



The Role of Peer Tutoring in Enhancing Students' Conceptual Understanding in Social Studies: A Qualitative Study at SMPN 2 Larangan

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Abstract

Social Studies (IPS) learning at the junior high school level still faces the problem of low students' conceptual understanding, which is indicated by students' lack of ability to relate the material to real-life contexts. One alternative learning strategy that can be used to overcome this problem is the implementation of peer tutoring. This study aims to describe the role of peer tutors in improving IPS conceptual understanding in students of class VIII-D at SMP Negeri 2 Larangan. This research uses a qualitative approach with a descriptive type. The research informants numbered eight people, consisting of IPS subject teachers, students who acted as peer tutors, and students participating in peer tutoring activities. Data collection techniques were conducted through observation, interviews, and documentation. Data analysis uses an interactive model that includes data reduction, data presentation, and verification or drawing conclusions. The research results show that peer tutors contribute to improving students' conceptual understanding, particularly in the indicators of the ability to provide examples and compare social phenomena. More egalitarian learning interactions encourage active student participation and help the process of knowledge construction through discussion and collaboration. Nevertheless, the effectiveness of peer tutors is influenced by the tutor selection system and the duration of activity implementation. Therefore, the development of a more systematic and sustainable peer tutor model is needed to support the improvement of social studies learning quality.

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Introduction

Education is a conscious effort carried out by every human being to acquire knowledge and understanding. Teachers play an important role in the educational life of the nation in all aspects including spiritual, emotional, psychological, physical, and others [1]. Therefore, teachers must understand the condition of their students by using different teaching methods so that students can process and understand the lessons provided. However, the current problem is the lack of teacher understanding in the use of applied teaching methods, whereas one way for students to better understand the lesson material is by using teaching methods that are appropriate for the material to be taught. This way, students will be more enthusiastic about learning and feel more comfortable; conversely, if the teaching method used is inappropriate, it will certainly affect the students' understanding of the lesson material provided by the teacher.

In addition, there are still many teachers who assume that the abilities possessed by students are the same, whereas in the classroom the abilities of students are certainly different, including their ability to understand the lesson material provided, such as students who do not understand when the teacher explains but will understand if it is their peer who explains or teaches them. Therefore, this becomes a responsibility for the teacher to understand the abilities of each student, so the teacher will always take the initiative to create a good learning environment, allowing them to standardize students' understanding of the material they are studying.

However, the reality now in educational institutions, especially in classrooms, is that many teachers still do not pay attention to this issue, causing students' understanding of the material being taught to decline. This is similar to the problems at SMPN 2 Larangan, where students have difficulty understanding the lessons provided by the teacher optimally, yet they feel they understand better when their peers explain it. This may be caused by several factors where students feel afraid and reluctant to ask their teacher, so when the students do not understand, they will naturally ask their friends. Therefore, as teachers, we must be skilled in using various teaching methods so that students can understand the material being studied. One method used by the Social Studies teacher here to address the problems faced by students is the peer tutor method, which is applied by the Social Studies teacher at SMPN 2 Larangan. In this way, the teacher can align the understanding gained by the students in the Social Studies subject.

Through the above issues, it is therefore very important for teachers to understand the conditions of their students and also important to use appropriate teaching methods, so that in the future, good and enjoyable learning activities can be created, which of course align with the purpose of conducting learning activities, namely to increase or enhance the abilities and knowledge possessed by the students. According to Sanjaya, a learning method is a way to help a student achieve a certain ability. Methods naturally play a very important role in the learning system. Because the success of a learning/teaching strategy depends on it, the learning strategy can only be carried out through the use of the learning/teaching method [2]. Learning methods themselves come in various types, ranging from discussion, group, lecture, games, and others, and the method discovered by the researcher here is the peer tutoring learning method.

Peer tutors play an important role in the learning process. A peer tutor is part of cooperative learning, where a peer tutor is someone who helps/guides another peer [3]. In peer tutoring, students must work together to solve problems. Students who are considered to have a better understanding of the material provide teaching to students who have not yet understood the lesson.

Grounded in real and social phenomena, Social Studies (IPS) implements an interdisciplinary approach, covering aspects and disciplines of social sciences (sociology, history, geography, economics, political science, law, and culture) [4]. With the diversity of social science branches that must be learned in IPS subjects, it is very important to choose the right teaching methods so that students can understand the material to be studied. For example, the use of peer tutoring here can make students more interested and make it easier for them to understand and absorb IPS learning materials in the classroom.

According to the results of an interview conducted with Mrs. Emy (June 2022), a social studies teacher at SMPN 2 Larangan, the implementation of the peer tutoring method plays a very important role in helping students understand social studies material. In this peer tutoring method, students are divided into several groups, and each group has a tutor who will guide them. The chosen tutor must have skills and abilities that are superior to the others. Peer tutors are expected to help their friends complete assignments and provide explanations about the material that their peers have not yet understood within the group. Through this peer tutoring method, students will better understand the learning material because they will feel more comfortable asking questions and expressing their

opinions during discussions with their peer tutor. As a result, students' understanding of the studied material will improve, especially in social studies lessons.

The peer tutoring method is one of the collaborative learning strategies that has been extensively studied in educational research because it is considered capable of increasing learning participation, social interaction, as well as student learning outcomes. Research conducted by Topping [5] shows that peer-based learning provides opportunities for students to build understanding through two-way communication processes and mutual feedback. In addition, the meta-analysis results by Bowman-Perrott et al. [6] also confirm that peer tutors have a significant positive impact on improving students' academic achievement across various educational levels. Nevertheless, most previous research has focused more on improving learning outcomes in general, so studies that specifically analyze the role of peer tutors in enhancing students' conceptual understanding based on cognitive level indicators are still relatively limited.

The novelty of this research lies in the in-depth analysis of the role of peer tutors in enhancing students' understanding of Social Studies (IPS) material by using conceptual understanding indicators that refer to the revised Bloom's taxonomy. This study does not only assess learning success from the aspect of grades or learning outcomes, but also examines how students are able to interpret concepts, provide examples, classify information, summarize material, conclude the content of lessons, compare social phenomena, as well as explain the material in their own words. This approach aligns with the view of social constructivism, which emphasizes that knowledge is built through social interaction and collaborative learning experiences [7].

In addition to having elements of novelty, this research is also academically important because it was conducted in the context of class VIII-D at SMP Negeri 2 Larangan, which has distinctive socio-academic characteristics. The class shows variations in students' comprehension abilities, uneven levels of learning activity, and a need for learning strategies that can optimally increase student engagement. Contextual studies like this are important in educational research because they can provide empirical insights into the implementation of learning strategies in heterogeneous classroom situations. This is supported by the research of Fitriani et al. [8], which states that social studies learning based on collaboration and social interaction can enhance concept understanding while also developing students' social skills.

This research provides a theoretical contribution in the development of social studies learning studies based on social constructivism and collaborative pedagogy. Peer tutors enable the process of negotiating meaning among students, so that conceptual understanding is not only obtained through teacher explanations, but also through discussions, cooperation, and peer teaching activities. Thus, the findings of this research are expected to enrich the development of social learning theory as well as serve as a foundation for innovations in social studies learning strategies that are more participatory, contextual, and oriented towards strengthening students' understanding.

Based on the issues mentioned above, the researcher is interested in conducting a study regarding the title "Analysis of the Role of Peer Tutors in Providing Understanding of Social Science Material to Class VIII-D Students at SMPN 2 Larangan".

Method

This study uses a qualitative approach. Qualitative methods are research methods that produce analysis procedures based on existing data and facts and do not use statistical analysis procedures or other quantification methods. According to Denzin and Lincoln, qualitative research is research that uses a natural setting with the intention of interpreting the phenomena that occur and is conducted by involving various methods found in qualitative research [9]. This study is descriptive research, where descriptive research is intended to investigate conditions or other matters mentioned, with the results presented in the form of a research report. Best stated that descriptive research is a research method that seeks to describe and interpret objects as they are [10].

Data sources in qualitative research relate to where the data is obtained from. These data sources are needed to support the implementation of the research and at the same time to ensure the success of the research conducted. In this study, the data sources used are words and actions, written sources (personal documents), and the data sources are the social studies teacher of class VIII-D and the students of class VIII-D.

The location was chosen at SMPN 2 Larangan because the researcher was interested in studying and examining more deeply the Analysis of the Role of Peer Tutors in Providing Understanding of Social Studies Material for VIII-D Grade Students at SMPN 2 Larangan. In addition, this school is also one of the modern schools in the Larangan sub-district because it already supports various facilities and infrastructure such as the availability of teaching materials, computers, and various extracurricular activities.

In addition, the researcher also used a data collection technique in the form of observation, where in this study a passive participant observation was carried out, meaning the researcher went directly to the field but did not perform what the subjects were doing [11]. Thus, the researcher directly observed how the role of peer tutors contributes to understanding social studies subjects in the classroom. The next data collection technique was interviews to obtain more detailed information from the informants. As for the type of interview used by the researcher during the data collection process, it was carried out using a semi-structured interview because it is more focused on what the researcher needs related to the analysis of the role of peer tutors in providing student understanding in social studies subjects. Meanwhile, the documentation data collection technique to be used in this study consists of written documentation, such as diaries and memorials, as well as recorded documents, such as photos (photos of class activities and photos of interviews with teachers and students) or audio recordings.

This study uses a qualitative approach with a descriptive research type aimed at gaining an in-depth understanding of the role of peer tutors in enhancing the understanding of Social Studies (IPS) material among eighth-grade students in class VIII-D at SMP Negeri 2 Larangan. The research subjects were selected purposively, namely the IPS subject teacher, students who act as peer tutors, and students who are participants in peer tutoring activities. A purposive sampling technique was used because the researcher considered certain characteristics relevant to the research objectives, such as the level of academic understanding and student activeness in the learning process [12].

The criteria for selecting peer tutors include: (1) having relatively better academic ability compared to their classmates in social studies, (2) being able to communicate well and being accepted by their peers, (3) demonstrating responsibility and confidence in helping friends learn, and (4) being recommended by the subject teacher based on the results of learning evaluations. Meanwhile, the criteria for students who become participants in peer tutoring are students who have varying levels of understanding of the material, both those who experience learning difficulties and students who need reinforcement of concept comprehension.

Data collection was carried out through observation, interviews, and documentation. Observations were conducted directly during peer tutoring activities to see the learning interactions, the tutor's strategies in explaining the material, and the students' responses in understanding social studies concepts. Interviews were conducted in a semi-structured manner with teachers and students to obtain more in-depth information about learning experiences, the benefits of peer tutoring, and the obstacles faced during the implementation of the activities. Documentation was used to complement the data in the form of students' learning outcome notes, activity photos, and learning tools used in the peer tutoring process.

The cognitive understanding indicator at the C2 level is operationalized in observation activities through several aspects, namely students' ability to interpret social studies material concepts, provide examples relevant to daily life, classify social information, summarize the content of the material, conclude discussion results, compare social phenomena, and explain the material again in their own words. The operationalization of this indicator refers to the revised Bloom's taxonomy which places understanding as a basic cognitive ability in building students' conceptual knowledge [13].

Data analysis was carried out gradually through the processes of data reduction, data presentation, and drawing conclusions. Data reduction was done by selecting, focusing, and simplifying data obtained from observations, interviews, and documentation that were relevant to the research objectives. Next, the data were presented in the form of descriptive narratives to make it easier for the researcher to understand the patterns of peer tutor learning interactions. The final stage was drawing conclusions, which was conducted continuously throughout the research process to find the meaning of the phenomena being studied. This analysis process refers to the interactive qualitative data analysis model proposed by Miles, Huberman, and Saldaña [14].

To ensure the validity of the data, this study uses source triangulation and method triangulation techniques. Source triangulation is carried out by comparing data obtained from teachers, peer tutors, and student participants in the learning process. Meanwhile, method triangulation is conducted by comparing the results of observations, interviews, and documentation so that the data obtained becomes more valid and reliable. The use of triangulation in qualitative research is important for enhancing the credibility and accuracy of research findings [15].

Results and Discussion

In this discussion, the researcher will discuss the results of a study conducted on the analysis of the role of peer tutors in providing understanding of social studies material to eighth-grade D students at SMPN 2 Larangan.

1. Analysis of the Role of Peer Tutors in Providing Understanding of Social Science Material to Class VIII-D Students at SMPN 2 Larangan

In the implementation of the learning process in an educational institution, of course, a teacher/educator plays an important role. A teacher is someone involved in the execution of education, as they are needed to inspire their students' success. No matter how well the curriculum is designed, student success largely depends on the teacher's responsibility to fulfill their duties [16]. Therefore, teachers must understand their students' situations in the classroom and be able to use teaching methods that match their needs in order to achieve learning objectives.

As a teacher, one must be able to master the teaching situation/classroom conditions, create a comfortable learning environment, and establish a quality learning process. Teachers also need good teaching methods that can influence their students. Good teaching methods should be used according to the characteristics and needs of their students [17].

The learning method itself is a way/stage used in the interaction between students and educators to achieve the learning objectives that have been set according to the material and the mechanism of the learning method [18]. By using the right learning method that suits the needs of students, especially in the modern era like today, it will influence students' understanding of the learning material presented.

The learning method used by the Social Studies teacher for class VIII-D at SMPN 2 Larangan is the peer tutoring method. This is because sometimes students feel shy to ask questions when the teacher explains, which of course affects their understanding of the learning material being delivered. Therefore, the Social Studies teacher for class VIII-D at SMPN 2 Larangan uses the peer tutoring method.

The use of the peer tutor method at SMPN 2 Larangan is considered effective in providing understanding to students, especially those in class VIII-D. The researcher's findings during field observations regarding the implementation of peer tutoring in class VIII-D showed that students were more active in learning activities because they were facing their peers. This, of course, makes them feel comfortable and not embarrassed to ask questions about things they do not understand. However, the implementation of the peer tutor method here should ideally be carried out under teacher supervision, in order to reduce the risk of students not taking the learning activities seriously.

Not only that, teachers must also provide guidance at the end of the lesson to correct any inaccuracies that occurred during the learning activities. Therefore, teachers need to monitor the learning activities to ensure they run optimally, as seen at SMPN 2 Larangan. During the tutoring sessions, based on the researcher's observations, the tutors seemed to be explaining to their peers by recalling the material previously delivered by the teacher, as if they were just remembering what they needed to convey. However, when one of their peers asked a question, they were able to answer it. In the implementation of peer tutoring here, the role of the teacher is very important to achieve the learning objectives.

As for the implementation of peer tutors at SMPN 2 Larangan, the first step is that Mrs. Emy selects the students who will become tutors, where the students chosen as tutors are those ranked 1st to 5th. Then they are given practice in small groups, usually receiving material and brief explanations during the second break. Secondly, during the learning activities, Mrs. Emy greets and takes attendance. Then Mrs. Emy conveys the learning objectives and the learning activities that will be used, namely peer tutoring.

Mrs. Emy provided a general overview of the material to be studied before the tutoring session began. After that, she divided the students into 5 groups, each of which already included tutors. Then Mrs. Emy selected/asked one of the tutors to explain the learning material in class under the teacher's supervision. The tutor explained and conducted a question-and-answer session with their peers regarding the parts of the learning material they did not understand. After the tutor finished explaining and conducting the Q&A with their peers, the students, along with the tutors in each group, gathered information and discussed the worksheets given by Mrs. Emy to address the problems.

Then, after finishing answering the problems in the LKPD, a representative from each group was asked to present the results of the discussion conducted with their group, and the students

were asked to take notes on the conclusions from each group's presentation. After that, Ms. Emy provided guidance and feedback related to the material that had been delivered and presented by the students. Then Ms. Emy conveyed the plan for the next lesson and closed the learning activity with a prayer.

As for the results of the observation conducted by the researcher as supporting/reinforcing data related to the analysis of the role of peer tutors using the C2 level (understanding) in Bloom's taxonomy carried out during the learning activities that took place in the classroom on December 10, 2022, at 09:15 in class VIII-D for the Social Studies subject with learning material related to conflicts in social life, referring to the C2 category (understanding) in Bloom's taxonomy, they are as follows:

Table 1. List of VIII-D class students along with the results of the analysis of understanding levels

No	Name	C2.1	C2.2	C2.3	C2.4	C2.5	C2.6	C2.7	Description
1.	Adelia Prelita Savariyanti		✓						Able to provide relevant examples related to conflicts in social life.
2.	Amilus Shalihah			✓					Able to classify/group the factors that cause conflict
3.	Anis Sulalah						✓		Able to compare factors causing conflicts such as individual differences and differences in interests
4.	Aufa Nafilah Amalinda				✓				Able to summarize how to handle conflicts.
5.	Azkia Meisya Alfiana Ribk					✓			Able to draw conclusions about conflicts in social life.
6.	Camelia Vatami							✓	Able to explain the definition of conflict.
7.	Dd Lira Purnamawati					✓			Able to draw conclusions about conflicts in social life.
8.	Dwita Fatimatus Zahra		✓						Able to provide examples related to conflicts caused by individual differences.
9.	Farida Nuril Azkiya							✓	Able to explain the definition of conflict.
10.	Fihca Cariya Noviyanti				✓				Able to summarize how to handle conflicts.
11.	Khofifatuz Sholihah							✓	Able to explain the factors of differing interests in a conflict.
12.	Lailin Diana Maulida		✓						Able to provide relevant examples related to differences in backgrounds in conflicts.
13.	Mariskiawati						✓		Able to compare factors related to differences in interests and individual differences.
14.	Moh. Farhan Sa'id							✓	Able to explain the definition of conflict in social life
15.	Muawwifin		✓						Able to provide examples related to the consequences in conflict, such as the breakdown of relationships between individuals or groups.
16.	Muhammad Syariq Razin						✓		Able to compare factors related to differences in cultural background and individual differences.
17.	Mutiara Jamilatus Syavara			✓					Able to classify the consequences of social conflict.
18.	Nor Faiqotuzzahroh	✓							Able to interpret issues related to social conflict.
19.	Raja Ridlollah Dj		✓						Able to provide examples related to the consequences of

20.	Raka Putra Raihan		✓						social conflict, such as increased solidarity among group members. Able to classify ways of handling conflict.
21.	Reza Firdausi					✓			Able to draw conclusions about conflicts in social life.
22.	Rofikoh Maulidiyaturohmah							✓	Able to compare ways of handling conflict by imposing one's will and by negotiating.
23.	Sakinah Sheila Syaifullah		✓						Able to give examples related to factors of differing interests in conflict.
24.	Shafa Aurelia Azalea				✓				Able to summarize how to handle social conflicts.
25.	Syafira Duwi Aprilia							✓	Able to compare ways of handling conflict by imposing one's will versus negotiating.
26.	Vianny Kamilatur Rohmah	✓							Able to interpret conflicts in social life.
27.	Wildia Rahmatika		✓						Able to provide examples related to differences in cultural backgrounds.
28.	Zahwa Silmi Sabita Putri							✓	Able to compare ways of handling conflict with avoidance and collaboration.
Total		2	7	3	3	3	6	4	= 28

Explanation:

C2.1 = Interpreting

C2.2 = Giving examples

C2.3 = Classifying

C2.4 = Summarizing

C2.5 = Concluding

C2.6 = Comparing

C2.7 = Explaining

The following graph presents the analysis of the observation results regarding the level of understanding of class VIII-D students at SMPN 2 Larangan.

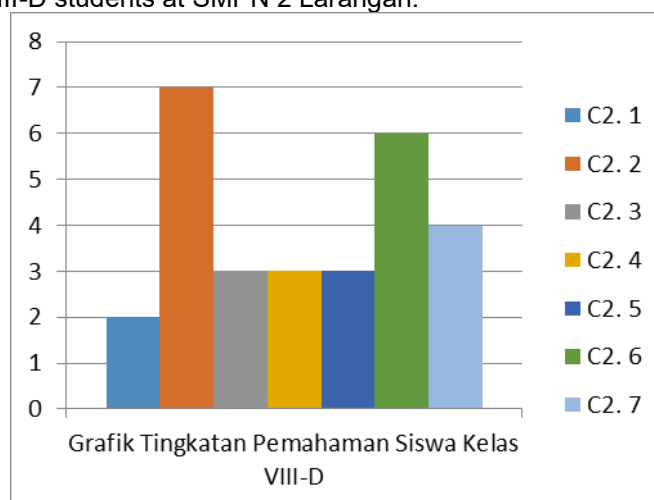


Figure 1. Graph of Understanding Levels of Class VII-D Students

From the data above, the following conclusions can be drawn:

- At the interpreting level, there are 2 students who are able to interpret the learning material presented.
- At the exemplifying level, there are 7 students who are able to provide relevant examples related to the learning material presented.
- At the classifying level, there are 3 students who are able to classify/group related to the learning material presented.

- d. At the summarizing level, there are 3 students who are able to summarize the learning material presented. At the inferring level, there are 3 students who are able to draw conclusions related to the learning material presented.
- e. At the comparing level, there are 6 students who are able to compare the learning material presented.
- f. At the explaining level, there are 4 students who are able to explain back the learning material presented.

The percentage from the graph of the understanding levels of class VIII-D students above is as follows:

- a. At the interpreting level, there are 2 students who are able to interpret, making the percentage 7.1%.
- b. At the exemplifying level, there are 7 students who are able to provide relevant examples, making the percentage 25%.
- c. At the classifying level, there are 3 students who are able to classify/group, making the percentage 10.7%.
- d. At the summarizing level, there are 3 students who are able to summarize, making the percentage 10.7%.
- e. At the inferring level, there are 3 students who are able to infer, making the percentage 10.7%.
- f. At the comparing level, there are 6 students who are able to compare, making the percentage 21.5%.
- g. At the explaining level, there are 4 students who are able to explain back, making the percentage 14.3%.

Based on the data above regarding the level of understanding of eighth-grade students in class VIII-D at SMPN 2 Larangan, it is clear that the level of understanding varies from one student to another. This is due to several factors. First, individual factors, as it cannot be denied that each individual/student has a different ability to absorb learning materials, so each individual will naturally have a different level of understanding. Second, peer factors, where some students may be a bit mischievous during tutoring sessions. It is undeniable that mischievous students will affect their peers during learning activities, and this will impact their understanding. Third, the factor of tutors who seem to simply recite the learning material, as it is known that delivering material in class certainly plays an important role in learning. Tutors who seem to recite the material learned without using their own words will certainly affect their peers' understanding, which is why monitoring/supervision by the teacher is very important so that the learning process can run optimally.

The research results indicate that the implementation of peer tutors in Social Studies learning in class VIII-D contributes positively to the improvement of students' understanding, particularly in the cognitive indicator of comprehension level (C2). Analysis of observation and interview data shows a dominant pattern in the indicator of students' ability to provide examples and compare social phenomena. The majority of students find it easier to understand the material when peer tutors relate Social Studies concepts to concrete examples in everyday life, such as social interaction events in the school or community environment. In addition, the activity of comparing social phenomena often appears in group discussions, for instance, when students are asked to differentiate forms of cooperation within the family and community. These findings indicate that a contextual and dialogical learning process can strengthen students' conceptual understanding.

The distribution of the dominance of these indicators has important pedagogical implications. The high frequency of activities involving giving examples and comparisons indicates that students are more responsive to learning strategies that emphasize active engagement and concrete experiences. This aligns with the constructivist approach, which emphasizes that knowledge is built through meaningful learning experiences and social interaction [7]. Furthermore, from the perspective of cooperative learning, peer tutors act as facilitators who help students construct understanding through discussion, collaboration, and exchange of ideas. Slavin [19] states that cooperative learning can enhance conceptual understanding because students are directly involved in the learning process and share responsibility in achieving learning objectives.

The findings of this study can also be analyzed through the theory of the zone of proximal development proposed by Vygotsky [20]. In peer tutoring activities, students who have a better understanding play a role in helping other students who are at a lower level of cognitive development. This guidance process allows students to reach levels of understanding that were previously difficult to achieve independently. The interaction between the tutor and the learner reflects the process of scaffolding, which is the provision of temporary assistance that helps students gradually build understanding. Thus, peer tutors not only function as an alternative learning strategy, but also as a means to optimize students' cognitive development through directed social interaction.

From the perspective of social relationship dynamics, peer tutor activities show an increase in students' solidarity and self-confidence in learning. Students tend to be more open in asking questions and discussing with peers compared to teachers. A more egalitarian relationship between tutors and students allows for the creation of a more comfortable and participatory learning atmosphere. However, this study also found limitations in the tutor selection system, which is mainly based on academic ranking. This approach has the potential to overlook aspects of communication skills, empathy, and social skills, which are actually very important in the peer mentoring process. Some tutors with high academic scores are not necessarily able to explain the material in language that is easily understood by their classmates. This situation indicates the need to develop a more comprehensive tutor selection system that takes into account pedagogical and social competencies.

Overall, the results of this study reinforce the view that peer-tutor-based learning can enhance students' conceptual understanding if supported by effective social interaction, contextual learning strategies, and the selection of appropriate tutors. Therefore, the implementation of peer tutoring needs to be systematically designed in order to provide optimal contributions in improving the quality of social studies learning in secondary schools.

From the explanation above, it can be concluded that the role of peer tutors in providing understanding of social studies material to eighth-grade students (class VIII-D) at SMPN 2 Larangan is very important and effective in helping students grasp the material. This is because students can ask questions more deeply to their peers who act as tutors without feeling embarrassed or hesitant as they might when asking questions directly to the teacher. This is also why the eighth-grade social studies teacher at SMPN 2 Larangan took the initiative to implement the peer tutoring method, as most students feel shy and embarrassed to ask the teacher. Moreover, through the peer tutoring method, the teacher can observe and analyze students' needs and the extent of their understanding, so that the teacher can clarify or explain again at the end of the lesson. The role of peer tutors here is not only to provide understanding but also to strengthen the relationship between students and teachers as well as between students and their peers.

2. Driving and Inhibiting Factors in the Implementation of Peer Tutoring in Providing Understanding of Science Material to Eighth Grade D Students at SMPN 2 Larangan

Learning methods are a very important element to support the achievement of learning objectives. Through learning methods, teachers can convey material to their students. The presence of learning methods here is highly expected so that the teaching and learning process can run well and effectively in the classroom. Moreover, with learning methods, it is expected to provide understanding to the students.

In every learning activity, there are certainly driving factors and inhibiting factors involved. Driving factors are those that encourage and strengthen the occurrence of a particular behavior. Meanwhile, inhibiting factors are those that hinder the occurrence of something. Based on the research that has been conducted, it can be seen that the driving and inhibiting factors in the implementation of peer tutoring in providing an understanding of Social Studies material for eighth-grade students of class VIII-D at SMPN 2 Larangan are as follows:

a. Driving Factor

Based on the results of research conducted at SMPN 2 Larangan regarding the driving factors in the implementation of peer tutoring in providing an understanding of social studies material to eighth-grade students in class VIII-D at SMPN 2 Larangan, the first is the establishment of a sense of solidarity among students and also with teachers. Solidarity is defined as a feeling of mutual help and a sense of belonging as a member of the same class or group formed by shared interests [21].

The implementation of the peer tutoring method can help foster closer relationships between students themselves or between students and teachers. With the development of solidarity among students and teachers, as well as among students, the learning process will also run smoothly because of the established closeness between the students and the teacher.

Secondly, with the implementation of peer tutoring, students can be more confident in asking questions and expressing their opinions because they are only dealing directly with their peers. According to Tina Afiatin and Sri Mulyani, self-confidence is a personality aspect that plays an important role in realizing one's potential [22]. With the implementation of peer tutoring, students can be more confident in expressing their opinions, and they will not feel hesitant or embarrassed to ask their friends about things they do not understand, because they can ask their own peers.

Third, students are more active in asking questions and are able to understand the material being presented well. This is because students do not feel afraid to ask questions, allowing them to be more active in inquiring about things they do not understand. In this way, students' understanding of the learning material can be achieved effectively.

b. Inhibiting Factors

Based on research conducted at SMPN 2 Larangan regarding the inhibiting factors in the implementation of peer tutoring in providing an understanding of social studies material for eighth-grade students in class VIII-D at SMPN 2 Larangan, the first factor is that rebellious/naughty students are less serious in learning activities. It cannot be denied that rebellious/naughty students can become an obstacle in the learning process, especially in the implementation of peer tutoring. This is because these students are less serious as they are directly faced with their friends, so the teacher must supervise while the learning activities are taking place to ensure they run properly. Citing Abdul Mukhlis, he also stated the same thing that the weakness of the peer tutoring method here is that the students being helped often do not take it seriously because they are dealing with their own friends, resulting in unsatisfactory outcomes [23]. Therefore, for students to learn effectively, teacher supervision during the learning activities is very important.

Secondly, the tutors seem to be simply memorizing the learning material. An inhibiting factor in the implementation of peer tutoring here is that the tutors appear to be memorizing the material they have learned, rather than using their own words. This aligns with Anis Fu'adah's opinion, which states that one of the weaknesses of peer tutoring is that not all capable students can teach the material back [24]. In this regard, not all capable students are able to teach the material back in their own words. Therefore, they tend to appear as if they are memorizing.

Conclusion

The implementation of peer tutoring in Social Studies learning at SMPN 2 Larangan has proven effective in enhancing students' conceptual understanding, particularly in Class VIII-D, where students demonstrated improved abilities in exemplifying and comparing social phenomena due to the comfortable and egalitarian learning environment. Driving factors include increased solidarity, student confidence, and active participation, while inhibiting factors involve less serious behavior from some students and tutors' tendency to memorize rather than explain materials in their own words. Despite these challenges, the strategy fosters meaningful peer interaction and deeper comprehension. However, the study is limited to a single class with a short duration and tutor selection based primarily on academic ability, lacking consideration of communication and pedagogical skills. Therefore, it is recommended that future implementations adopt a more systematic and sustainable peer tutoring model, including tutor training and broader selection criteria. Further research should explore diverse contexts, longer durations, and additional outcomes such as motivation, social skills, and long-term learning gains to strengthen the contribution of peer tutoring to social studies education.

Suggestion

Based on the results of this study, the author provides the following suggestions:

1. For educators, it is hoped that they pay more attention to students in the classroom by using appropriate teaching methods, so that students can understand the learning material

delivered through the teaching methods applied in the classroom, which of course aligns with the needs of the students.

2. For students, it is suggested that they better understand the learning material delivered by educators using teaching methods that match their needs, so that the understanding gained can serve as a foundation for students at higher levels of education.

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