

Active Learning Strategy Through Peer Lesson: An Effort to Instill Positive Behavior in Elementary School

by Idi Warsah

Submission date: 28-Jan-2021 11:02AM (UTC+0700)

Submission ID: 1496002960

File name: 8.pdf (207.68K)

Word count: 5872

Character count: 31482

Strategi Pembelajaran Aktif Tipe *Peer Lesson*: Upaya Menanamkan perilaku positif Siswa Sekolah Dasar

Active Learning Strategy Through *Peer Lesson*: An Effort to Instill Positive Behavior in Elementary School

Darfi Hani¹, Sugiatno², Rini³, Idi Warsah⁴

^{1,2,3,4}Institut Agama Islam Negeri (IAIN) Curup, Bengkulu, Indonesia
idiwarsah@iaincurup.ac.id

Received:07-07-2020

Accepted:30-09-2020

Published:20-10-2020

How to cite this article:

Hani, D., Sugiatno, Rini, & Warsah, I. (2020). Active Learning Strategy Through *Peer Lesson*: An Effort to Instill Positive Behavior in Elementary School. *Pedagogik Journal of Islamic Elementary School*, 3(2), 1-14.
<https://doi.org/10.24256/pijies.v3i2.1450>

4

Abstract

The current study aimed to find a portrayal of learning activities held by teachers using a *peer lesson* strategy in grade VI students at SDN 02 Lebong Sakti. This study used a qualitative approach, and the teachers at the aforesaid school were involved as the key informants. The data were collected using virtual interviews because this study took place in the period of co-19 pandemic. This study concluded that: The application of *peer lesson* method conducted by teachers, especially Islamic education teachers, not only gave a new color to students so that they could engage in learning, but also could have a positive impact on the formation of students' behavior, such as: having independence in learning, getting increases in curiosity and the courage to raise opinions in front of the class in a polite manner, experiencing high enthusiasm, and building up mutual respect for fellow students.

Keywords: Learning Strategies, Positive Behavior, *Peer Lesson*

Abstrak

Penelitian ini bertujuan untuk menemukan gambaran tentang aktivitas pembelajaran yang dilaksanakan oleh guru dengan menggunakan strategi *peer lesson* pada siswa kelas VI di SDN 02 Lebong Sakti. Penelitian ini menggunakan pendekatan kualitatif dan sebagai informan kunci adalah para guru di sekolah tersebut. Data dikumpulkan melalui wawancara virtual karena mengingat penelitian berlangsung bersamaan dengan masa pandemi covid-19. Penelitian ini memperoleh simpulan bahwa; penerapan metode *peer lesson* yang dilakukan oleh guru terutama guru PAI disamping memberikan warna baru bagi siswa agar dapat melibatkan diri dalam pembelajaran juga dapat berdampak positif bagi pembentukan perilaku siswa, seperti: memiliki kemandirian dalam belajar, meningkatnya rasa ingin tahu dan berani mengemukakan pendapat di depan kelas dengan cara yang santun, antusias yang tinggi, dan rasa saling menghargai sesama teman belajar.

Kata Kunci: Strategi Pembelajaran, Prilaku, Positif, *Peer Lesson*

Introduction

The term education, when viewed from a psychological perspective, is ² a human effort to cultivate and develop the innate potentials both physical and spiritual in accordance with the values that exist in society and culture (Rahman et al., 2018; Setiardi & Mubarak, 2017; Warsah, 2020b; Yunarti, 2017). When viewed in terms of the term education is a process of improvement, strengthening, and refinement of all human abilities and potentials (Daheri & Warsah, 2019). Education can also be interpreted as a human effort to foster their personality according to the values and culture that exist in society (Warsah, 2017). Even the term education is an effort to educate people towards the expected behavior change (Warsah, 2018).

This effort can certainly be realized through good learning in all aspects such as standard school management, professional teachers and education personnel, adequate facilities and infrastructure, and others (Warsah & Uyun, 2019). If these standards are met, the learning process will be able to lead to success and it is marked by changes in the behavior of these students. So that in Islamic education, learning is an effort carried out with the aim of humanizing humans (Nurbaiti, 2019; Rozak & Mulyati, 2018; Sumantri & Ahmad, 2019). That is, the most important change in this process is for humans to be able to understand the essence of themselves as beings, namely to devote themselves totally to Allah and at the same time become His mandate in an effort to protect this universe.

Regarding the educational process, before the child enters the school environment, even in the womb, parents play a major role in instilling good behavior in their children (Anisah, 2017; Sutika, 2017), until the child gets to know the school environment to increase knowledge, even improve behavior positive child. This implicitly gives the message that home is the first school for children. Parents' behavior will become material and model for their children, especially during their development.

It may be that bad behavior in children is the result of adoption from the behavior of their parents or their closest ones at home (Daheri & Warsah, 2019; Gazali, 2018). Or maybe there are still parents who don't pay attention to their behavior when in front of children, for example speaking harshly and unkindly so that when children hang out with their peers, they do this and take it for granted because they often hear at home (Setiardi & Mubarak, 2017). Without realizing it, this behavior is considered

bad behavior. So it can be concluded that one of the efforts to instill positive behavior in students is the support and awareness of parents and teachers. This synergy is very necessary because the development of children's behavior at elementary school age is usually also influenced by peer interaction.

Positive behavior in students is very important because having good behavior, students can be good examples for friends, both at school and in the community (Tusyana et al., 2019). Students who have good behavior do not only know how to tell their friends but also to older people, even to people they just met.

An elementary school environment is a place where children or students begin to get to know each other, including various kinds of attitudes and characteristics of friends (Aziz, 2015). When they have instilled trust between them, the process of imitating friends' behavior has begun to process (Khaironi, 2017). Especially in school students can get in line more easily, first whether the attitude is appropriate to be imitated or not so that many students behave dishonestly. In other words, the behavior of all the behavior of their peers sometimes does not make children better off, it can even be worse. This assumption gives a message that the school must try to find patterns so that students can understand and realize how they do not behave in accordance with Islamic teachings.

Of course, the procedures for good behavior must be considered by teachers at every level of education, especially in elementary schools (SD). In line with the subject of this study, SDN 02 Lebong Sakti is located in Lebong Regency, Bengkulu. In addition to being affordable by the researcher, this subject selection is also supported by the family background of students who come from middle to lower families with their parents' jobs as farmers. This profession makes their parents spend more time in the fields and where their parents leave in the morning and return home in the afternoon, even into the evening.

Based on preliminary observations, the children who attend SDN 02 Lebong Sakti received less attention from their parents, especially guiding children in their daily interactions with schoolmates (Observation, 12 January 2020). Of course, this association is separated from the observation of parents. By the role of teachers in SDN 02 Lebong Sakti school, it is highly hoped that in fostering and instilling positive behavior in every student in the school by always innovating with both the methods

used in the classroom and outside learning. The strategy that has been implemented by the teacher is the peer lesson type active learning strategy.

This peer lesson is a strategy that teachers use to achieve learning goals (Relita et al., 2017; Zam & Kusyairy, 2016). Peer Lesson is also often known as learning from friends, where this strategy is done by forming groups. In this group, the teacher has provided material to each group after students must understand the material or lesson that has been given by the teacher to explain to friends or to other groups (Suketi, 2019). The teacher can give suggestions to students such as using visual aids, preparing the necessary media, or using relevant examples. After all, groups carry out their duties, the teacher conveys and clarifies if there is something that needs to be straightened out from the students' understanding. So, every student is invited to actively participate in the learning process, not only mentally but also physically. That way they can learn in a more fun way so that their learning activity increases which are built on more optimal learning.

This Peer Lesson strategy is designed to increase students' sense of responsibility independently and demand positive interdependence on their group friends because each group is responsible for mastering the learning material that has been determined and teaching or delivering the material to other groups (Aziszah, 2019). This strategy certainly has benefits for students who take part in the process of teaching and learning activities.

When the teacher in carrying out assignments is only monotonous and never takes innovative steps or only tells stories and lectures in front of the class, of course, it will not give maximum results to students and will even bore students. A good learning indicator is learning that invites students to be active in the learning process, namely by listening, seeing, asking questions, and discussing them with others. Students need to describe things in their own way, show examples, try to practice, and do tasks that require the knowledge they have to acquire. So, the benefits of implementing the Peer Lesson strategy for students are that the brain works actively, increases learning activeness, maximum learning outcomes do not easily forget the subject matter, the learning process is fun, curiosity is high, and of course can respect other friends more. when giving an opinion. So, the benefits of implementing the Peer Lesson strategy for students are that the brain works actively, increases learning activeness, maximum learning outcomes, does not easily forget the subject matter, the

learning process is fun, curiosity is high, and of course they can respect other friends more when giving an opinion (Zam & Kusyairy, 2016).

The Peer Lesson strategy also certainly has advantages and disadvantages. The advantages of the Peer Lesson strategy are that students are taught to be independent, mature, and have a high sense of friendship (Relita et al., 2017). This means that in the implementation of learning, children who are considered smart can teach or become tutors for students who are less intelligent or behind. Students also find it easier and freer in conveying the problems faced so that the students concerned are motivated to learn good teaching materials, making students who are less active become active because they are no longer embarrassed to ask questions and express opinions freely. Apart from the advantages of this Peer Lesson strategy it also has disadvantages including, not all students can convey material clearly to their friends, not all students can answer questions from their friends, and sometimes there are students who underestimate because the teaching is their own friend.

Based on the background explanation above, the positive behavior of children can be fostered through the learning process and it is the obligation of every teacher to make new breakthroughs so that the learning process is not only an activity that aims to provide certain knowledge to students but more than that. A good learning process will be seen in its performance indicators holistically, meaning that it is not only measured there is students' ability to absorb information cognitively, but also can be seen in their behavior changes towards a more positive direction. In order to get an overview of the peer lesson strategies carried out by teachers, especially Islamic Education teachers at SDN Lebong Sakti in relation to fostering positive student behavior, this study will focus on learning activities of class VI students at the school because based on pre-research information it is known that PAI teachers and are followed by other teachers have been implementing this strategy for a period of two years including grade VI students.

Method

This study uses qualitative data analysis that cannot be measured by numbers. Data collected through interviews and observation and documentation. The consideration of choosing a qualitative approach is the aim of the research objective, namely to find a description of the effort to instill positive behavior through peer

lesson learning strategies in class VI students of SDN 02 Lebong Sakti (Miles, Huberman, & Saldaña, 2014; Moleong, 2010).

The subjects in the study were the principal, teachers, and students of SDN 02 Lebong Sakti. In addition, the data were obtained from documents at SDN 02 Lebong Sakti. After the data was collected, data was selected to be presented in the research results and analyzed in the next discussion, a conclusion was obtained as an answer to the problem of Inculcating Positive Behavior through Peer Lesson Learning Strategies in Class VI Students of SDN 02 Lebong Sakti (Miles, Huberman, & Saldana, 2014; Saldaña, 2015).

Result

On Monday, May 4, 2020, researchers conducted an interview with the school. By first asking permission from one of the teachers who taught at the school that the researcher would conduct research at SDN 02 Lebong Sakti school. This research was conducted online, because due to the Covid 19 outbreak, the teaching and learning process was carried out at home through online learning or often called online learning. After that, the researcher also communicated with one of the other teachers, and also asked permission to conduct research at the school. Furthermore, the researchers contacted the principal of SDN 02 Lebong Sakti, asking for permission, as well as observing the principal.

Exposure to the research results obtained in the field about Efforts to Inculcate Positive Behavior through Peer Lesson Learning Strategies in Class VI Students of SDN 02 Lebong Sakti which consists of two aspects, namely an illustration of efforts to instill Positive Behavior through peer lesson learning strategies in grade VI SDN students. 02 Lebong Sakti and Positive Behavior forms that are formed through peer lesson strategies.

1. PAI learning activities with peer lesson strategy

When looking for data about the activities of PAI teachers at SDN 02 Lebong Sakti in connection with the implementation of this peer lesson strategy. This is because doing this research coincided with the Covid-19 pandemic outbreak which required students to study at their respective homes. For this reason, the researcher tried to contact the teacher to be willing to provide information related to the description of the implementation of learning using this strategy in order to foster and

instill positive character/behavior of students at SDN 02 Lebong Sakti. Based on the information from the PAI teacher, the implementation of learning is carried out in several stages:

a. The stages in using the Peer Lesson strategy

Before starting lessons, a teacher would have prepared preparations for the teaching and learning process. The first thing a teacher has also learned about what material and what strategies will be conveyed, which has been made in learning media such as syllabus and lesson plans as a guide for carrying out the learning process so as not to deviate from the material and learning objectives. Based on the explanation from Mrs. Darsi Milyani S.Pd, the syllabus and lesson plans have written what steps will be taken when the teaching and learning process takes place, because it is from the syllabus and lesson plans that the teaching and learning process is in accordance with the plans and learning objectives (PAI teacher documents in the form of syllabus and lesson plans).

b. Implementation stage and learning materials

The PAI SDN 02 teacher explained "This stage is the core stage in the teaching and learning process. Where a teacher as a motivator or the main character who will provide material to students, how and what is done and given by the teacher, that is what the students will receive." Therefore, teachers must also be able to place themselves when giving lessons such as, when students are busy and noisy, then the teacher must be able to do things so that students can pay attention to the teacher in front of the class who is giving lessons. Likewise, when students can answer questions from both the teacher and their other friends, the teacher must also be able to give good praise to students so that other students are also motivated to understand and pay attention to what material is being discussed (Interview, 04 May 2020).

In this Peer Lesson strategy, according to the PAI teacher, SDN 02 Lebong Sakti stated that "after the teacher gives a little description, a group will be formed and each material will be given to each group. After that, each group was given the opportunity to explain their own group material to the other groups. In this learning process there is an exchange of opinions between groups. So at this stage of implementation it was found that the teacher started by forming small groups in the class.

c. Evaluation phase

In this evaluation stage, the teacher provides an assessment of each group, and also assesses the individual who gives opinions and questions the most, students who have not given that opinion are also given the opportunity to provide opinions, in order to understand also about what material is being studied. In the evaluation, the teacher is the one who assesses the results of the learning process of students. According to the PAI teacher SDN 02 Lebong Sakti "This stage is the most important stage in learning activities, meaning that any strategy or approach used will have an impact when a teacher evaluates at the end of each lesson. Then what is the aim, is that we can make improvements and fix when there are deficiencies found in the learning" (Interview, 04 May 2020).

The description of the learning stages using the peer lesson strategy described above gives the conclusion that creativity, innovation and teacher professionalism are very important. When the teacher carries out his duties, he only performs the routine of providing knowledge without paying attention to the success of the absorption of the information, it can be assumed that the teacher is less professional. What's more, Islamic Religious Education teachers in public schools, they are considered different from teachers in other fields of study, because PAI teachers are given the burden by the school to guide students to have good morals.

Regarding the role and function of the teacher above, the researcher conducted an interview with the principal of SDN 02 Lebong Sakti, because the principal is also a teacher who is given additional tasks, of course as educators have the same duties and responsibilities in education. In addition, the principal and teachers are required to realize educational goals in accordance with the vision and mission in the school. According to him, "The principal must also be able to provide direction or motivation as well as supervision of students, in order to improve student achievement, especially instilling positive behavior in students. If the principal does not participate or does not apply the policy to teachers who teach, the teachers may only provide learning material to the extent of carrying out their obligations" (Interview, 12 May 2020). Of course, with the policy or encouragement from the school principal, the teachers also feel that there are policies or regulations that they have to do and they follow, in turn the teachers implement their policies in accordance with the direction of the school principal, in order to achieve the goals of teaching and learning.

Furthermore, the principal explained that "we were asked about the learning carried out by the teacher, before they made a report to us at least consulted about the strategies they would apply in learning. Incidentally, PAI teachers in our school have been implementing this strategy for one year. Since the use of this peer lesson strategy, students who study at SDN 02 Lebong Sakti are also more courageous in giving opinions or conveying the understanding they already have, they are also more able and understand how to convey good opinions and accept or hear other people's opinions properly (Interview, 12 May 2020).

In order to add information about the impact of this peer lesson learning strategy, the researcher also interviewed one of the student guardians of AHF, a grade VI student of SDN 02 Lebong Sakti, namely PN by explaining about this peer lesson strategy to those that have been implemented or have been used in the school. especially in the subject of Islamic Religious Education. After listening to the peer lesson strategies, the student guardians also strongly agree with the peer lesson strategy, because it can increase student enthusiasm for learning, students are more focused and active with the lessons given (Interview, 23 May 2020). So, this strategy will naturally form the courage to speak correctly and be critical of the problems presented by the teacher.

2. Teachers' efforts to instill positive behavior through peer lesson strategies

Based on data from interviews at SDN 02 Lebong Sakti school, the implementation of peer lesson learning strategies is one of the strategies that has been used for quite a long time by teachers who teach at the school. They reasoned that using this peer lesson strategy could increase the attention or focus of students towards the teacher and the lessons that were being conveyed, with this peer lesson strategy students could also instill positive behavior in students such as being able to respect each other from a group of friends, or friends in another group.

An interview on another occasion with HBB as the principal of SDN 02 Lebong Sakti based on his observations said that "Peer lesson strategy is carried out when teaching and learning activities are started until the activity is finished, but there are also some teachers who use this peer lesson strategy by dividing their time. Half the time is for the teacher to explain or give a little description and half the time is for students to do the assignment and explain the material that the teacher has given to

convey or explain to other friends, both in their own group and with other group of friends." (Interview, 25 May 2020).

The application of this strategy proves that students are more focused on the group and the subject matter they are studying. This is in line with the responsibility of a grade VI teacher at SDN 02 Lebong Sakti stated that "If one of the students does not understand the material presented, the student or student who understands better is given the opportunity to explain to a friend who does not understand and if it is explained, students who did not understand earlier were given the opportunity to explain again or give a description of the material that had been explained by their friend earlier (Online interview, 27 May 2020).

The responses of the informants above illustrate that student involvement in the learning process is felt by students. Students who quickly receive material from the teacher are asked to explain to their friends who do not understand the material given. Indirectly, this method gives appreciation to smart students as well as providing motivation to students who are slow to respond to learning material provided by the teacher. Interestingly, this strategy can train students to dare to speak the truth and help each other. In other words, this peer lesson strategy will teach students to be active in learning and for students who are slow do not feel inferior because of the strong cooperation between them, especially if the teacher makes several teams/groups on the learning.

Through the learning team/group, each member is given a daily score by the teacher on who is the most active in the team. Even the teacher uses the method in implementing this peer lesson strategy, the goal is for each group to dare to express their opinions, so that students are not only silent and listen to the teacher explaining the material in front of the class, but also get involved in delivering the material so that students are more focused to the subject matter being discussed.

On the same day, the researcher continued the interview with the teacher who taught at the school. Related to the use of this peer lesson learning strategy, DM stated that "the peer lesson learning strategy was a bit difficult to implement beforehand, but with frequent use of them, especially PAI teachers who apply peer lesson learning strategies, students are getting used to it. In this peer lesson learning strategy, students can also begin to respect each other or their teachers " (Interview, 27 May 2020).

Furthermore, DM said that “previously we have seen that the peer lesson strategy (learning from friends) is an excellent active learning strategy to stimulate the willingness of students to teach material to their friends. So that they are also enthusiastic and curious to explain also the material being studied is to be conveyed to a group of friends or with other groups. If you don't use the peer lesson strategy or learn from friends, most students just sit, stay still, and listen, without us knowing that they really understand or don't understand the material that has been explained by the teacher in front.

In fact, according to DM's mother, using this peer lesson strategy, students must also find out what material or lesson the teacher explains, because the teacher always gives them the opportunity to explain or provide material to their friends who.

Discussion

Peer Lesson is a strategy that develops Peer Teaching in the classroom that places all responsibility for teaching students as class members (Suryani, 2019; Zulkarnain & Sari, 2015). Peer Lesson is a learning strategy that is part of active learning. So, the peer lesson strategy is a strategy to support the teaching of fellow students in the classroom.

1. Learning implementation with peer lesson strategies

In practice, students are divided into small groups and each group member has the responsibility to explain the material to other groups according to the sub-topic of the material they get. In delivering material, it should not only use lecture methods or like reading reports, but can use other learning methods or strategies if they match the material they are presenting to their friends. Before making a presentation, students are given time to prepare to present the material they can.

The teacher can give suggestions to students such as using visual aids, preparing the necessary teaching media, or using relevant examples. After all, groups have carried out their duties, the teacher provides conclusions and clarifications if there is something that students need to correct. With the Peer Lesson strategy, every student is invited to actively participate in the learning process, not only mentally but also physically. Thus they can learn in a more fun way so that their learning activity increases, which in the end can maximize learning success.

2. Peer Lesson Learning in shaping student behavior

The data exposure on the research results shows that the school through the principal directs and encourages teachers to improve their competence, creativity and innovation in carrying out teaching assignments in class, the goal is that students can learn in a spirit, fun and give their own impression after participating in learning (Warsah, 2020a). This includes encouraging teachers in other fields of study to be able to do the same thing with PAI teachers, namely implementing peer lesson learning strategies. The motivation and appeal of the principal above is none other than aimed at making learning at SDN 02 Lebong Sakti better and of a quality.

Regarding the purpose of implementing the Peer Lesson learning strategy at SDN 02 Lebong Sakti, it shows positive implications for the formation of student character, including strong self-confidence, daring to be responsible for assignments given by students, respecting the opinions of fellow friends and sharing understanding of the material provided including training students to empathize with others. This peer lesson strategy proves that in creative teaching and learning activities the teacher will be able to find strategies so that learning can make it easier for teachers to provide information by considering students' psychological conditions so that the learning process is not only limited to providing knowledge, but can also shape student character in the direction more positive as previously explained.

Conclusion

The implementation of the peer lesson strategy at SDN 02 Lebong Sakti was carried out by forming groups during the teaching and learning process. After the formation of the groups, the teacher provides material to each group that must be studied and understood, after which each group is given the opportunity to explain the material given to the other group friends. Likewise, other groups must explain the material to their friends so that discussions occur within the group and between groups. This strategy also has implications for changing student behavior at SDN 02 Lebong Sakti towards a more positive direction, such as having the courage to express opinions in front of friends in polite words, having a sense of shared responsibility for assignments given by the teacher, independent, respecting friends' opinions, helping friends. who do not understand the material provided by the teacher.

References

- Anisah, A. S. (2017). Pola Asuh Orang Tua dan Implikasinya Terhadap Pembentukan Karakter Anak. *Jurnal Pendidikan UNIGA*, 5(1), 70–84.
- Aziz, M. (2015). Perilaku Sosial Anak Remaja Korban Broken Home dalam Berbagai Perspektif (Suatu Penelitian di SMPN 18 Kota Banda Aceh). *Jurnal AL-IJTIMAIYYAH: Media Kajian Pengembangan Masyarakat Islam*, 1(1), Article 1. <https://doi.org/10.22373/al-ijtimaiyyah.v1i1.252>
- Daheri, M., & Warsah, I. (2019). Pendidikan Akhlak: Relasi Antara Sekolah Dengan Keluarga. *At-Turats: Jurnal Pemikiran Pendidikan Islam*, 13(2), 1–20.
- Gazali, S. (2018). Pendidikan Anak dalam Keluarga Perspektif Islam. *Darul Ulum: Jurnal Ilmiah Keagamaan, Pendidikan Dan Kemasyarakatan*, 27–60.
- Khaironi, M. (2017). Pendidikan Moral Pada Anak Usia Dini. *Jurnal Golden Age*, 1(01), 1–15.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook*. 3rd. Thousand Oaks, CA: Sage.
- Miles, M. B., Huberman, M. A., & Saldana, J. (2014). *Drawing and verifying conclusions. Qualitative data analysis: A methods sourcebook*.
- Moleong, L. J. (2010). *Methodology of Qualitative Research*. Bandung: Remaja Rosda Karya.
- Nurbaiti, N. (2019). Pendidikan Humanistik Islami Melalui Pembelajaran Aplikatif. *Kordinat | Jurnal Komunikasi Antar Perguruan Tinggi Agama Islam*, 18(1), 159–193–193. <https://doi.org/10.15408/kordinat.v18i1.11480>
- Rahman, R., Kher, D. F., & Rani, Y. A. (2018). Pendidikan Islam bagi Remaja (Upaya Penguatan Karakter Dengan Pendekatan Agama). *Islam Transformatif: Journal of Islamic Studies*, 1(2), 95–104.
- Relita, D. T., Marganingsih, A., & Ningsih, U. I. (2017). Penerapan Strategi Pembelajaran Aktif Tipe Peer Lessons Terhadap Kemampuan Berpikir Kritis Siswa. *SOSIO-DIDAKTIKA: Social Science Education Journal*, 4(2), 1–12–12. <https://doi.org/10.15408/sd.v4i2.7986>
- Rozak, R. W. A., & Mulyati, Y. (2018). Sastra Dongeng dalam Pembelajaran Membaca dan Menulis Permulaan. *Deiksis: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 5(1), 45–55. <https://doi.org/10.33603/deiksis.v5i1.860>
- Saldaña, J. (2015). *The coding manual for qualitative researchers*. Sage.
- Setiardi, D., & Mubarak, H. (2017). Keluarga Sebagai Sumber Pendidikan Karakter Bagi Anak. *Tarbawi: Jurnal Pendidikan Islam*, 14(2), Article 2. <https://doi.org/10.34001/tarbawi.v14i2.619>
- Siti Rohmatul Aziszah, (2019, September 26). *Pengaruh Penerapan Strategi Pembelajaran Aktif Peer Lesson Terhadap Motivasi Dan Keaktifan Belajar Mata Pelajaran Pendidikan Agama Islam (Study Quasi Experimental) di SMPN 1 Ngantru Tulungagung [Skripsi]*. IAIN Tulungagung. <http://repo.iain-tulungagung.ac.id/13461/10/DAFTAR%20RUJUKAN.pdf>
- Suketi, E. (2019). Penerapan Metode Pembelajaran Peer Lesson Untuk Meningkatkan Hasil Belajar Pkn Siswa Kelas 6 SDNegeri Tonjong 1 Kota Sukabumi. *Jurnal Perseda: Jurnal Pendidikan Guru Sekolah Dasar*, 2(2), 15–31. <https://doi.org/10.37150/perseda.v2i2.689>
- Sumantri, B. A., & Ahmad, N. (2019). Teori Belajar Humanistik dan Implikasinya terhadap Pembelajaran Pendidikan Agama Islam. *FONDATIA*, 3(2), 1–18. <https://doi.org/10.36088/fondatia.v3i2.216>

- Suryani, E. (2019). Pengaruh Strategi Pembelajaran Peer Lesson Terhadap Hasil Belajar Ipa Terpadu Siswa Kelas VIII SMP Negeri 6 Kota Bima Tahun Pelajaran 2018/2019. *PEDAGOGOS (JURNAL PENDIDIKAN)*, 1(1), 36–44. <https://doi.org/10.33627/gg.v1i1.102>
- Sutika, I. M. (2017). Implementasi Pendidikan Keluarga Dalam Menanamkan Nilai-Nilai Moral Anak (Studi di Taman Penitipan Anak Werdhi Kumara I Panjer Kecamatan Denpasar Selatan). *Widya Accarya*, 7(1), Article 1. <https://doi.org/10.46650/wa.7.1.435.%p>
- Tusyana, E., Trengginas, R., & Suyadi. (2019). Analisis Perkembangan Sosial-Emosional Tercapai Siswa Usia Dasar. *INVENTA: Jurnal Pendidikan Guru Sekolah Dasar*, 3(1), 18–26. <https://doi.org/10.36456/inventa.3.1.a1804>
- Warsah, I. (2017). Kesadaran Multikultural sebagai Ranah Kurikulum Pendidikan. *Ta'dib : Jurnal Pendidikan Islam*, 6(2), 268–279. <https://doi.org/10.29313/tjpi.v6i2.2845>
- Warsah, I. (2018). Pendidikan Keluarga Muslim di Tengah Masyarakat Multi Agama: Antara Sikap Keagamaan dan Toleransi (Studi di Desa Suro Bali Kepahiang-Bengkulu). *Edukasia: Jurnal Penelitian Pendidikan Islam*, 13(1), 1–24. <https://doi.org/10.21043/edukasia.v13i1.2784>
- Warsah, I. (2020a). Islamic Psychological Analysis Regarding To Rahmah Based Education Portrait at IAIN Curup. *Psikis: Jurnal Psikologi Islami*, 6(1), 29–41. <https://doi.org/10.19109/psikis.v6i1.3941>
- Warsah, I. (2020b). *Pendidikan Islam dalam Keluarga: Studi Psikologis dan Sosiologis Masyarakat Multi Agama Desa Suro Bali*. Tunas Gemilang Press.
- Warsah, I., & Nuzuar, N. (2018). Analisis Inovasi Administrasi Guru dalam Meningkatkan Mutu Pembelajaran (Studi Man Rejang Lebong). *Edukasi*, 16(3), 294572.
- Warsah, I., & Uyun, M. (2019). Kepribadian Pendidik: Telaah Psikologi Islami. *Psikis: Jurnal Psikologi Islami*, 5(1), 62–73. <https://doi.org/10.19109/Psikis.v5i1.3157>
- Yunarti, Y. (2017). Pendidikan Kearah Pembentukan Karakter. *Tarbawiyah Jurnal Ilmiah Pendidikan*, 11(02), 262–278.
- Zam, S. Z., & Kusyairy, U. (2016). Pengaruh Strategi Peer Lesson Terhadap Hasil Belajar Fisika Siswa Kelas X MA Abnau Amir Moncobalang. *Jurnal Pendidikan Fisika*, 4(1), 17–19. <https://doi.org/10.24252/jpf.v4i1.3280>
- Zulkarnain, I., & Sari, R. H. Y. (2015). Pengaruh Pembelajaran Kooperatif Tipe Peer Lesson terhadap Kemampuan Pemecahan Masalah Matematis Siswa SMK. *EDU-MAT: Jurnal Pendidikan Matematika*, 3(2), Article 2. <https://doi.org/10.20527/edumat.v3i2.642>

Active Learning Strategy Through Peer Lesson: An Effort to Instill Positive Behavior in Elementary School

ORIGINALITY REPORT

3%

SIMILARITY INDEX

%

INTERNET SOURCES

3%

PUBLICATIONS

%

STUDENT PAPERS

PRIMARY SOURCES

1

Mhd. Rasidin, Doli Witro, Betria Zarpina Yanti, Rahma Fitria Purwaningsih, Wiji Nurasih. "THE ROLE OF GOVERNMENT IN PREVENTING THE SPREAD OF HOAX RELATED THE 2019 ELECTIONS IN SOCIAL MEDIA", Diakom : Jurnal Media dan Komunikasi, 2020

Publication

1%

2

Idealita Ismanto. "Art Education Based on Joyful Learning Method and Information Communication Technology at Insan Mulia School of Nature Surabaya", Mudra Jurnal Seni Budaya, 2018

Publication

<1%

3

Sutarto Sutarto, Dewi Purnama Sari, Irwan Fathurrochman. "Teacher strategies in online learning to increase students' interest in learning during COVID-19 pandemic", Jurnal Konseling dan Pendidikan, 2020

Publication

<1%

Emeraldo Wahyu Nugroho, Idi Warsah, M.

4

Amin. "Peran Organisasi Ekstra Kampus Dalam Meningkatkan Kemampuan Komunikasi Mahasiswa", Jurnal Dakwah dan Komunikasi, 2020

Publication

<1 %

5

"Stanols and sterols as dietary supplements", Salem Press Encyclopedia of Health, 2013

Publication

<1 %

6

Amiruddin Amiruddin, Askar Askar, Yusra Yusra. "Development of Islamic Religious Education Learning Model based on Multicultural Values", INTERNATIONAL JOURNAL OF CONTEMPORARY ISLAMIC EDUCATION, 2019

Publication

<1 %

Exclude quotes

Off

Exclude matches

< 10 words

Exclude bibliography

On