IMPLEMENTATION OF PEER TUTOR LEARNING METHODS IN SOCIAL SCIENCE LEARNING 2019/2020

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ABSTRACT

Methods in learning are not only to facilitate the learning process but also to build motivation to learn, joy, pleasure and also comfort for students. There are various methods that can be used by teachers, including the peer tutoring method to increase student motivation, especially in social science lessons. Peer tutoring is one of the active learning-based learning methods that provides opportunities and encourages students to learn something well, and at the same time becomes a resource for others. The objectives of this study are: 1) to describe the steps for implementing the peer tutor learning method in social science learning at SMP Negeri 2 Maron Probolinggo in the academic year 2019/2020 2) the supporting factors for the implementation of the peer tutor learning method Learning Social Sciences at SMP Negeri 2 Maron Probolinggo Academic Year 2019/2020 3) Inhibiting factors for the implementation of peer tutor learning methods in learning Social Sciences at SMP Negeri 2 Maron Probolinggo for the 2019/2020 academic year. This study uses a qualitative approach with descriptive qualitative research type. Determination of research subjects using purposive techniques, data collection techniques using the method of observation, interviews, documentation. The results obtained from this study are: 1) the steps of the implementation of the peer tutor learning method at SMP Negeri 2 Maron include: a) educators explain the topics and learning objectives b) divide students into groups of 4-6 students, each group contains c) a few minutes later, one member of each group takes turns teaching their findings in front of the other groups. d) teacher provide problem conclusions and problem solving so that students’ understanding is uniform. 2) The supporting factors of the implementation of the peer tutor method include the interaction between teachers and students, student interest and student comfort. 3) Inhibiting factors from implementing the peer tutor method include the lack of tutor preparation, the condition of students in the classroom, and inadequate infrastructure.
ABSTRAK


Kata kunci: Metode tutor sebaya, Pembelajaran IPS

INTRODUCTION

Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 65 of 2013 concerning Standards for the Primary and Secondary Education Process in the section of CHAPTER I Introduction explains that the learning process in academic units is held interactively, inspiringlly, fun, challenging, motivating students to participate actively, as well as providing sufficient space for the initiative, creativity, and independence by talents, interests, and physical and psychological development of learners. Each education unit carries out learning
planning, implementation of the learning process, and assessment of the learning process to improve the efficiency and effectiveness of achieving graduate competencies (Muhaimin 2003).

Following the education unit that an educator must be able to foster motivation, challenges, fun, inspiration, and interactive learning in education, a method is needed in the teaching and learning process where an educator or teacher can convey the subject matter to students and also students can absorb what is meant by the teacher well.

The teaching method is one of the tools that help the success of the teaching and learning process. According to the Medley cited by Muhaimin in 98 Discourses on the Development of Islamic Education, there are several assumptions of teacher success, which in turn are used as a starting point in their development, namely: first, the premise of teacher success depends on his personality; secondly, the assumption of teacher success relies on the mastery of the method; third, the belief of teacher success depends on the frequency and intensity of the teacher's interactive activities with students; and fourth, the assumption that whatever the basis and reason for the teacher's appearance is the most important thing as a sign of having insight, there is an indicator of mastering the material, there is an indicator of getting the teaching and learning strategy.

Methods in learning are not only to facilitate the learning process but also with appropriate learning methods that can increase student learning motivation. Not all learning methods can build student learning motivation; the methods used by teachers can make cheerfulness fun and comfortable for students. Various ways can be used by teachers, including the peer tutor method, peer tutoring is used as one of the methods to increase learning motivation in students, especially in social science lessons.

According to Silbermen (Siburmen 2001), Peer tutoring is one of the active learning-based learning strategies. Some experts believe one lesson is truly mastered only when the learner can teach it to another. Teaching peers provides opportunities and encourages learners to learn something well; at the same time, it becomes a resource for others. Peer teaching is an effective way to produce peer teaching skills.

According to Suharsimi (Arikunto and Suharsimi 2002), sometimes, a student is more receptive to the information given by my deskmates or other friends because there is no reluctance or embarrassment to ask questions. Teachers can ask for help from children who explain to their friends. This implementation is called a peer tutor because it is almost the same age.

Supporting factors of peer tutor learning methods are the interaction between teachers and students, students' interest in participating in learning is relatively high, teachers and students are more familiar with the learning process so that there is a lively, active, and comfortable atmosphere between students and students and students with teachers, the involvement of peer tutors in class study groups makes the classroom atmosphere more exciting and more active (Anggorowati and Pusporini 2011).
Peer tutors can also cultivate a good personality for students, as is the case with Bandura's theory in educational journals, which says that the determining factors of nature are cognitive factors, such as memory, anticipation, planning, and assessment ability. Still, according to this theory, individuals do not stand alone in producing behavior. Bandura, in social learning theory, gives the term reciprocal determinism to describe the process of mutual influence between individuals and the environment of influencing each other in response to the situation at hand (Mahabbati 2012).

This social learning theory states the existence of agency traits in personality, namely the ability to explore dynamically, manipulate, and influence the environment for desired results. The four core properties of this agency are:

1. The ability to regulate behavioral intentions following the consequences of behavior.
2. Predicting behaviors that can generate desires and vice versa.
3. Regulating self-reactions based on the achievement of behavioral goals.
4. Self-reflection on motivation, value, meaning, purpose, and behavioral effects.

The result and nature of agency is self-confidence in the child.

So in Bandura's theory, it can be known that in learning a person needs others who can influence his learning process, especially the social environment that is suitable for learning so that students can receive learning well.

Students using the peer tutor method can be directly involved in the learning process, and even this method makes it easier for the teacher in the teaching process, with this method, students can exchange ideas and share opinions with other students, and these activities can help students in increasing their learning motivation, curiosity and not wanting to be outdone by other students can make them want to continue learning and try to be the same as their peers.

Students in the peer tutor method are used as subjects to explain related to what they understand, this activity can increase students' understanding and also make their peers understand the material they present. In this method, students can have a high sense of responsibility, and self-confidence that makes them independent and loyal to their friends.

According to Ahmadi and Joko Prastyo (Emzet 2016), the advantages of the peer tutor method are as follows: a) Sometimes the results are better for some children who have fear and are reluctant to their teachers. b) For the tutor's tutoring work, there will be consequences for the concepts discussed. c) For tutors, it is an opportunity to train themselves, holds a sense of responsibility in carrying out a task, and practice patience. d) Strengthen relationships with fellow students to strengthen social feelings.

Based on observations made at SMP Negeri 2 Maron Probolinggo located in Wonerojo Village, Maron District, Probolinggo Regency, an overview of the learning process and student conditions during learning took place, the learning process took place with one of the teachers
teaching students using the lecture, question, and answer method, where it was found that students still did not play an active role in the learning process, even though the teacher conducted a question and answer was still unable to arouse the motivation to learn some students in class VII, some students still seemed not to pay attention to learning, embarrassed to ask questions, joked with other friends and played ballpoint pens during the learning process.

Teachers use the learning process with the group discussion method, which is carried out by dividing students into five discussion groups, wherein in the group, several students exchange ideas and share opinions. In this method also, not all students understand and try to understand the material being discussed, some of them still behave indifferently to what their group has discussed.

Seeing the condition of students like this, the teacher has the initiative to use the peer tutor method, where students are asked to explain to their peers the material that has been delivered by the teacher, with this method, students are more active and more focused and listen to their peers, curiosity arises, students begin to wonder to their peer tutors about the subject matter they have. This peer tutor method can re-increase the motivation of students at that time. Teachers choose the peer tutor method because it follows curriculum 13, which focuses on helping students to learn independently and find as much information as possible.

Student achievement in learning is significant as a reference for teachers to see the development of student learning achievement and see the achievement of understanding objectives that have been expected by teachers towards students in the learning process, the achievement of the results of the application of peer tutor education methods at SMP Negeri 2 Maron is entirely satisfactory, these results are described in the following table:

<table>
<thead>
<tr>
<th>No.</th>
<th>NAME</th>
<th>SCORE</th>
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<tbody>
<tr>
<td>1</td>
<td>Abdur Rohman</td>
<td>75</td>
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<tr>
<td>2</td>
<td>Alpiyan</td>
<td>0</td>
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<tr>
<td>3</td>
<td>Amay Anjely</td>
<td>78</td>
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<tr>
<td>No.</td>
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<tr>
<td>4</td>
<td>Amelia Rahayu</td>
<td>82</td>
</tr>
<tr>
<td>5</td>
<td>Anas Ma'ruf</td>
<td>75</td>
</tr>
<tr>
<td>6</td>
<td>Ayunda Putri Andini</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>Cindy Aris Septiani Putri</td>
<td>86</td>
</tr>
<tr>
<td>8</td>
<td>Diana Susilowati</td>
<td>77</td>
</tr>
<tr>
<td>9</td>
<td>Dimas Aditia</td>
<td>75</td>
</tr>
<tr>
<td>10</td>
<td>Dwi Nur Wahyudi</td>
<td>82</td>
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<tr>
<td>11</td>
<td>Hopsa Wati</td>
<td>82</td>
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<tr>
<td>12</td>
<td>Iman Arisal</td>
<td>78</td>
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<tr>
<td>13</td>
<td>Indah Febriyanti</td>
<td>75</td>
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<tr>
<td>14</td>
<td>Miftahul Jannah</td>
<td>82</td>
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<td>15</td>
<td>Miqdam Iradit Yuskriansyah</td>
<td>75</td>
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<td>16</td>
<td>Moch Fery Saputra</td>
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<tr>
<td>17</td>
<td>Moh. Nafisalil Akbar</td>
<td>75</td>
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<tr>
<td>18</td>
<td>Mohammad Abi</td>
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<tr>
<td>19</td>
<td>Muhammad Nabil Aufa</td>
<td>75</td>
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<td>20</td>
<td>Muslim Maulana</td>
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<tr>
<td>21</td>
<td>Nor Mohamad Sole</td>
<td>75</td>
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<tr>
<td>22</td>
<td>Nurul Hadi Ryansyah</td>
<td>75</td>
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<tr>
<td>23</td>
<td>Rian Ike Wardana Ningsih</td>
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<td>24</td>
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<td>Sita Wil Gunati</td>
<td>82</td>
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<tr>
<td>26</td>
<td>Siti Nurika Maulidia</td>
<td>84</td>
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</tbody>
</table>
Based on Table 1, it can be concluded that the score data of class VII A student shows high learning motivation. This can be seen from the daily scores of most students achieving scores above the Minimum Completion Criteria (KKM), with a minimum score of 75. Of course, this value can be obtained because of a teacher's creativity in managing classes by developing peer tutor learning methods during the learning process.

With the problems above, researchers are interested in researching further about the implementation of this peer tutor method by discussing the steps and supporting factors and inhibiting aspects of the performance of the peer tutor method. Therefore the researcher chose the title Implementation of Peer Tutor Learning Methods in Social Science Learning at SMP Negeri 2 Maron Probolinggo Academic Year 2019/2020.

**Literature Review**

Peer Tutor Method

Teaching peer tutors is a technique for delivering teaching materials through colleagues or the help of one's friends. Students in the group also discuss the material for the assessment (self-assessment and peer assessment). However, grades are eventually derived from teacher and peer tutor assessments. From this definition, teachers must be able to modify peer teaching methods to be suitable for students, especially in the assessment section (Santoso, Riyanto, and Haris 2018).

According to Benny. A in Firianto (Fitrianto and Amin 2018) states that "the peer tutor method can be interpreted as the presentation of information, concepts, and principles that actively involve students in it," In connection with this, Suherman in Anggorowati said that peer tutors are a group of students who have completed the subject matter, assisting students who have difficulty in understanding the subject matter they are studying, while according to Arikunto in Budi Kristina, a peer tutor is someone or several students who the teacher appoints as a teacher's assistant in guiding classmates to carry out improvement programs.

According to Ahmadi and Joko Prastyo in Emzet (Emzet 2016), the advantages of the peer tutor method are that sometimes the results are better for some children who have fear and reluctance towards their teachers, for tutors tutoring jobs will have consequences for the concepts discussed, for tutors, it is an opportunity to train themselves, hold a sense of responsibility in carrying out a task, and practice patience, Strengthen relationships with fellow students to strengthen social feelings.

(Rubiyanto and Rubiono 2014) The peer tutor method is a learning model where students teach each other their friends. They engage in educational interaction and discussion to master the lecture material, convey it to their group, and answer questions from their group of friends. Teletak
learning activities in students, the role of lecturers, in this case, is only as a facilitator / regulate how this condition can occur.

(Arjanggi, Ruseno, and Suprihatin 2010) The peer tutor method is a learning method that is carried out by empowering students who have a high absorption of the student group itself to become tutors for their friends, where students who are tutors are tasked with providing learning materials and exercises to their friends (tutee) who do not understand the material/exercises given by the teacher based on the rules that have been mutually agreed upon in the group. So that a group learning atmosphere will be built that is cooperative rather than competitive.

(Santoso, Riyanto, and Haris 2018) The learning method that is suitable for the interaction in the class is peer tutoring (peer teaching) because there is a complete interaction between students in teaching and learning activities, where some of these students act as educators and other students act as students. Peer tutoring is known for peer learning or between learners. This can happen when learners are better able to get their work done and then help other underprivileged learners. Alternatively, a particular time each day should be allocated so that students help each other either one-on-one or in small groups. In peer teaching, the role of teachers as facilitators and mentors are limited. The teacher only intervenes when it is essential for the student.

(Rosanti 2018) To maximize the results obtained in the learning of peer tutors, the material chosen should be material that has been mastered by peer tutors so that peer tutors can convey the material to their peers well.

(Hayati, Sari, and Djamnika 2018) One study proved that discussion activities on the peer tutor model step can improve students’ communication skills. The improvement in communication can be seen in the child's learning achievement in flat building materials. Students with good communication during learning shown in discussion activities have a value that tends to be reasonable compared to less active students. However, not all involved students can apply ideas or ideas during written tests. So, it is necessary to conduct further research related to whether there is a correlation or a clear relationship between mathematical communication and children's learning achievement and with other models or methods.

S. Nasution in Nadir (Nadir 2009) defines social studies as a subject that functions or combines several social issues. It is stated that social studies are part of the school curriculum that deals with the role of humans in a society consisting of various subjects such as History, Economics, Geography, Sociology, Anthropology, and Social Psychology.

The main objective of Social Science is to develop the potential of students to be sensitive to social problems that occur in society, have a positive mental attitude towards all inequalities that happen, and be skilled in overcoming every situation that occurs daily both that affects itself, and that afflicts society (Mutakin 2002).
The scope of social studies teaching includes the problems of human life and society (broad and local). Social studies teaching examines human life, economy, society, culture, law, politics, geographical history, and even religious life. In short, IPS studies and looks at human life systems on the surface of the earth in their social context or humans as members of society (Soemantri and Numan 2001).

**METHODE**

This research uses a qualitative approach with a descriptive qualitative type of research. Determination of research subjects using purposive techniques includes the principal, curriculum waka, social studies teachers, and students. Data collection techniques use methods of observation, interviews, and documentation.

The observations used were participants. The words intended to obtain data on actual human behavior and obtain new possibilities not contained in the literature, documentation, or from the results of interviews and to strengthen other data collection methods. This observation method is used to obtain data on teacher activities during the teaching and learning process and student activities in teaching and learning activities.

The type of interview that researchers use is an open or unstructured interview. The interviews used to obtain data are in the form of steps, supporting factors, and inhibiting factors for implementing peer tutor methods in learning Social Sciences at SMP Negeri 2 Maron for the 2019/2020 Academic Year. The documentation method is to find data to find out things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, more extended agendas, and so on (Arikunto and Suharsimi 2010).

**RESULTS AND DISCUSSION**

**Steps for Implementing Peer Tutor Learning Methods in Social Science Learning at SMP Negeri 2 Maron Probolinggo Academic Year 2019/2020**

The steps for implementing the peer tutor method learning at SMP Negeri 2 Maron are not much different from the steps for implementing the learning method presented by Isman in Murtadho as follows:

**Educators Explain Topics, Learning Objectives and Steps/Activities that Students will go through.**

Before the lesson, the teacher conveys the learning objectives and topics first to his students. This was conveyed by Drs. Supandi, M.M, as the principal of SMP Negeri 2 Maron as follows:

"The steps for implementing the peer tutor method are, of course, starting from explaining the material we will convey, what our learning objectives are on that day, then we explain. The learning process of the methods to be used was explained first, followed
up with group work with a peer tutor system, usually in the old RPP. Still, now the one-sheet RPP model is no longer completely decomposed, but if the old RPP has been completely parsed."

The delivery of materials, learning objectives, and steps started before forming the discussion group. The principal said all the goals and actions were already listed in the RPP. The teacher carries out the delivery of learning objectives so that students know what to achieve from teaching and learning activities at that time. Students are also given directions on the steps of the learning process that will take place.

The delivery of topics and learning objectives, and also Hamalik also explains the introduction of learning materials in his theory that the teacher forms a sub-subject containing the title, understanding goals, and instructions for the implementation of tasks that must be completed, in view Hamalik said in the performance that there is a step where each teacher meeting gives an introduction in advance about the material taught (Hamalik 2017).

Dividing Students into Groups of 4-6 Students Equally (Each Group Has Smart Learners).

After the delivery of the topic, the learning objectives, and the activity step, the second step is to divide the learners into groups. The division of groups at SMP Negeri 2 Maron is formed according to the conditions of the students. The formation of groups is adjusted to the level of intelligence of students. The level of intelligence of students affects the selection of tutors. In determining groups, each teacher has a different way. Still, the division of groups is also considered by the teacher so that students feel comfortable when discussing with their groups, such as social studies teachers forming groups that are by the student's condition and determining tutors based on the teacher's absence and assessment of students.

The selection of tutors has been determined by the teacher concerned. In the section of tutors, the teacher must know the students' abilities, and the teacher must also pay attention to certain things for consideration. The teacher appoints students as tutors to deliver material to other students. The formation of groups at SMP Negeri 2 Maron is based on the condition of students with their level of intelligence. Teachers form the shape groups by reading out class attendance and selecting tutors according to the student's ability to knowledge and delivering material to his friends.

In the Group, Students Learn from and with Other Friends in a Mutually Beneficial Way and Share Knowledge of Each Other's Ideas and Experiences.

The discussion group exchanged opinions and cooperated in completing tasks from teachers, exchanged ideas, and united. In group discussions, students are asked to express their views and work together with friends in their group. This relates to the next step, where each group member must provide their responses and opinions, which will later be united in one conclusion, and each group formulates the results of its discussion in one decision based on mutual agreement.
opinions, work together in completing tasks given by the teacher, and write down the discussion results in a paper. The conclusion of the discussion results is written based on the agreement of the group members.

A few minutes later (about 20 minutes), one of the members of each group took turns teaching his findings in front of the other group.

The discussion results were then presented by one of the representatives of their respective groups in front of the class. The submission of findings from the discussion results is delivered by students represented by one of the representatives from each group. The delivery becomes different when the peer tutor method is combined with other ways, such as the Jig Saw learning method. When the peer tutor learning method is combined with the jig, saw learning method, discussion results are delivered in rotation by one-on-one members in each group.

Each Group is Asked to Provide a Response (Criticism, Suggestions, Opinions, Statements and Comments)

After completing the learning material, each group was asked to provide feedback on criticism and suggestions to the group that had presented the results in front of the class. The teacher asked each group to respond, but neither group gave a response, so the teacher gave a quiz with a different grade reward to the students who could answer. Only a few differences of opinion arose from the results of the students' submissions, so the teacher noted the slight differences to be straightened out. The submission of responses when the group finished presenting the discussion results at SMP Negeri 2 Maron, especially class VII, still needed to be more active. Students were more involved in responding to questions during group discussions.

Students of each group only discuss differences of opinion as a step that conveys that differences of opinion are concerned once the problem is solved. Each group makes it difficult to respond to other groups. The views in each group are the same, and only a few differences arise. When a slight difference occurs, the next step is to record every new problem to the teacher and give a solution.

The Teacher Provides Problem Conclusions and Problem Solving so that Students' Understanding is Uniform.

The teacher gives a conclusion at the end of the lesson, but during the learning process, the teacher guides the students, so there is no material misunderstanding. The teacher gives a conclusion at the end of the lesson. Still, during the learning process, the teacher guides the students so that there is no material mismanagement, as conveyed by Mrs. Asiatingsih as a class VII social studies teacher as follows:

"Then the teacher when learning takes place, the traveling teacher controls the group to be guided so that the implementation of the peer tutor method remains under control, worrying that the concepts conveyed by smart children to children who are not smart are
wrong, so there must still be guidance from the teacher. Later, it will be given a conclusion at the end of the lesson. During the learning process, the teacher usually guides.”

The teacher emphasized that when the teacher does not guide, there will be a misconception because the teacher has prepared the concept from the beginning. It is not a misconception but a mistake in the delivery of material. Hence, a teacher's concern is that the delivery of material from students to their peers differs from what the teacher conveys to the student who is appointed as a tutor. Then only then does the teacher give a conclusion so that differences of opinion can be resolved and students’ understanding becomes uniform. And the last step of the Assessment is carried out by educators during the learning process, and the teacher gives an assessment to the students when the teacher guides and controls the learning process.

Guidance is carried out by the teacher of SMP Negeri 2 Maron during the learning process so that the delivery delivered by students is in line with the goals set by the teacher. The teacher also provides conclusions at the end of the learning to equalize students' understanding of the material discussed. When the learning process takes place, the teacher also provides an assessment of the activities carried out by students in class and a review of the discussion results.

Supporting factors of the implementation of peer tutor learning methods in social science learning at SMP Negerie 2 Maron probolinggo for the 2019/2020 academic year.

Based on the implementation of the peer tutor learning method at SMP Negeri 2 Maron, there are supporting factors from the implementation of peer tutor method learning at SMP Negeri 2 Maron as follows:

The existence of interaction between teachers and students,

The interaction between teachers and students is the main factor in implementing peer tutor learning methods. Teachers also play a role in the implementation of peer tutor learning methods in the sense of providing guidance, direction, and also teaching-related material. Teachers in the performance of learning not only to guide students who become tutors but also supervise and control the course of discussions in the learning process.

The interaction between teachers and students at SMP Negeri 2 Maron in the form of oral guidance, supervision by visiting each group, as well as material explanations to students who do not understand the discussion material during learning activities, teacher and student interaction, is a supporting factor to be able to condition students, just as giving punishment to delinquent students is also a direct interaction of teachers with students. Students' interest in participating in learning is relatively high. Students' interest in education is a supporting factor in implementing peer tutor learning methods. This can be seen from the impact of peer tutor learning methods which significantly influence children's interest in learning. This was also conveyed by Mrs. Asiatingsih, S.Pd. as the curriculum waka, as follows:

"The application of the peer tutor method has a great effect because if only teachers who
teach are not possible, the curriculum now is not what it used to be, now teachers have nothing to indoctrinate. Curriculum 13 lets students seek information on their own, such as understanding needs. For example, the same teacher should not maybe be given an example of a need, so it should not be dictated, ifappointing one of the students is allowed. So it has a big effect, sometimes children listen to their friends more than their teachers, those naughty children listen more to their friends if smart children have indeed listened."

The class VII social studies teacher explained that the students who are challenging to condition are naughty, namely students who usually rame and do not listen to the teacher's explanation, so the teacher must choose a suitable method, one of which is with this peer tutor method to attract students who do not listen. The interest in learning students at SMP Negeri 2 Maron is relatively high when using the peer tutor learning method. Students are more interested and listen to learning materials in class. Teachers and students are more familiar in the learning process so that there is a lively, active and comfortable atmosphere between students and students with teachers.

The peer tutor learning method makes it easier for teachers to convey material to their students. With the peer tutor method, teachers can feel more helped in conditioning students and understanding learning materials. Likewise, students are more comfortable asking their friends. When the researcher observed the process of teaching and learning activities, the researcher found that the members of each group cooperated and shared information. The tutor or group leader asked what the group members needed help understanding. The group leader explained the material the group members did not need help understanding. In the group, some members still joked and messed around. They can still participate in group discussions and do not abandon their responsibilities in the group. Group members feel happy and comfortable being able to discuss together with their friends.

The peer tutor method is more effective and suitable to be done at SMP 2 Maron according to the existing student conditions, where by applying the peer tutor method, it will be easier for teachers to condition students and raise students' enthusiasm, student comfort while studying and students are more courageous to ask questions.

The involvement of peer tutors in class study groups makes the classroom atmosphere more exciting and active.

The principal revealed that the peer tutor method is applied when it is by the learning material. Although only a few materials can be used using this method, the peer tutor learning method is perfect and profitable for students, where students can freely search for the information they want to know. This peer tutor method can be done on all subjects. One of them is Social Science subjects on certain learning materials. The tutor's role is significant in building the spirit of learning from the members of the discussion group, how the tutor can condition the members of his group and communicate well in his group so that group members feel more comfortable learning.
Inhibiting Factors of The Implementation Of Peer Tutor Learning Methods In Social Science Learning At SMP Negeri 2 Maron Probolinggo Academic Year 2019/2020

Based on the implementation of the peer tutor learning method at SMP Negeri 2 Maron, there are inhibiting factors from the implementation of peer tutor method learning at SMP Negeri 2 Maron as follows:

Lack of preparation from the tutors, this is due to the limited time so that no training is held for the tutors.

According to Yenni, detailed guidance is often carried out in social studies subjects, but now the advice is rarely carried out by teachers. However, even though there is rarely exceptional guidance, teachers still guide students when learning takes place.

Based on the observations of researchers in class VII C that the teacher guides when learning takes place, precisely when a group will be formed, but the researcher did not find exceptional guidance for tutors outside of subject hours, detailed advice is no longer carried out because time is not sufficient to be able to provide outstanding guidance to each tutor. The facilities and infrastructure in the classroom still need to be improved, one of which is due to the absence of supporting facilities and infrastructure, such as laptops and LCDs, at the school. It also hinders the process of teaching and learning activities in the classroom.

The inhibiting factor in implementing the peer tutor learning method at SMP 2 Maron is that there is no longer any particular guidance for tutors due to time constraints, so tutors do not have careful preparation when this peer tutor learning method takes place. Yenni has obtained exceptional guidance as a class VII C student in social studies learning from her statement as follows:

"There is special guidance from the teacher, but the guidance is rare. Usually, there is often guidance from Monday, Tuesday to Thursday, and the teacher guides about the learning materials from the front, the tutor is called by the teacher and gets an explanation of the material to be discussed first, then the tutor is asked to convey to the other children."

According to Yenni, detailed guidance is often carried out in social studies subjects, but now this guidance is rarely carried out by teachers. However, even though there is rarely exceptional guidance, teachers still guide students when learning takes place. Another obstacle is the limited facilities and infrastructure that can support teaching and learning activities, which need to be improved.

Learning activities that are not conducive to this can be seen from too many students, so in learning the peer tutor model, the arrangement of students in discussion activities is sometimes difficult to control.

In the discussion takes place, so, in this case, the teacher also occasionally rebukes students.
who mess around during learning.

The learning resources used by students during the implementation of peer tutor learning are package books and student worksheets. However, the obstacle is that some students still need to receive package books, so learning resources are not adequate. Another block is when students must remember to bring the book in question as a source of information during learning.

**CONCLUSION**

The steps for the peer tutor learning method at SMP Negeri 2 Maron Probolinggo are to start teaching and learning activities with an opening through reading do'a together, singing the song Indonesia Raya, attracting routine charity money, delivering lesson materials, and also learning objectives. The Core activity begins with providing introductory material to students, then continues to give questions by appointing several students to answer and forming groups through class attendance by establishing several students to be used as tutors or group leaders in each group. All groups are asked to do the assignments given by the teacher and then present the results of the discussion represented by each group representative. After the presentation, each group collects the results of the answers from the teacher. The closing activity ends with a conclusion by the teacher by straightening out the solutions and corroborating the material that has been discussed. Then the teacher gives an evaluation by asking students to do assignments at home.

The supporting factors for the peer tutor learning method found at SMP Negeri 2 Maron are that this method is more effective, each group cooperates and shares information, what is not understood by group members can be asked of the tutor or group leader without shame, students are freer to seek information, students can appreciate each other, students can have a sense of responsibility in carrying out the mandate of the teacher, students can practice skills in delivering material, and students feel comfortable and happy so that it is easier to understand learning materials, especially Social Science subjects.

The inhibiting factor in the peer tutor learning method found at SMP Negeri 2 Maron is that students still need to be more serious about participating in learning activities due to a lack of control by teachers and tutors in conditioning discussion groups. Some students still need to give opinions when the discussion takes place.
Referensi


