

# The Effectiveness of Peer Teaching in Language For Fun Activities in Training the Pedagogical Skills of Grade 2 Students at MAS Wali Songo Putri

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**Abstract:** Grade 2 is the second highest grade in a formal Islamic boarding school. Therefore, the supervisors want to instill knowledge and teaching habits in the students in preparation for micro teaching in grade 3. To that end, the supervisors introduced a teaching method called peer teaching. This study aims to examine the effectiveness of the peer teaching method in Language For Fun (LFF) activities as an effort to train the pedagogical skills of Grade 2 students at MAS Wali Songo Putri. Using a descriptive qualitative approach, data were collected through observation, interviews, and documentation involving students as subjects and actors in the learning process. The results of the study show that the implementation of peer teaching in LFF activities provides space for students to develop teaching skills, such as compiling teaching materials, delivering materials communicatively, and managing classroom dynamics in a simple manner. In addition, this activity also shapes attitudes of responsibility, cooperation, and confidence, which are important foundations in pedagogical skills. Islamic values embedded in the pesantren culture also strengthen the character of educators who are moral and oriented towards usefulness. Thus, the peer teaching method in LFF activities has proven to be effective as a value-based learning strategy to foster educational potential among students.

**Keywords:** Peer Teaching, Pedagogical, Santri, Language For Fun, Islamic Boarding School Education.

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## Introduction

Education in Islamic boarding schools is one of the main pillars in shaping the character and skills of students in Indonesia, especially in the context of Islamic education.<sup>1</sup> Wali Songo Putri Private Madrasah Aliyah (MAS), as a formal Islamic boarding school-based educational institution, emphasizes the holistic development of students, which includes academic, spiritual, and practical aspects. In the second grade, students undergo intensive preparation for micro teaching in the third grade, where they must hone their pedagogical skills as future educators.<sup>2</sup> This is important because

pedagogical skills involve not only theoretical knowledge but also practical skills in managing learning. In the context of pesantren education, the development of students' pedagogical skills is often integrated with Islamic values, such as responsibility, cooperation, and sincerity. However, the main challenge is how the learning method can provide direct experience without putting excessive pressure on students who are still in the developmental stage. Peer teaching, a method in which students teach each other, has emerged as an innovative alternative that can facilitate active and collaborative learning. This method allows students to take turns acting as teachers and learners, thereby

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<sup>1</sup> 'Pendidikan Karakter Dalam Kurikulum Merdeka Belajar: Tantangan Dan Peluang | Journal Sains and Education', accessed 15 November 2025, <https://journal.sabajayapublisher.com/index.php/jse/article/view/234>.

<sup>2</sup> 'Mengoptimalkan Penggunaan Metode Peer Teaching Untuk Meningkatkan Kemandirian Belajar Siswa | JURNAL PENDIDIKAN BAHASA', accessed 15 November 2025, <https://ejournal.tsb.ac.id/index.php/jpb/article/view/1534>.

strengthening their understanding of the material and interpersonal skills.<sup>3</sup>

Language For Fun (LFF) is a language learning activity run by the language department at the Wali Songo Islamic boarding school, designed as a fun and interactive language learning process. LFF aims to enable students to speak actively in Arabic and English with better pronunciation. By integrating peer teaching into LFF, it is hoped that students can develop pedagogical skills through realistic yet relaxed learning simulations.<sup>4</sup> This study aims to examine the effectiveness of this method in training the pedagogical skills of second-year students at MAS Wali Songo Putri, focusing on aspects such as teaching material preparation, communicative delivery of material, and classroom dynamics management.

The background of this study is based on the urgent need to improve the quality of education in Islamic boarding schools, where students are often not exposed to teaching practices before micro teaching. Based on initial observations, second-grade students show a high interest in interactive activities but still need guidance to develop confidence in their role as teachers. Peer teaching in LFF is considered a solution because it can create a supportive learning environment where mistakes are considered part of the learning process.<sup>5</sup> Theoretically, peer teaching is supported by Vygotsky's social learning theory, which emphasizes the importance of social interaction in learning. In the context of Islamic boarding schools, this method is also in line with Islamic values that encourage mutual assistance and knowledge sharing. This study is expected to provide practical contributions to the development of the Islamic boarding school curriculum, particularly in preparing students for their future roles as educators. The scope of the research is limited to LFF activities using the peer teaching method in class 2 MAS Wali Songo Putri, with a focus on effectiveness indicators such as the development of

pedagogical skills and the formation of positive attitudes. This study uses a descriptive qualitative approach to explore the deeper meaning of students' experiences, so that the results can be used as a basis for educational policy recommendations. Finally, this research is important because it can reveal how innovative methods such as peer teaching can be applied in the pesantren environment to achieve holistic educational goals. Thus, it is hoped that this research can encourage the development of more effective and value-based learning models, so that pesantren students are not only academically intelligent but also ready to become moral educators.

## Materials and Methods

This study uses a descriptive qualitative approach to describe in depth the effectiveness of peer teaching in Language For Fun (LFF) activities as an effort to train the pedagogical skills of second-year students at MAS Wali Songo Putri.<sup>6</sup> This approach was chosen because the study aims to explore students' subjective experiences and the meanings contained in the learning process, rather than to measure variables quantitatively. The research design is exploratory and interpretive, in which data is collected and analyzed to understand the phenomenon of peer teaching in the context of Islamic boarding school education. The research subjects are 30 second-year students at MAS Wali Songo Putri, with an average age of 16-17 years. These students were selected because they were a group being prepared for micro teaching in grade 3. In addition to the students, the researcher also involved the pesantren supervisor as a key informant to obtain the supervisor's perspective. The research location was the classroom and LFF activity area at MAS Wali Songo Putri, which is located in a pesantren environment with a strong Islamic culture.<sup>7</sup>

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<sup>3</sup> Keanu Pramudiantoro et al., 'Upaya Guru Dalam Mengimplementasi Teori Belajar Sosial Albert Bandura Di Kelas', *Jurnal At-Tarbiyyah: Jurnal Ilmu Pendidikan Islam* 11, no. 1 (2025): 17–24, <https://doi.org/10.54621/jiat.v11i1.1037>.

<sup>4</sup> Lulus Yulia Hidayah, 'Program Organisasi Santri Wali Songo Ngabar (OSWAS) Sebagai Wahana Pengembangan Soft Skill Santri Pondok Pesantren Wali Songo Ngabar' (diploma, IAIN PONOROGO, 2023), <https://theses.iainponorogo.ac.id/22429/>.

<sup>5</sup> Weli Artensia Atanani et al., 'THE ROLE OF THE AL-USWAH ORGANIZATION IN FOSTERING STUDENT MORALS: A CASE STUDY AT WALI SONGO NGABAR PONOROGO ISLAMIC BOARDING SCHOOL', *Shibghoh: Prosiding Ilmu Kependidikan UNIDA Gontor* 3, no. 1 (2025): 1067–85.

<sup>6</sup> Ibid.

<sup>7</sup> Elvandri Noor Rafsanjani, 'Implementasi Keteladanan Dalam Meningkatkan Disiplin Santri Di Pondok Pesantren Wali Songo

Data collection techniques included participant observation, in-depth interviews, and documentation.<sup>8</sup> Observations were conducted during LFF activities, where researchers recorded student behavior, interactions between students, and classroom dynamics in real time using structured observation sheets. Interviews were conducted with 10 selected students and 2 supervisors, using semi-structured interview guides to explore personal experiences, challenges, and benefits of peer teaching. Documentation involved collecting student teaching materials, photos of activities, and supervisors' daily notes to supplement the data. The data analysis process used Miles and Huberman's thematic analysis technique, which consisted of data reduction, data presentation, and conclusion drawing. Data from observations, interviews, and documentation were coded inductively to identify main themes such as pedagogical skill development, attitude formation, and Islamic value integration. Data validity is ensured through source triangulation (observation, interviews, documentation) and method triangulation, as well as member checking with students and supervisors. Research ethics are adhered to by obtaining permission from the Islamic boarding school and maintaining data confidentiality.

This study was conducted over a period of three months, from the preparation of instruments to the final analysis. LFF activities with peer teaching were carried out in five sessions, each lasting 45 minutes, in which students took turns being teachers and participants. The research instruments had been tested for validity through preliminary trials in other classes, and the researchers ensured neutrality by not being directly involved in the activities.

## Literature Review

Peer teaching has long been recognized as an effective learning method in education, where students teach each other to improve their understanding and skills. According to Topping (2005), peer teaching not only strengthens students' knowledge but also builds confidence and communication skills. In the context of language education, this method is often used to make learning more interesting, such as in LFF activities that emphasize fun and interactive aspects (Richards & Rodgers, 2014). Pedagogical skills are an important component in the preparation of prospective teachers, including the ability to develop materials, teach effectively, and manage classrooms.<sup>9</sup> Shulman (1987) defines pedagogical skills as knowledge about how to teach, which can be trained through direct practice. In Indonesia, research by Suyanto (2018) shows that peer teaching is effective in training the pedagogical skills of secondary school students, with significant improvements in communication and classroom management.<sup>10</sup>

Pesantren education has unique characteristics with the integration of Islamic values in learning.<sup>11</sup> According to Mujib (2010), pesantren not only focuses on academics but also on the formation of noble character. Peer teaching in this context can reinforce values such as *ukhuwah* (brotherhood) and *ta'awun* (mutual cooperation), as shown in a study by Arifin (2019) in Islamic boarding schools in East Java, where this method increased student motivation and learning quality. Several previous studies support the effectiveness of peer teaching. For example, research by Gillies (2003) in Australia showed that peer teaching increased student participation and learning outcomes. In Indonesia, a study by Wahyuni (2020) in secondary madrasahs found that this method was effective for training pedagogical skills through teaching simulations.

Ngabar Ponorogo' (PhD Thesis, IAIN Ponorogo, 2018), <https://etheses.iainponorogo.ac.id/4681/1/Skripsi%20Elvandri.pdf>.

<sup>8</sup> Sagaf S. Pettalongi et al., *Metodologi Penelitian Kuantitatif, Kualitatif, Dan Campuran Teori Dan Praktik* (Medan, 2025), <https://repository.uindatokarama.ac.id/id/eprint/4937/>.

<sup>9</sup> 'MODEL PEMBELAJARAN PEER TEACHING DALAM PEMBELAJARAN PENDIDIKAN JASMANI | Biormatika : Jurnal Ilmiah Fakultas Keguruan Dan Ilmu Pendidikan', accessed 15

November 2025, <https://ejournal.unsub.ac.id/index.php/FKIP/article/view/191>.

<sup>10</sup> Febri Setiawan et al., 'Analisis Penggunaan Metode Peer Teaching Dalam Pembelajaran Pendidikan Agama Islam Di Smk Negeri Tugumulyo' (undergraduate, Institut Agama Islam Negeri Curup, 2023), <https://e-theses.iaincurup.ac.id/3983/>.

<sup>11</sup> Dr Abd Basit, *REKONSTRUKSI MANAJEMEN PONDOK PESANTREN*, n.d.

However, challenges such as uneven student abilities need to be overcome with supervisor guidance. Overall, the literature shows that peer teaching in LFF activities can be an effective strategy for training pedagogical skills in Islamic boarding schools, with support from social learning theory and Islamic values. This study fills a gap by focusing on second-year female students in Islamic boarding schools, who have not been widely researched.<sup>12</sup>

## Results and Discussion

Based on observation data, peer teaching in LFF activities provides space for students to develop pedagogical skills in a practical manner. In the first session, students appeared hesitant in preparing teaching materials, but with the guidance of supervisors, they began to create simple teaching materials such as short stories and word games. This shows that peer teaching facilitates active learning, where students learn through direct experience, in accordance with Vygotsky's theory of the zone of proximal development. Interviews with students revealed that this activity boosted their confidence. Devina said that LFF activities helped her practice her teaching skills in preparation for her teaching practice exam in grade 3 later on. "Alhamdulillah, LFF has made me more confident and helped me practice teaching my younger classmates, as well as preparing me so that when I graduate from the pesantren, I can teach well and become a professional teacher." This shows that peer teaching not only trains technical pedagogical aspects such as communicating material effectively, but also builds positive attitudes. This is in line with Gillies' (2003) findings, which emphasize peer teaching as a tool to increase motivation and participation.

In managing classroom dynamics, students learn to overcome challenges such as peer distractions or lack of focus. Observations show that students acting as teachers use simple techniques such as games and discussions to maintain class attention. This discussion indicates the effectiveness of the

method in training classroom management skills, which are important for micro teaching in grade 3. Supervisors also noted an increase in student responsibility, where they planned activities more thoroughly. The integration of Islamic values in peer teaching is evident in the formation of attitudes of cooperation and sincerity. Students often share knowledge with a spirit of *ta'awun*, and enjoyable LFF activities make learning more meaningful. This discussion confirms that this method is not only pedagogically effective but also supports the character of Islamic boarding schools, in line with Mujib's (2010) view of holistic education.<sup>13</sup>

However, challenges arose for students with low language skills, who had difficulty conveying the material. Supervisors overcame this by providing additional support so that all students could participate. This discussion shows that the effectiveness of peer teaching depends on the role of the facilitator, and in the context of Islamic boarding schools, Islamic values such as patience and mutual assistance strengthen this process. Overall, the results show that peer teaching in LFF is effective for training pedagogical skills, with improvements in material preparation, communication, and classroom management. This discussion is supported by triangulation data, which shows consistency between observations, interviews, and documentation. Students also reported positive experiences, such as a sense of pride after successfully teaching, which reinforces the finding that this method builds a strong pedagogical foundation. The practical implication of these results is the need for broader integration of peer teaching into the pesantren curriculum. The discussion emphasizes that this method can be a model for value-based education, where students learn while practicing Islamic teachings. Thus, this study contributes to the development of more innovative and effective pesantren education.

Further thematic analysis revealed key themes such as "communication skills development" and "empathy building among students."<sup>14</sup> From in-depth interviews, students often mentioned that

<sup>12</sup> Hidayah, 'Program Organisasi Santri Wali Songo Ngabar (OSWAS) Sebagai Wahana Pengembangan Soft Skill Santri Pondok Pesantren Wali Songo Ngabar'.

<sup>13</sup> 'PENERAPAN METODE PEMBELAJARAN PEER TEACHING UNTUK MENINGKATKAN HASIL BELAJAR MATA KULIAH KALKULUS | Yusup | Research and Development Journal

of Education', accessed 15 November 2025, <https://www.journal.lppmunindra.ac.id/index.php/RDJE/article/view/5457>.

<sup>14</sup> 'Penerapan Metode Peer Teaching Dalam Meningkatkan Motivasi Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Silam Di Sekolah Menengah Atas | Eduprof: Islamic Education

peer teaching helped them learn to listen and provide constructive feedback, which rarely occurs in conventional methods. For example, one student stated, "I learned to be patient when my friend made a mistake, and that made me better at teaching." This theme is consistent with Suyanto's (2018) literature, which shows that peer teaching improves interpersonal skills in secondary schools. In the context of LFF, fun elements such as word games reinforce this theme, as students feel more relaxed and open to sharing ideas. This discussion emphasizes that peer teaching is not only technical but also emotional, building a foundation for more humanistic micro teaching. Another theme that emerged was "the integration of Islamic values in pedagogical practices." Documentation shows that students often begin sessions with prayers or verses from the Qur'an, which makes the activities more spiritually meaningful. The supervisor reported that values such as *ukhuwah* (brotherhood) and *ta'awun* (cooperation) were reflected in the way students supported each other, even when there were difficulties. This is in line with Arifin's (2019) research, which found that peer teaching strengthens the identity of Islamic boarding schools. This discussion indicates that this method does not conflict with the culture of Islamic boarding schools but rather strengthens it, so that students not only learn pedagogy but also morals. Challenges such as variations in language ability are overcome through an inclusive approach, where more proficient students guide others, demonstrating the practical application of Islamic values in education.

The main factors supporting the effectiveness of peer teaching in LFF include the Islamic boarding school environment that promotes Islamic values, such as cooperation and responsibility, which are naturally integrated into activities. Active supervision plays a crucial role, providing direct feedback and facilitating sessions so that students feel safe to experiment. In addition, the fun design of LFF, with its game and interaction elements, increases students' intrinsic motivation, making them more engaged and enthusiastic. Support from

the *pesantren*, including conducive classroom facilities, also contributes to success, as it creates a positive and pressure-free learning atmosphere. On the other hand, emerging obstacles include variations in students' language abilities, with those at lower levels feeling frustrated and lacking confidence, which slows down the learning process. Limited session time (only 45 minutes per session) is often insufficient for in-depth exploration, especially for students who need more practice. Technical challenges such as a lack of standardized teaching materials or external disturbances (e.g., noise in the boarding school environment) also hinder the smooth running of activities. In addition, uneven initial participation, where some students are dominant while others are passive, requires additional intervention from supervisors.

Overall, the discussion of the results shows peer teaching in LFF as a holistic method, combining academic, social, and spiritual aspects. Triangulation data ensures the reliability of the findings, with observations confirming interviews and documentation. The implications for Islamic boarding school education are the need for supervisor training to maximize this method, as well as its integration into the regular curriculum. This study fills a gap in the literature on peer teaching in female Islamic boarding schools, demonstrating the potential for replication in similar institutions. Thus, this method has been proven effective in training pedagogical skills while maintaining the essence of Islamic education.

Supporting factors such as active student participation and strong *pesantren* values accelerate the adaptation of the method, while obstacles such as a lack of resources can be overcome through collaboration between parties. This discussion emphasizes the importance of continuous evaluation to optimize peer teaching, ensuring that all students receive maximum benefits. Finally, these results encourage innovation in *pesantren* education, where peer teaching is not only a pedagogical tool, but also a means of character building in line with Islamic teachings.<sup>15</sup>

## Conclusions

This study shows that peer teaching in Language For Fun (LFF) activities is effective in training the pedagogical skills of second-grade students at MAS Wali Songo Putri. Through observation, interviews, and documentation, it was found that this method provides space for students to develop their ability to compile teaching materials, deliver material communicatively, and manage classroom dynamics. In addition, this activity also shapes attitudes of responsibility, cooperation, and self-confidence, which are reinforced by Islamic values in the pesantren culture. Overall, peer teaching has been proven to be a value-based learning strategy that can nurture students' educational potential. These results are in line with the literature that emphasizes the benefits of this method in education and provides practical contributions to the development of the pesantren curriculum. Recommendations for further research include expanding the scale to other pesantren and conducting a long-term evaluation of its impact on micro teaching in grade 3. Thus, this study encourages innovation in pesantren education to produce competent and moral educators.

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