

Peer Teaching Model with Youtube Media as an Effort to Improve Maharah Kalam of Class VII Students at Al-Hamidiyah Junior High School Palembang

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ABSTRACT

This study aims to improve students' speaking skills (*maharah kalam*) in Arabic language learning through the implementation of a *peer teaching* model supported by YouTube media. The background of the study stems from students' lack of confidence in speaking Arabic and the predominance of conventional teaching methods in schools. A mixed-method approach was employed, combining qualitative and quantitative methods with data collected through observation, interviews, tests, documentation, and questionnaires. The research subjects were seventh-grade students at SMP Al-Hamidiyah Palembang. The findings reveal that the application of the *peer teaching* model supported by YouTube media significantly enhanced students' speaking abilities. This was evidenced by the improvement in pre-test and post-test scores, and further supported by statistical analyses (normality test, homogeneity test, and paired sample t-test) confirming the method's effectiveness. Collaboration in small groups, along with engaging visual media, fostered an interactive and enjoyable learning environment that boosted students' confidence and active use of the Arabic language. Therefore, this model is recommended as an effective strategy for developing speaking skills in Arabic language education.

Keywords: *Peer Teaching, Youtube, Maharah Kalam, Arabic Language*

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INTRODUCTION

The implementation of Arabic language learning, especially in *the Kalam era*, often encounters obstacles. One of them is a lack of confidence or embarrassment that makes many students reluctant to speak. They are afraid of being ridiculed or criticized, which ultimately hinders their ability to speak. The existence of a fear of making mistakes makes learning not run properly. Therefore, educators always make efforts and innovations in learning Arabic so that the goals of learning will be maximally achieved.

The fact is that learning is not just an academic exercise, but there are important aspects for individuals and society. For individuals, learning can acquire a wide range of knowledge, attitudes and experiences, as well as skills acquired, about ways to carry out their role in daily life, as well as about attitudes and values, behaviors and actions in life (Gredler 2011). In this case, a certain teaching system is needed to teach cultural heritage to the younger generation and prepare them to take over their roles in the future.

Likewise with language, language is an inseparable part of human life. Because, with that language, humans can communicate and convey all their opinions and thoughts. The meaning of language varies, depending on the person's predicament and the purpose of the goal he wants to achieve (Sanwil et al. 2021).

Because language is the key to all science, which if a person holds the main key, it means that he has held the key to the window of the world. In a speech, the leader of the modern boarding school, Darussalam, Gontor said that language is the crown. Because, knowledge and civilization are all discussed, even history will not take the form of history if there is no language and someone who can be glorified with his language (Pledge, 2019). Language is the only key to paving the way for the future of human beings and world civilization. In fact, one can explore and master the world with language (Mujib and Salamulloh 2016).

Speaking skills are one of the language skills that must be achieved by learners (Nurani and Firdawati 2019). However, the reality is that many students find it difficult to speak Arabic, both in terms of pronunciation, fluency, and vocabulary. Factors such as lack of confidence, lack of practice, (Kalam and Kalam Learning Problems and Problems Learning Nurlaila 2020) and less interesting learning methods become obstacles for students in developing their speaking skills (Hidayah, Mukmin, and Rahma 2021).

The importance of learning Arabic is so that it is necessary to make various approaches and methods so that students better understand and master Arabic (Imron et al. 2023). So in this case, the right method to use is the peer teaching method or peer tutor because in this method students will better understand what is taught by the educator, because studying with friends makes students free to convey ideas and questions about things they do not know and understand. The peer tutor method is a learning method where a group of students who have completed the subject matter (Manzilah, Firdaus, and Saraswati 2020). provide assistance to students who have difficulty in understanding the subject matter they are studying (Suherman and others 2003).

Peer Teaching or often referred to as peer tutoring is learning that is carried out by dividing classes into small groups, where the learning source is not only students but also peers who are smart and fast in mastering a certain material. In addition, peer tutors in small groups can improve student learning outcomes where all students can be aware, enthusiastic in doing assignments, students dare to ask questions and the response of the students taught is very high.

In today's digital era, the use of technology-based learning media is an effective choice to improve students' motivation and learning skills (Islam, Raden, and Palembang 2022). One of the media that can be used is YouTube, which provides a variety of interactive and interesting video content (Hidayah, Mukmin, and Cardasyifa 2024). Videos on YouTube can give students access to a variety of authentic Arabic conversation examples and bring them closer to a real communication atmosphere (Irmansyah, Qaaf, and Yuslina 2023).

Because, as the phenomenon that exists today, especially in the field of education, most educators in schools are more dominant in using monotonous methods such as the lecture method because it does not require a lot of money and energy when teaching, so that it can result in less activity of students during learning.

By combining peer teaching methods and YouTube media Irmansyah and Pratiwi (2021) it is hoped that students can practice speaking Arabic more effectively, enjoyably, and not feel burdened (Hidayah and Muyassaroh 2023). Therefore, this study aims to apply the peer teaching method with YouTube media in Arabic learning to improve students' speaking skills (Imron and Humairoh 2023).

The urgency of this research is very important considering that the main challenge in learning Arabic, especially in the aspect of maharah kalam, is the low confidence and shy of students which hinder their speaking skills. The inability to speak fluently and confidently not only affects the academic aspect, but also impacts the development of students' character and learning motivation. In today's digital era, innovation in learning methods is indispensable to answer these problems. The use of peer teaching methods and YouTube media is expected to be able to create a learning atmosphere that is more interactive, fun, and relevant to the needs of today's students. Thus, this research has a strategic urgency to improve the quality of Arabic

language learning, build student confidence, and prepare the younger generation to be able to compete globally through effective and fun language mastery.

METHOD

This study uses a combination research (Mix Method). Combination research is research that combines the use of qualitative and quantitative approaches in scientific research. A practical example is the use of open interview techniques as well as questionnaire techniques for research data collection. Combination research is a form of research that is carried out systematically by combining or combining techniques, methods, perspectives, concepts, and language of quantitative and qualitative research approaches in research. Another definition of combining research is a type of research of two methods research that is combined quantitatively and qualitatively integrated as new findings to draw conclusions (Tatang and Akhmad 2019).

The data sources used are articles, books, journals and several other data sources that are considered relevant to the study. The main objective of this study is to present accurate and quality data (2014 data). To achieve this goal, the author uses various data collection techniques, so it is hoped that the quality of the research can be improved. The data collection techniques used are by conducting observations, interviews, documentation, tests and questionnaires (August 2003). Observations were carried out by researchers to observe the activities of teachers and students. During the learning process, observations were made to assess the extent to which the implementation of the action was in accordance with the plan. In this observation activity, observers use observation sheets of teacher and student activities as a tool (Sabana 2019). In addition, brief interviews were also conducted with students to explore the obstacles they faced during learning. This interview was conducted by the researcher using interview guidelines as a research instrument.

Meanwhile, the test is used by researchers to collect data on learning outcomes that apply the peer teaching method. In its implementation, the researcher uses an instrument in the form of a cognitive test. The test is carried out in writing and includes questions that are objective and subjective. After all stages of action are completed, the researcher then conducts data analysis. The analysis technique used is qualitative data analysis, which includes three main stages, namely: (1) data reduction, (2) data presentation, and (3) verification and conclusion drawn.

The data in this study is in the form of quantitative data and qualitative data. Quantitative data in the form of learning outcomes of students learning Arabic and data were calculated using the SPSS application version 24 (Hidayah, Nofiasari, and others 2024). Meanwhile, the qualitative data in this study is in the form of student responses in the learning process and interaction patterns between teachers and students.

The subjects in this study are teachers and students in Arabic language learning in grade VII.1 Ummul Quro' Al-Hamidiyah Junior High School Kiyai Muara Ogan Palembang which totals 20 students. Students in grade VII.1 were designated as research subjects because some of the students in the class had not met the KKM scores that had been determined.

FINDINGS AND DISCUSSION

Arabic language learning, especially in the maharatu kalam there are still many problems, including that maharatu kalam learning has not been implemented because not a few students experience obstacles in developing Arabic speaking skills (Imron et al. 2023). This is in accordance with the results of an interview with Mr. Nizam as an Arabic teacher who teaches students in grade VII at Al-Hamidiyah Junior High School Palembang.

The ability of students to understand Arabic, especially speaking Arabic, is a major part of learning Arabic. However, students' ability to speak Arabic, especially muhadatsah, is achieved in accordance with the learning objectives if in the learning the teacher implements

models and media, by developing these learning models and media, the teacher will develop relatively new models and media in the world of education.

Application of Peer Teaching Model with Youtube Media to Improve Students' Arabic Speaking Skills (Maharah Kalam) at Al-Hamidiyah Junior High School Palembang
Planning

In this early stage, the researcher made several learning preparations, including preparing a Learning Implementation Plan (RPP), preparing materials that will be shared in groups and preparing questions that will be given during the quiz. Learning planning is made as a reference basis so that learning can be carried out properly according to the desired goals. At this stage, coaching is also carried out for students who are appointed as peer teaching (Tutor). They are fostered and directed to be able to carry out activities through the application of learning.

Based on the results of observations (November 28, 2024), the researcher prepared the lesson plan approximately a week before the Arabic learning process began with a peer teaching learning model with Youtube media. The researcher also made material that would be distributed to each group. The researcher makes several questions that will be given during the quiz. Where in each group you get 3 questions and 5 questions for all groups. Then the researcher chooses one of the students to be a tutor or teacher. Where one of the members appointed as a tutor must be ready and able to help his less fortunate friend during the discussion (Hidayah, Pd, and others 2022).

In Arabic language learning, learning together in a group led by one of the colleagues who has more mastery of the material is an effective solution to improve student learning outcomes. Through active interaction and communication, students become more involved in the learning process (Imron et al. 2024). Learning model *peer teaching* It is carried out by empowering the ability of students who have high absorption, so that they are able to teach the material to their friends who do not understand the lesson, until all students achieve the completeness of learning. Therefore, the selection of students who will be used as teachers in *peer teaching* must be carefully considered, so that learning objectives can be achieved optimally.

Based on the results of observations, the selection of students who become tutors (peer teaching) is carried out by considering their ability in learning Arabic. The researcher gave a pre-test to all students, then the results of the pre-test were discussed again (wasilah and Zolam 2019). From this process, four tutors were selected who would be placed in small groups. The criteria for students to be chosen as tutors are students who have good skills in Arabic, especially in the mastery of vocabulary and comprehension (Rohayati, Wasilah, and Rahmadewi 2024). In addition, the student is able to socialize with his peers, become a leader in the group, show concern for others, and have a sense of responsibility in carrying out tasks. They also have the confidence to carry out the mandate (Education et al. 2019) enjoys helping others, and is active in organizational activities.

Therefore, researchers who collaborate with teachers must be careful in choosing students to be tutors, must be in accordance with the criteria mentioned above. After the researcher and teacher choose the students who want to be tutors, the next step is to train students to the students who will be tutors so that they are ready to help their friends in learning.

Based on the results of observation, the requirements for being a tutor are adjusted to the subject to be taught, namely Arabic subjects with the theme **Hobby** In addition, the criteria for students who will be tutored are adjusted to the indicators of Arabic language ability, namely students who have been able to recognize mufrodat properly and correctly, are able to read Arabic texts, and understand the grammatical basics of Arabic. The student is also expected to be able to learn Arabic better. In this case, the tutor is in charge of providing direction, guidance, and guidance to other students who need help in learning (Irmansyah and Fera 2018).

"The task and responsibility of a peer tutor is to guide friends in understanding the material to be studied. In addition, peer tutors are also tasked with coordinating the course of the discussion so that the atmosphere remains creative, dynamic, and all members can actively participate. If there is material in the learning process that is difficult to understand, the peer tutor is also responsible for conveying the problem to the teacher. All of these tasks can later be adjusted to the subject matter being studied." Said Mr. Nizam as an Arabic teacher at Al-Hamidiyah Junior High School in Palembang.

It can be concluded that students are required to be able to learn Arabic language learning. In this case, students who play the role of tutors are in charge of providing direction, guidance, and guidance to friends in need. If in the process the tutor encounters obstacles, then the problem can be consulted with the researcher or teacher who acts as a coordinator and facilitator in the implementation of the peer tutor program. The advantage of this peer tutor learning model lies in the closer and more intimate relationship between students, so that it can increase the tutor's sense of responsibility and confidence. In addition, this activity is also a form of enrichment that is able to increase students' motivation to learn, (Fatah Palembang, H Zainal Abidin Fikri NoKM, and Sumatra 2023) create a more enjoyable learning atmosphere, and make it easier for students to understand the subject matter (Rohayati and Nursalina 2018). After choosing the student to be a tutor, the next step is to train students to the students who will be tutored so that they are ready to help their friends in learning so that the student is really able to become a good tutor.

The goal of this training is to model *peer teaching* With YouTube media, it can be carried out optimally and in accordance with the expected results. This special training is necessary because the tutors not only learn for themselves, but also guide their friends in understanding Arabic learning. The training is carried out by calling each tutor in turn to be given learning materials Hobby first before they guide their respective groups. In the guidance process, researchers and teachers also provide directions on how to accompany students in groups so that they do not experience severe obstacles. In addition, students are also motivated to build confidence in carrying out guidance tasks (Hidayah, Nofiasari, and others 2024). This training aims to equip students with sufficient knowledge before they undertake their role as peer tutors (Nurseha and Sabana 2022).

In training for students who will become peer teaching, students' vocabulary understanding needs to be retested (Nurani and Kartini 2018) to make sure that no mistakes occur when guiding their friends (June 2015). This peer teaching training also aims to assess whether the tutor is really worthy of being a tutor. Jamanuddin and Aisyah (2019), the researcher also introduced youtube channels about learning Arabic that have interesting qualities, (Qaaf 2014) to be watched and learned by peer teaching which will later be taught to their peers (Mukmin and Irmansyah 2017).

After the stage of selecting peer teaching and providing training, then the researcher divides the group, according to the number of existing students, namely 20 children, then the number of groups is divided into 4 groups and known by the students who are used as tutors.

Peer teaching is expected to be able to focus on providing learning in their respective groups. Each group consists of five people, with one person acting as a tutor as well as the group leader. Each chairman is fully responsible for the learning process and understanding of his or her group members (Utami, Hidayah, and others 2024). In its implementation, teachers continue to monitor these activities. The tutors are fostered and directed to be able to carry out learning well (EVA 2022). Before being on duty, students who will become peer teaching are quarantined and given training on how to become tutors. This implementation aims to keep other students feeling cared for and to train the ability to manage situations and conditions during the peer teaching process. During the action planning, the teacher and the students appointed as tutors discussed to equalize the perception of the use of the peer teaching model with the help of YouTube media, so that the implementation of the research could run as expected.

Implementation

Before the implementation of the peer teaching model with youtube media, the researcher first approached by opening the lesson which began by saying greetings, praying together, asking how it was going, checking the students' attendance to provide motivation and learning goals to be achieved. as done by the Arabic teacher at Al-hamidiyah Junior High School who opened the lesson by saying greetings first followed by reading the prayer to start learning together. Then the teacher asked how the students were doing today by saying *حاليكم؟* (how are you?) and the students answered *والحمد لله بخير* (good, thank God), followed by student attendance.

After attendance, the researcher motivates students to learn and make apperceptions by inviting them to recall the material that has been learned in the previous meeting. This perception activity aims to find out the extent to which students still remember the material. Next, the teacher conveyed the learning objectives that would be achieved that day. Teachers also condition the classroom to ensure students' readiness to follow the learning process. Before starting learning activities, the teacher again gave motivation to the students.

The researcher provides a glimpse of information about the learning process and some upcoming meetings by briefly explaining the peer teaching learning model with youtube media. Students were asked to pay attention to the explanation of peer teaching with youtube media, and the researcher went around the classroom approaching peer teaching groups and paying attention to the students' learning process. The researcher also provides opportunities for students if there are questions or students have difficulty in doing the exercises and provides guidance if the tutor cannot overcome.

The core activity began with the researcher providing a video link containing mufradat (Jamanuddin` and Fitriyani 2017) with title Hobby(hobbi) After that, the teacher showed some related images Hobby and listen to audio about HobbyThe students were asked to create a group and observe the images and audio, the students recited the mufrodats about Hobby together (Bambang Prasetyo 2014a). Link video https://youtu.be/1VuLNoE_QBY?si=S7Prfw80jHF3v_Y2.

At the next meeting, the researcher and the teacher asked the students and their friends to take turns talking about Hobbyeach based on available statements (Rohayati and Rahayu 2017).

Then discussing the material about hiwar, Imron et al. (2021) teachers and researchers tell students to help their peers, Muhammad (2020) to see whether or not it is fluent in the reading if there are difficulties in the reading text, then their peers improve the reading and at the same time in that case students share knowledge about Arabic grammar with each other (Irmansyah, Qaaf, and Jumhur 2022) with their peers or groups to be conveyed at the end of the lesson. Education et al. (2019) Then each group is given material, one example of understanding the text of the hiwar reading about then each group proves *الحوارية* The search results are related to the meaning of the Hiwar reading text (Wasilah and Aziz 2018). Link video https://youtu.be/_aakuRr9sDo?si=rKp1l8Lp26HDnIE.

On the last day of the research implementation, the researcher conducted a test, namely a post-test to measure whether there was progress in students' speaking skills after being given actions that made the implementation of this learning interesting (Jamanuddin and Kumbara 2016) students who have difficulty learning Arabic are very interested in paying attention to the models and media applied and the ability to focus on something increases.

In the application of the Arabic language learning model, the role of the teacher is very decisive, because students cannot be separated from the teacher's efforts (Rohayati and Mustayari 2016). Teachers need to choose a learning model that is varied and on target,(Wasilah and Agustina 2016) Because this greatly affects the effectiveness of learning outcomes (Sabana 2020). Choosing the right model can make it easier for students to understand Arabic material (Wasilah and Agustina 2016). In addition, researchers who collaborate with teachers also provide opportunities for students to reteach the material that

has been presented to their friends, so that students can better understand, remember, and practice what has been learned in learning Arabic (Jamanuddin 2015).

And continued with the closing activity, researchers and teachers provide reflections to evaluate the learning activities of students, review the material that has been discussed as a form of strengthening the material for students, and provide appreciation and motivation for learning carried out by students, finally closed with a prayer *Kafaratul Assembly* together.

When learning Arabic begins, the researcher reads a text about *Hobby*, first, the teacher explains the meaning of *Hobby*. Second, reading together with students. Third, students are expected to be able to understand about the reading of the text about *Hobby*. In the last stage of learning, to see that students can read well, a teacher uses one of the students who stands out the most and understands or students who are used as tutors related to learning Arabic to lead the reading in class and followed by other students.

Evaluation

The learning results of Arabic learning activities with the *peer teaching* model using YouTube media can be explained as follows. Based on the results of the learning implementation at the first meeting, several shortcomings were found, including: (1) students were less dexterous when dividing the group according to their respective groups; (2) students are not used to using the *peer teaching* learning model, so it takes student adaptation to follow all planned learning activities; (3) the student who is appointed as a *peer tutor* feels nervous, so he is still confused in starting to explain; (4) students are still not active in responding to questions asked by teachers and tutors, and students' courage to ask questions is still very little; (5) students are still reluctant to read the learning resources that have been given, they prefer to ask directly to a friend or teacher rather than looking for it themselves; and (6) students are still less active in the group.

This happens because students only hear what the tutor conveys and feel that the video material provided represents the material explained, so that only a few students record or summarize important things conveyed by the tutor.

In the second meeting, the results of the study showed that the implementation of learning activities with the model *peer teaching* With YouTube it has been running as expected. Student activity in learning has increased. This is due to the increasing enthusiasm of students for learning with *method peer teaching*. In addition, researchers and teachers also give students the freedom to search for learning resources through the internet, so that their insights become broader (Reflinda 2023).

In the third learning activity, students began to get used to the *peer teaching* model. However, in the learning process, an obstacle was found, namely there was one student who was still not fluent in reading Arabic texts well (Jumhur & Al Maghfur, 2016). The results of the analysis of this learning are as follows: (1) researchers are more creative in creating a conducive learning atmosphere so that students have high learning motivation (Imron, 2023); (2) the researcher still has to take the time to approach students who have difficulty working with their group members, so that each student has the motivation and awareness to cooperate with others; and (3) researchers must provide more intense motivation and feedback than ever before to improve Arabic language learning.

The Effectiveness of Maharah Kalam Learning with Peer Teaching Model Using Youtube Media at Al-Hamidiyah Junior High School Palembang

After the learning planning has been implemented, the last step is to test students at school through the implementation of pre-tests and post-tests to determine the effectiveness of maharah kalam learning with the peer teaching model using youtube media. (Journal of Education and Arabic Language Studies, Hidayah, and Amelina 2024) The results of the pre-test and post-test are presented as follows.

Test Results

The results obtained from Microsoft Excel calculations, the implementation of pretest and posttest are to see the difference before and after using digital-based Arabic teaching materials. This is to see the difference before and after using the product that the researcher has developed. Based on the results of the calculation of pretest and posttest scores in grade VII as many as 20 students who were used as control and experimental classes, it was found that students experienced an increase in learning outcomes as seen from the average score in the pretest of 46.5 and the average score in the posttest of 76.75.

Normality Test

The normality test is a test that aims to determine whether a variable data or a group of data is normally distributed or not. The data to be analyzed includes PreTest and PostTest data. The results of this analysis will be used as a condition to analyze the learning outcomes of Maharah Kalam using youtube media. This testing process will be carried out using SPSS Type 25 software with the Kolmogorov-Smirnov and Shapiro-Wilk methods. Data from the pre-test and post-test of speaking skills can be seen in the table below.

Table 1. Normality Test Results

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Itself.
Pre-test scores	.194	20	.047	.907	20	.055
Post-test scores	.147	20	.200*	.944	20	.290

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The data can be said to be normally distributed if it has a significant difference (Sig) from all valid data on the Kolmogorov-Smirnov test greater than 0.05, it can be concluded that the research data follow the normal distribution. For the significance value of Kolmogorov (Sig) in the pretest of grade VII at Al-Hamidiyah Junior High School, a value of 0.47 was obtained, which is greater than 0.05, so it can be stated that the pretest score data is distributed normally. Likewise, the Kolmogorov (Sig) score in the class VII posttest score at Al-Hamidiyah Junior High School was obtained with a value of 0.200 which is greater than 0.05, so it can be stated that the posttest score data is also distributed normally. In addition, the Shapiro-Wilk significance value (sig) in the class VII pretest at Al-Hamidiyah Junior High School showed a figure of 0.55, which means it is greater than 0.05, so that the pretest data is also distributed normally. As for the Shapiro-Wilk sig value in the posttest of class VII at Al-Hamidiyah Junior High School, a significance value of 0.290 was obtained, which shows that the posttest data is also distributed normally.

Homogeneity Test

The Homogeneity Test is a test used to test whether two or more groups of data come from a population that has the same variant or not. In this study, the researcher used two classes to take the results of the posttest scores, namely class VII.1 as the control class and class VII.2 as the experimental class. The homogeneity test is used as a reference material to determine the next statistical test decision. Joko Widiyanto stated that the basis or guideline in decision-making in the homogeneity test is as follows: if the significance value or Sig on *the Based on Mean* < 0.05, then the data is said to be unequal or inhomogeneous; on the other hand, if the significance value or Sig on *the Based on Mean* > 0.05, then the data can be said to be the same or homogeneous.

Table 2. Homogeneity Test Results

		Levene	df1	df2	Itself.
		Statistic			
Arabic learning outcomes	Based on Mean	.256	1	38	.616
	Based on Median	.285	1	38	.596
	Based on Median and with adjusted df	.285	1	37.969	.596
	Based on trimmed mean	.268	1	38	.607

From the Output above, it is known that the Sig. Based On Mean value is 0.616. Because the Sig. value is $0.616 > 0.05$, it can be concluded that the variance of the data results of the posttest scores between the two classes is Homogeneous.

Uji Paired Sample T-Test

In the last test, the researcher used the paired sample T test, this test is useful for testing the same sample that has two interconnected data. which is the sample in this study in grade 1 junior high school by testing pre test and post test.

Table 3. Paired Sample T test results

		Paired Samples Test							
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Hours of deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper				
Pair 1	pre test - post test	-30.250	10.447	2.336	-35.139 -25.361	-12.949	19	.000	

From the results of the paired T test in the table above, it can be seen that the value of Sig. (2-tailed) is $0.000 < 0.05$, so it can be concluded that there is a real difference and influence between the learning outcomes of maharah kalam on pre test and post test data. Therefore, the decision was that H_a was accepted and H_o was rejected so that it can be said that there is an effectiveness in the use of the peer teaching model with youtube media (Jamanuddin and Baruna 2016) at Al-Hamidiyah Junior High School Palembang.

This improvement shows that the *peer tutoring* has a positive and measurable impact in improving students' ability to excel. This phenomenon can be explained through the dynamics of social interaction between students during the learning process. Collaboration in small groups not only deepens the understanding of the material, but also hones students' communication skills and social skills (Octavia 2022).

In addition, the role of the tutor in this strategy is crucial. Tutors not only serve as a source of knowledge, but also role models who provide motivation and support to their peers. This creates an inclusive and supportive learning environment, where every student feels heard, valued, and motivated to thrive.

Thus, it can be concluded that the application of *peer tutoring* strategies combined with YouTube media has a very positive impact on improving the ability of grade VII students of Al-Hamidiyah Junior High School Palembang. Interaction and cooperation between students in the learning process not only helps in understanding concepts more deeply, but also strengthens social relationships between them. Therefore, *the peer tutoring* strategy deserves to be recommended as an effective learning method in developing students at various levels of education, and has great potential to provide long-term benefits in strengthening communication and collaborative skills.

Based on the results of the pre-test, the researcher chose to apply the peer tutoring approach in Arabic language learning to improve students' speaking skills (maharah kalam). This approach is expected to motivate students to learn as well as improve their learning outcomes. Follow-up evaluation is carried out on the material that has been studied.

CONCLUSION

Application of learning models peer teaching combined with media YouTube proved effective in improving the Arabic speaking skills (maharah kalam) of grade VII students at Al-Hamidiyah Junior High School Palembang. This strategy successfully overcomes the main obstacles in maharah kalam learning such as lack of confidence and monotonous learning methods (Rohayati 2018). Through the active involvement of students as peer tutors and the use of relevant video content from YouTube, the learning process becomes more interactive, fun, and contextual (Bambang Prasetyo 2014b). The results of the evaluation of the pre-test

and post-test showed a significant increase in student learning outcomes, as evidenced by statistical tests (normality, homogeneity, and paired sample t-test). The use of this method also strengthens social and communication skills between students through small group dynamics and active collaboration (Nurani, Qaaf, and Aripin 2023). Therefore, the Digital Media-Based Peer Teaching such as YouTube deserves to be used as an alternative learning model to improve Arabic language skills effectively and comprehensively in the educational environment.

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