Data collection was conducted using multiple methods to ensure a comprehensive understanding of the phenomenon. Classroom observations were carried out to capture real-time interactions and communication patterns during peer tutoring sessions. Semi-structured interviews were conducted with tutors, tutees, and teachers to gather in-depth reflections on their experiences, challenges, and perceived benefits¹². Additionally, focus group discussions (FGDs) were held separately with tutors and tutees to facilitate open and collective discussions about their involvement in peer tutoring¹³. Document analysis of lesson plans, student worksheets, and teacher feedback forms provided further context on how peer tutoring sessions were planned, structured, and evaluated.

The data collected were analyzed using the thematic analysis method¹⁴. The process involved familiarizing data through repeated reviews, generating initial codes to categorize key patterns, grouping these codes into broader themes, and interpreting them in relation to the research questions and existing literature. NVivo software was employed to assist in organizing and managing qualitative data effectively.

To ensure the trustworthiness of the findings, several validation strategies were applied. Triangulation was performed by collecting data from multiple sources, while member checking allowed participants to review preliminary findings for accuracy. Furthermore, thick descriptions were provided to offer transparency and a clear

¹¹ Leovani Marcial Guimarães and Renato Da Silva Lima, 'A Systematic Literature Review of Classroom Observation Protocols and Their Adequacy for Engineering Education in Active Learning Environments', *European Journal of Engineering Education* 46, no. 6 (2 November 2021): 908–30, <https://doi.org/10.1080/03043797.2021.1937946>.

¹² Tania Buys et al., 'A Reflexive Lens on Preparing and Conducting Semi-Structured Interviews with Academic Colleagues', *Qualitative Health Research* 32, no. 13 (November 2022): 2030–39, <https://doi.org/10.1177/10497323221130832>.

¹³ Mohammad Tawalbeh and Naima Al-husban, 'EFL Students' Perspectives on Activities Designed for Asynchronous Discussion Forums: Transformative Practices' 6, no. 3 (August 2023): 507–20, <https://doi.org/10.46328/ijte.519>.

¹⁴ John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles: SAGE Publications, 2020).

understanding of the research context and findings.

Lastly, ethical considerations were meticulously followed throughout the study. Ethical clearance was obtained from the institutional ethics committee, and informed consent was secured from all participants. Confidentiality, voluntary participation, and the right to withdraw from the study at any stage were guaranteed. This methodological approach allows for a rich and detailed exploration of the collaborative dynamics of peer tutoring in Arabic language classrooms, providing insights into both academic and social impacts within the unique context of *pesantren*.

Result and Discussion

In terms of linguistics, peer tutoring can contribute to improving students' academic performance¹⁵, increasing understanding and retention in a particular subject through the use of collaborative learning techniques¹⁶. For Arabic language learning, peer tutoring focuses on training learners to teach each other effectively. When learners work together, they learn the importance of their thoughts, ideas, and performance in ways that are often necessary to complete the task¹⁷. Through peer support for one another, the language provides them with interest and motivation to learn. In language learning, participants are given the opportunity to interact and present information to their peers¹⁸. This is because peer teaching is designed to give feedback and to provide support and understanding¹⁹. Regarding feedback, learners continually seek personal feedback because they strive to maintain high standards of academic performance²⁰. The use of peer feedback is an efficient way to effectively learn the target language because learners

¹⁵ Sharmila Gamlath, 'Peer Learning and the Undergraduate Journey: A Framework for Student Success', *Higher Education Research & Development* 41, no. 3 (16 April 2022): 699–713, <https://doi.org/10.1080/07294360.2021.1877625>.

¹⁶ Son Chae Kim, Regina Jilapali, and Shawn Boyd, 'Impacts of Peer Tutoring on Academic Performance of First-Year Baccalaureate Nursing Students: A Quasi-Experimental Study', *Nurse Education Today* 96 (January 2021): 104658, <https://doi.org/10.1016/j.nedt.2020.104658>.

¹⁷ Mary Marshall et al., 'The Peer Mentor Experience: Benefits and Challenges in Undergraduate Programs', *Mentoring & Tutoring: Partnership in Learning* 29, no. 1 (1 January 2021): 89–109, <https://doi.org/10.1080/13611267.2021.1899587>.

¹⁸ Yanrui Zhang and Mark Maconochie, 'A Meta-Analysis of Peer-Assisted Learning on Examination Performance in Clinical Knowledge and Skills Education', *BMC Medical Education* 22, no. 1 (5 March 2022): 147, <https://doi.org/10.1186/s12909-022-03183-3>.

¹⁹ Irina Karpovich et al., 'The Use of Monologue Speaking Tasks to Improve First-Year Students' English-Speaking Skills', *Education Sciences* 11, no. 6 (16 June 2021): 298, <https://doi.org/10.3390/educsci11060298>.

²⁰ Monika Hooda et al., 'Artificial Intelligence for Assessment and Feedback to Enhance Student Success in Higher Education', ed. Vijay Kumar, *Mathematical Problems in Engineering* 2022 (5 May 2022): 1–19, <https://doi.org/10.1155/2022/5215722>.

are actively involved²¹. This activity is beneficial and gives peer tutors the added advantage of increasing students' participation in foreign language learning contexts²². In the minds of minority children, the overall predisposition toward learning is generally related to the affective factors associated with the environment they come from. It is believed that all peer tutors will inspire and motivate minority students to be more positive and less anxious in learning Arabic and encourage them to think about the importance of enhancing communication between societies and their perceptions of the Arab world. This research aims to engage students at the introductory level of the Arabic language and clarify the importance of personal tutoring. The brain will improve the performance of learners in undergraduate Arabic language courses.

The appropriate management of peer tutoring is essential in serving educational purposes, particularly in teaching the Arabic language. By using peer tutoring effectively and purposefully, educational practitioners may enhance and develop their curricula or programs as well as aid the students in learning better. The tutor training program provided to peers will turn out to be a very critical element for the success of this educational device. The tutee will also need some form of guidance to benefit from this educational partnership. This section provides practitioners or educators with some strategies for the effective initiation of the peer tutoring program and management of tutoring sessions and communities in Arabic education

In Arabic language teaching, some of the strategies that could be utilized to initiate and manage an effective peer tutoring program could be of use to managers or educators. For example, but not limited to these, tutor training, tutee tutoring, peer tutoring community element initiation, learning objectives identification, tutoring management, environment creation, and instrumental tutoring are discussed. The tutoring instructions may be one-to-one or in a small tutee group, and they may take place on-site, online, or using a mixture of them, with appropriate adjustments made to the tutoring requirements. The importance of peer tutoring has been widely explored as a learning tool. An innovative example of using technology to carry out tutoring sessions using groups remotely is presented.

Darullughah Wadda'wah is widely recognized for its exceptional quality in

²¹ Chris Banister, 'Exploring Peer Feedback Processes and Peer Feedback Meta-Dialogues with Learners of Academic and Business English', *Language Teaching Research* 27, no. 3 (May 2023): 746–64, <https://doi.org/10.1177/1362168820952222>.

²² Erkan Er, Yannis Dimitriadis, and Dragan Gašević, 'A Collaborative Learning Approach to Dialogic Peer Feedback: A Theoretical Framework', *Assessment & Evaluation in Higher Education* 46, no. 4 (19 May 2021): 586–600, <https://doi.org/10.1080/02602938.2020.1786497>.

Arabic language education²³, offering a structured and immersive learning environment that fosters comprehensive linguistic proficiency. The institution excels in developing students' skills in speaking (*maharah kalam*), listening (*maharah istima'*), reading (*maharah qira'ah*), and writing (*maharah kitabah*). This excellence is not merely a result of classroom instruction but is deeply embedded in the students' weekly routines and daily practices, which have become integral to their academic and personal growth²⁴.

One notable weekly routine is the *muhawarah* reading session, conducted twice a week at 10 p.m. before bedtime. During these sessions, students engage in guided reading of *muhawarah* texts, enhancing their conversational skills, pronunciation, and confidence in using Arabic in both formal and informal settings. Additionally, each dormitory room is equipped with a small whiteboard specifically designated for displaying new Arabic vocabulary²⁵. These words are regularly updated, and students are encouraged to memorize them collaboratively²⁶.

Before entering their rooms, students participate in informal *peer tutoring* sessions. In these brief yet impactful interactions, peers assist each other in revising vocabulary, clarifying difficult phrases, and offering encouragement. This peer-driven support system not only strengthens individual linguistic competence but also nurtures a sense of camaraderie and shared responsibility among students²⁷. The combination of structured *muhawarah* sessions²⁸, vocabulary reinforcement through dormitory whiteboards, and peer tutoring creates a dynamic and supportive environment that transcends traditional classroom boundaries. As a result, Darullughah Wadda'wah successfully instills in its students not only Arabic proficiency but also discipline,

²³ Segaf Baharun and Nur Hanifansyah, 'Efektivitas Pembelajaran Kitab Al-Af'al Al-Yaumiyyah Pada Daurah Ramadhan Di Pon Pes Dalwa', *Shaut Al-Arabiyyah* 12, no. 2 (29 November 2024), <https://doi.org/10.24252/saa.v12i2.52825>.

²⁴ Muhamad Solehudin, Nurhanifansyah Nurhanifansyah, and Syaheed Kholid, 'The Effectiveness of Using the Kitab Muhawarah in Enhancing Arabic Speaking Proficiency in Malaysia', *An Nabighoh* 26, no. 2 (3 December 2024): 251–68, <https://doi.org/10.32332/an-nabighoh.v26i2.251-268>.

²⁵ Menik Mahmudah, Nurhanifansyah Nurhanifansyah, and Syarif Muhammad Syaheed bin Khalid, 'Psycholinguistic Approaches to Enhancing Arabic Speaking Proficiency through Comic Strips', *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (November 2024): 804–26, <https://doi.org/10.29240/jba.v8i2.11349>.

²⁶ Amirjon Jo'raqulov and Mexroj Urazov, 'EFFECTIVE APPROACHES FOR MEMORIZING AND MAXIMIZING VOCABULARY', *Conference Proceedings: Fostering Your Research Spirit*, 2 May 2024, 814–16, <https://doi.org/10.2024/fnt0ah09>.

²⁷ Muhamad Solehudin and Nur Hanifansyah, 'Arabic Public Speaking in Malaysia: Enhancing Vocabulary and Confidence through Psycholinguistics', *International Journal of Arabic Language Teaching* 6, no. 02 (22 December 2024): 143–56, <https://doi.org/10.32332/ijalt.v6i02.9920>.

²⁸ Nur Hanifansyah and Menik Mahmudah, 'Enhancing Arabic Vocabulary Mastery Through Communicative Strategies: Evidence from Malaysia.', *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN* 12, no. (2) (2024): 263–78, <https://doi.org/10.23971/altarib.v12i2.9082>.

confidence, and a lifelong passion for language learning²⁹.

The implementation of peer tutoring in Arabic language learning at Darullughah Wadda'wah Islamic Boarding School revealed several key findings that align with previous studies while also shedding light on the unique dynamics within the *pesantren* context. The results are presented in three main themes: classroom dynamics, student motivation and engagement, and challenges and opportunities.

Peer tutoring plays a vital role in the social constructivist learning theory³⁰. Collaborative approaches among learners are expected to foster the promotion of learning outcomes, especially in educational contexts such as Islamic boarding schools that often face some academic issues due to various factors³¹, including rigid administrative policies, the standardization of the national curriculum, and the socio-economic and cultural problems of both students and parents³².

Research on peer tutoring in the field of language teaching and acquisition has been conducted in various language disciplines, including language and literacy, modern languages, as well as second language learning and teaching³³. The research on peer tutoring has revealed evidence that supports the effectiveness of this teaching method in enhancing students' learning, communication, and interpersonal skills. Ongoing studies on this method continue to be conducted to see whether it is applicable to specific areas. Academic educational institutions inherit the pedagogy method and include Arabic language teaching institutions.

Classroom Dynamics in Peer Tutoring Sessions

Peer tutoring significantly transformed the classroom environment into a more interactive and collaborative space. Students engaged in active discussions, exchanged

²⁹ Muhamad Solehudin and Yusuf Arisandi, 'Language Interference in Arabic Learning: A Case Study of Islamic Boarding Schools in Indonesia', *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 12, no. 2 (2024): 423–38, <https://doi.org/10.23971/altarib.v12i2.9170>.

³⁰ Masnun Masnun, Nur Hanifansyah, and Syarif Muhammad Syaheed bin Khalid, 'Senior Teaches Junior (STJ) Approach in Enhancing Arabic Vocabulary through Kitab Af'al: A Case Study in Malaysia', *Arabi : Journal of Arabic Studies* 9, no. 2 (2024), <https://doi.org/10.24865/ajas.v9i2.851>.

³¹ Szufang Chuang, 'The Applications of Constructivist Learning Theory and Social Learning Theory on Adult Continuous Development', *Performance Improvement* 60, no. 3 (March 2021): 6–14, <https://doi.org/10.1002/pfi.21963>.

³² Alejandro Armellini, Virginia Teixeira Antunes, and Robert Howe, 'Student Perspectives on Learning Experiences in a Higher Education Active Blended Learning Context', *TechTrends* 65, no. 4 (July 2021): 433–43, <https://doi.org/10.1007/s11528-021-00593-w>.

³³ Zainab Aldawood, Linda Hand, and Elaine Ballard, 'Language Learning Environments for Arabic-Speaking Children in New Zealand: Family Demographics and Children's Arabic Language Exposure', *Speech, Language and Hearing* 26, no. 4 (2 October 2023): 266–77, <https://doi.org/10.1080/2050571X.2023.2212537>.

ideas freely, and demonstrated increased participation. Tutors developed leadership skills and enhanced their Arabic proficiency through the process of teaching their peers, while tutees felt more comfortable asking questions and clarifying doubts. These findings are consistent with Thurston et al. (2021), who observed that peer tutors often gain greater academic benefits compared to their tutees due to the reinforcement of knowledge during tutoring sessions.

The findings of this qualitative study on *peer tutoring* as a collaborative approach in Arabic language learning at Darullughah Wadda'wah Islamic Boarding School are organized into five key themes: classroom dynamics, student motivation and engagement, challenges and opportunities, comparative outcomes between tutors and tutees, and social and emotional development³⁴.

Firstly, Classroom Dynamics revealed a significant transformation in the learning environment. The peer tutoring sessions fostered interactive and dynamic exchanges where tutors assumed leadership roles, explaining concepts and guiding their peers, while tutees became more confident in asking questions and clarifying doubts. Observations indicated an increase in active participation and a noticeable shift from a teacher-centered to a more student-centered classroom dynamic³⁵.

Secondly, regarding Student Motivation and Engagement, the study found that students displayed a heightened sense of ownership and responsibility during peer tutoring activities. Tutors were motivated to prepare materials and deliver lessons effectively, while tutees showed increased enthusiasm in completing tasks and engaging in discussions. This collaborative approach reduced language anxiety, making students more confident in using Arabic both in written and spoken forms.

Thirdly, Challenges and Opportunities were identified as integral aspects of the peer tutoring experience. Challenges included disparities in Arabic proficiency levels between tutors and tutees, occasional reliance on rote memorization, and the need for ongoing teacher supervision to maintain productive peer interactions. However, these challenges were balanced by notable opportunities, such as fostering teamwork, building social cohesion, and promoting self-directed learning habits among students³⁶.

³⁴ Sultan Almelhes, 'Enhancing Arabic Language Acquisition: Effective Strategies for Addressing Non-Native Learners' Challenges', *Education Sciences* 14, no. 10 (14 October 2024): 1116, <https://doi.org/10.3390/educsci14101116>.

³⁵ Wael Alharbi, 'AI in the Foreign Language Classroom: A Pedagogical Overview of Automated Writing Assistance Tools', ed. Mohammad Mosiur Rahman, *Education Research International* 2023 (8 February 2023): 1–15, <https://doi.org/10.1155/2023/4253331>.

³⁶ Sicong Shao et al., 'AI-Based Arabic Language and Speech Tutor', in *2022 IEEE/ACS 19th International*

In terms of Comparative Outcomes Between Tutors and Tutees, tutors demonstrated slightly higher gains in Arabic proficiency compared to tutees. Tutors benefited from the *learning-by-teaching* phenomenon, where explaining concepts reinforced their own understanding. On the other hand, tutees benefited from receiving focused, personalized attention, enabling them to overcome language barriers and develop confidence in their Arabic communication skills³⁷.

Finally, the study highlighted significant Social and Emotional Development outcomes. Both tutors and tutees reported improvements in essential soft skills, such as communication, empathy, and leadership. Tutors, in particular, expressed a sense of accomplishment and confidence in their abilities to guide peers. Meanwhile, tutees experienced emotional support and reduced anxiety, fostering a positive and collaborative classroom atmosphere³⁸.

Overall, the results emphasize that peer tutoring, when implemented with structured guidelines and active supervision, is an effective collaborative strategy for enhancing Arabic language skills in a *pesantren* context. The study also underscores the importance of balancing academic goals with social and emotional development, ensuring a holistic approach to language learning. These findings provide valuable insights for educators and policymakers to design and refine peer tutoring frameworks in Arabic language instruction³⁹.

The findings from classroom dynamics reveal a shift towards a more interactive and student-centered environment, driven by active peer engagement and mutual support. This transformation naturally connects to the next theme, which delves into student motivation and engagement. Understanding how collaborative learning fosters motivation allows us to further explore the challenges and opportunities that emerge within peer tutoring sessions. These interconnected themes collectively highlight the

Conference on Computer Systems and Applications (AICCSA) (2022 IEEE/ACS 19th International Conference on Computer Systems and Applications (AICCSA), Abu Dhabi, United Arab Emirates: IEEE, 2022), 1–8, <https://doi.org/10.1109/AICCSA56895.2022.10017924>.

³⁷ Azis Aji Abdilah and Andi Holilulloh, 'Effectiveness of Arabic Debate Community to Improve Students' Arabic Speaking Skills /Efektivitas Komunitas Debat Bahasa Arab Untuk Meningkatkan Kemampuan Berbicara Bahasa Arab Mahasiswa', *ATHLA : Journal of Arabic Teaching, Linguistic and Literature* 3, no. 2 (17 December 2022): 116–32, <https://doi.org/10.22515/athla.v3i2.5668>.

³⁸ Noora Al Roken and Gerassimos Barlas, 'Multimodal Arabic Emotion Recognition Using Deep Learning', *Speech Communication* 155 (November 2023): 103005, <https://doi.org/10.1016/j.specom.2023.103005>.

³⁹ Nurhamim Nurhamim, Dina Indriana, and Achmad Yani, 'Teachers' Understanding of Psycholinguistic and Its Relation to Arabic Teaching Method in Modern Pesantren', *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaan* 10, no. 2 (28 December 2023): 178–90, <https://doi.org/10.15408/a.v10i2.35524>.

nuanced relationship between academic outcomes, emotional resilience, and social development in the Arabic language learning context

Motivation and Engagement in Learning Arabic

Peer tutoring fostered a sense of ownership and responsibility among students, which positively influenced their motivation to learn Arabic. Students displayed heightened enthusiasm in completing tasks, participating in discussions, and preparing materials for peer tutoring sessions. Similar findings were reported by Wahdah et al. (2022), who emphasized the importance of tutor-student interactions in sustaining motivation. The collaborative approach also built students' confidence in speaking Arabic, reducing their anxiety about making mistakes in front of peers.

In addition, the emotional experiences of students during peer tutoring sessions played a pivotal role in shaping their engagement with the learning process⁴⁰. Tutors often reported a sense of pride and accomplishment as they successfully guided their peers, which strengthened their emotional investment in the learning environment. Tutees, on the other hand, expressed feelings of relief and encouragement as they received support from peers who understood their struggles. This mutual emotional support created a safe and empathetic space for learning, reducing performance anxiety and fostering a sense of community. Such positive emotional dynamics not only enhanced the overall classroom atmosphere but also deepened students' connection to the Arabic language as they experienced it through shared effort and collaboration.

Challenges and Opportunities

While peer tutoring proved to be effective, several challenges emerged during implementation. These included differences in students' proficiency levels, occasional reliance on rote memorization, and the need for ongoing teacher supervision to ensure productive peer interactions. Despite these challenges, peer tutoring presented significant opportunities, such as fostering teamwork, enhancing social cohesion, and promoting self-directed learning. These insights align with Mauludiyah (2020), who introduced the *LCAL* model to address similar challenges in higher education Arabic language learning contexts.

To ensure the sustainability of peer tutoring programs in pesantren, active

⁴⁰ Christina Seery et al., 'Students as Partners in Peer Mentoring: Expectations, Experiences and Emotions', *Innovative Higher Education* 46, no. 6 (December 2021): 663–81, <https://doi.org/10.1007/s10755-021-09556-8>.

engagement from educational policymakers and institutional leaders is essential. Supportive policies, such as flexible curriculum scheduling, specialized training for teachers in supervising peer tutoring sessions, and adequate resource allocation, can significantly enhance the program's effectiveness. Furthermore, integrating technology into peer tutoring practices should not remain a supplementary feature but become an embedded element within the learning framework⁴¹. Digital tools, such as interactive learning platforms and language apps, offer dynamic avenues for collaboration and personalized instruction. Strategically aligning these tools with the core objectives of peer tutoring will create a seamless blend between traditional methods and modern innovations, ensuring long-term impact on Arabic language education in pesantren.

The integration of technology into peer tutoring frameworks holds significant potential for overcoming logistical and proficiency-related challenges. Digital tools, such as interactive whiteboards, language learning apps (e.g., Quizlet and Memrise), and virtual collaboration platforms (e.g., Zoom and Google Classroom), can create more dynamic and accessible peer tutoring environments. These tools enable asynchronous learning, real-time feedback, and personalized language practice tailored to each student's proficiency level. Future studies could explore how specific technological tools impact the effectiveness of peer tutoring in Arabic language learning, paving the way for a blended learning model that combines traditional peer interactions with modern digital resources⁴².

Comparative Outcomes Between Tutors and Tutees

Consistent with Thurston et al. (2021), tutors demonstrated slightly higher gains in Arabic proficiency compared to tutees. Tutors benefited from the "learning-by-teaching" phenomenon, where they reinforced their knowledge through repeated explanation and interaction. Meanwhile, tutees benefited from personalized attention and peer encouragement, which helped them overcome their apprehensions about Arabic language learning.

Social and Emotional Development

Beyond academic outcomes, peer tutoring also fostered social and emotional growth. Students developed essential soft skills such as communication, empathy, and

⁴¹ Muhamad Solehudin, Nur Hanifansyah, and Iqbal Fathi Izzuddin, 'Enhancing Arabic Listening and Vocabulary Acquisition through AI-Powered Music: A Study on Suno AI', *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 11, no. 2 (2024): 175–88, <https://doi.org/10.15408/a.v11i2.41994>.

⁴² Muhammad Rehan Anwar and Herdi Aziz Ahyarudin, 'AI-Powered Arabic Language Education in the Era of Society 5.0', *IAIC Transactions on Sustainable Digital Innovation (ITSDI)* 5, no. 1 (11 October 2023): 50–57, <https://doi.org/10.34306/itsdi.v5i1.607>.

leadership. These findings parallel those of Pihlainen et al. (2021), who noted that peer tutors in digital training programs experienced personal growth and a stronger sense of interdependence within learning communities.

The findings of this study reinforce the value of peer tutoring as a collaborative approach to Arabic language learning in *pesantren*. It is evident that peer tutoring not only improves academic performance but also cultivates essential life skills and emotional intelligence among students. The classroom dynamic shifts from a teacher-centered to a student-centered model, allowing learners to actively participate in their educational journey. However, effective implementation requires clear guidelines, regular monitoring, and appropriate training for both tutors and supervising teachers.

Future research could focus on longitudinal studies to measure the long-term impact of peer tutoring on Arabic language proficiency and explore innovative digital tools to support peer interactions. Additionally, professional development programs for educators could be designed to equip them with strategies for managing and optimizing peer tutoring sessions.

In conclusion, this study highlights the transformative potential of peer tutoring in Arabic language education, offering valuable insights for educators, policymakers, and researchers in designing more effective and collaborative learning strategies within the unique context of Islamic boarding schools.

To further enhance the effectiveness of peer tutoring in Arabic language education at Darullughah Wadda'wah Islamic Boarding School, the integration of technological tools can play a significant role in addressing existing challenges and expanding learning opportunities. Digital platforms, such as interactive language apps, collaborative online forums, and virtual tutoring spaces, can complement traditional peer tutoring practices, providing flexible and engaging learning environments. These tools enable students to access resources beyond classroom boundaries, facilitate real-time feedback, and offer adaptive learning experiences tailored to individual proficiency levels. Moreover, leveraging data analytics from educational software can help teachers monitor peer tutoring progress, identify learning gaps, and provide targeted interventions.

Incorporating blended learning approaches into peer tutoring programs can also bridge the gap between formal instruction and informal peer interactions, creating a more comprehensive learning ecosystem. For example, platforms like Google Classroom, Padlet, or Quizlet can be used to host peer tutoring assignments, share resources, and encourage asynchronous collaboration. Additionally, teacher training programs should

focus on equipping educators with technological competencies to oversee and guide digital peer tutoring sessions effectively.

By integrating technology into peer tutoring frameworks, pesantren can overcome logistical barriers, address disparities in proficiency levels, and provide a more inclusive and scalable solution for Arabic language education. Future studies should explore the long-term impact of digital peer tutoring strategies on Arabic language proficiency and investigate student perceptions of blended peer tutoring models. This approach not only aligns with global educational trends but also positions pesantren as a pioneer in innovative Arabic language instruction that balances traditional pedagogies with modern advancements.

Conclusion

This study investigates the implementation of peer tutoring as a collaborative approach in enhancing Arabic language learning at Darullughah Wadda'wah Islamic Boarding School (pesantren). Using a qualitative case study design, data were collected from 30 students and 3 Arabic teachers through classroom observations, interviews, focus group discussions, and document analysis. The findings reveal that peer tutoring significantly transforms classroom dynamics, creating a more interactive and student-centered environment. Tutors develop leadership skills and reinforce their Arabic proficiency through the learning-by-teaching phenomenon, while tutees benefit from personalized attention, reduced anxiety, and increased confidence in language use. Additionally, peer tutoring nurtures social and emotional development, fostering communication, empathy, and teamwork among students.

Despite its effectiveness, the study identifies challenges such as disparities in Arabic proficiency levels, reliance on rote memorization, and the need for ongoing teacher supervision. However, these challenges are counterbalanced by significant opportunities, including the promotion of self-directed learning habits, critical thinking, and social cohesion. This research contributes to the existing body of knowledge by emphasizing the importance of systematic planning, clear guidelines, and continuous supervision in implementing peer tutoring programs. Aligned with the social constructivist theory, the study reinforces the role of collaborative learning in improving both academic and personal growth outcomes for students.

While the study offers valuable insights, it also acknowledges limitations such as

a small sample size, time constraints, and limited generalizability to other educational settings. Future research should focus on longitudinal studies to measure the long-term impact of peer tutoring and explore the integration of digital tools to enhance collaboration and engagement in peer tutoring sessions. The findings provide practical recommendations for educators and policymakers to optimize peer tutoring strategies, ultimately fostering a more effective and engaging Arabic language learning environment within the unique context of pesantren education.

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