



EXPLORING THE INFLUENCE OF LEARNING INTENTION AND USMANI METHODS ON RECITING AL-QUR'AN IN HIGHER EDUCATION: DOES THE MEDIATION OF PEER TEACHING MATTER?

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Abstract

This research aims to explore the urgency and influence of learning intention and the Usmani method on the ability to read the Al-Qur'an through peer teaching mediation. Conducted on 208 students at Ma'had Al-Jami'ah IAIN Ponorogo, this research used a quantitative approach with survey methods and non-probability sampling using purposive techniques. Data was collected through a questionnaire with a Likert scale and analyzed using descriptive statistical techniques and regression analysis to test hypotheses. It is hoped that the research results will provide valuable insight into the development of effective learning models for Islamic education, with relevant implications for formal and non-formal education. This research's recommendations include regular training for mahasantri and facilitators, the formation of structured learning groups, integration of technology in learning, as well as a mentoring program between senior and junior mahasantri. Thus, this research has the potential to increase the effectiveness of Al-Qur'an learning in Islamic religious education environments, strengthen the quality of interactions between students, and support the formation of deeper and more meaningful religious practices. Through its emphasis on Ottoman methods and peer teaching, this research not only enriches the understanding of Al-Qur'an learning but also makes an important contribution to curriculum development and teaching practices in the context of Islamic education.

Keywords: Peer Teaching, Learning Intention, Usmani Methods, Reciting Al-Qur'an

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INTRODUCTION

مقدمة

The Influence of Peer Teaching in Mediating Learning Intention and Usmani Methods on the Ability to Read the Al-Qur'an Mahasantri Ma'had Al-Jamiah IAIN Ponorogo is an interesting research topic in the context of learning the Al-Qur'an in an Islamic education environment. This research aims to examine how the Peer Teaching learning strategy can play a mediating role in the effects of Learning Intention and the application of the Usmani Method on the student's ability to read the Al-Qur'an.

The Al-Qur'an, as the holy book and final revelation given by Allah SWT to mankind through the Prophet Muhammad SAW, plays an important role in the lives of Muslims. The ability to read the Al-Qur'an is not just a skill but is also an integral part of worship and spiritual appreciation (Ifana, 2023). The importance of understanding the Al-Qur'an as the main guideline in the life of Muslims is an important starting point in learning to read the Al-Qur'an. As a holy book, the

Qur'an is not only a source of religious teachings but also a direct instruction from Allah SWT that must be understood and implemented by Muslims (Rahmawati et al., 2021). Therefore, the ability to read the Al-Qur'an becomes very important, not only as a technical skill but also as a means to obtain correct life guidance.

Students at various Islamic educational institutions, including at Ma'had Al-Jamiah IAIN Ponorogo, often have varying backgrounds and levels of understanding of the Al-Qur'an. Some students may already have a solid foundation in reading the Qur'an, while others may be just starting their learning journey. To improve their ability to read the Qur'an, Islamic educational institutions need to implement effective learning strategies. Thus, this research has significant relevance because it seeks to explore the potential of Peer Teaching as a learning method that can make a real contribution to improving the understanding and reading ability of the Al-Qur'an among mahasantri.

Peer Teaching, or peer-to-peer learning, is an approach that involves interaction between fellow students in the learning process (Muslikah, 2021). In the context of learning to read the Al-Qur'an, this method can be a very effective instrument because it allows students to support, motivate, and inspire each other. By actively involving students in learning, Peer Teaching creates a conducive environment for the growth and development of Al-Qur'an reading skills (AlShareef et al., 2019). It also creates a collaborative atmosphere where students can learn from each other in a more relaxed and in-depth way. It is important to understand the concept of Learning Intention which is the basis for every learning process. A strong intention to learn will provide greater motivation for students to develop their ability to read the Al-Qur'an (Mellati et al., 2022). Previous research, such as that conducted by Lady Nanda et al (2019), shows that learning intentions have a significant influence on the ability to read the Al-Qur'an.

In the context of this research, Learning Intention or the intention to learn is identified as a variable that will be mediated by Peer Teaching in its influence on the students' ability to read the Al-Qur'an (Shofiyah et al., 2022). This means that Peer Teaching is expected to be a link between a strong intention to learn and increasing the ability to read the Al-Qur'an. By involving students directly in the learning process, Peer Teaching creates an environment that makes it possible to provide mutual support, motivation, and inspiration to students (Utha & Rinzin, 2019).

Furthermore, in the process of learning the Al-Qur'an, reading ability is an important aspect that must be taken seriously. For Muslims, reading the Al-Qur'an is not just a skill, but also an act of worship and a way to get closer to Allah SWT. However, to achieve a level of fluency in reading the Al-Qur'an, effective and innovative learning methods are needed (Nurzanah et al., 2019). The Usmani Method is one of the Al-Qur'an learning methods that has been proven effective in improving the ability to read the Al-Qur'an (Nadhiroh & Diana, 2021). In the context of this research, the Usmani Method is used as one of the independent variables whose influence is to be studied on the ability to read the Al-Qur'an of the Mahasantri Ma'had Al-Jamiah IAIN Ponorogo. Previous research, such as that conducted by Hani' Ni'matul Ula (2023), showed that the Usmani Method had a significant influence on Mahasantri's ability to read the Al-Qur'an.

Then, Peer Teaching is a learning strategy that involves interaction between fellow students in the learning process. In the context of this research, Peer Teaching is considered a mediating factor that can strengthen the influence of Learning Intention and the Usmani Method on Mahasantri's ability to read the Al-Qur'an. Previous research, such as that conducted by Sakrani (2020), shows that the peer tutoring method can influence students' Al-Qur'an reading abilities,

showing the potential of this method as an effective learning approach. By examining the relationship between Peer Teaching, Learning Intention, and the Usmani Method in the context of learning to read the Qur'an, this research is expected to provide a deeper understanding of the factors that influence mahasantri's ability to read the Qur'an (Nguyen, 2018). Apart from that, it is also hoped that the results of this research can provide valuable input for the development of more effective and efficient learning strategies at Ma'had Al-Jamiah IAIN Ponorogo and other Islamic educational institutions.

METHOD



Research Design and Partocopants:

This research applies a quantitative approach with survey research methods. methods (Apriliani et al., 2023; Putra et al., 2022; Widayanto et al., 2021) The survey method was chosen because this research aimed to examine retrospectively the variable construction of the ability to read the Al-Qur'an. This research uses probability sampling with a proportionate stratified sampling technique. The sample in this study was 208 students at Ma'had Al-Jami'ah IAIN Ponorogo.

Table 1. The Construct of the Research Variables

No	Variable	Indikator	Construk	Refrence
1.	Learning Intention	Learning Initiative	LI1	(Ifana, 2023; Istiqomah, 2020; Law et al., 2019; Mutathahirin et al., 2022; Nafiah et al., 2022; Nasier, 2018)
			LI2	
		Active Participation	LI3	
			LI4	
		Perseverance	LI5	
			LI6	
2.	Usmani Methods	Read quickly	UM1	(Fakhrah & Istiqalayah, 2023; Hasanah, 2017; Mendrofa et al., 2024; Ritonga et al., 2021; Saifudin & Lestariningsih, 2022; Yuliantoro et al., 2020)
			UM2	
		Makharijul letters character letters	UM3	
			UM4	
		Asma'ul letters	UM5	
			UM6	
			UM7	
3.	Peer Teaching	Ability Understand Material	PT1	(Alifah et al., 2020; Dunleavy et al., 2017; Guerrero-Mendivil et al., 2021; Knobloch et al., 2018; Ozbal & Eski, 2019; Utha & Rinzin, 2019)
			PT2	
		Social engagement	PT3	
			PT4	
	Avability and responsiveness	PT5		
		PT6		
		PT7		
		PT8		
4.	Reciting Al-Qur'an	Makharijul letters	RA1	(Abdillah & Churrahman, 2022; Arifudin et al., 2023; Arrohman et al., 2022; Fauzi et al., 2022; Ibnu et al., 2023; Suminto & Arinatussadiyah, 2020)
			RA2	
			RA3	
		Character letters	RA4	
			RA5	
			RA6	
		Tartil Smoothness	RA7	
			RA8	

The data collection technique uses a questionnaire with four variables. The independent variables include Learning Intention (X1) and Usmani Methods (X2), the mediator variable is Peer Teaching (Z), and the dependent variable is the ability to read the Al-Qur'an (Y). This research

uses a Likert scale consisting of 5 alternative answers from strongly disagree (1) to strongly agree (5) (Daryono et al., 2020; Widyastuti et al., 2023). Data collection was carried out using a survey method via Google Forms. Research instrument variables are shown in Table 1.

Statistical analysis of this research uses the PLS-SEM measurement technique disagree (Daryono et al., 2020; Widyastuti et al., 2023). The outer model testing stage is a measurement model testing stage that aims to prove the validity and estimate the reliability of indicators and constructs. Several requirements that must be met are the indicator loading factor >0.70 , and the reflective construct AVE >0.50 . Reliability estimates use Cronbach Alpha, Rho_A, and CR values >0.70 . The goodness of fit model testing stage aims to test the predictive power of the model and the feasibility of the model. The criteria that must be met include predictive relevance to see the predictive power of the model on the blindfolding output. Model Fit is to see whether the model and data are suitable for testing the influence of variables. The conditions are SRMR <0.10 and NFI >0.50 . The inner model testing stage is to test the significance of the direct (H-DIR1-5) and indirect effects (the mediating role of H-IND1-2).

RESULT | نتائج

Analysis: Evaluation of Structural Model (Inner Model)

Evaluation of measurement models is very important to ensure that the indicators used to measure latent constructs or variables are by the research objectives and have good quality. Examining construct validity is the primary goal of measuring model evaluation. Analysing the relationship between the indicator and the measured construct can ensure that the indicator truly reflects the intended aspect of the construct. By analyzing factor loadings, reliability, and discriminant validity, researchers can decide which indicators should be included in the analysis and which should be omitted.

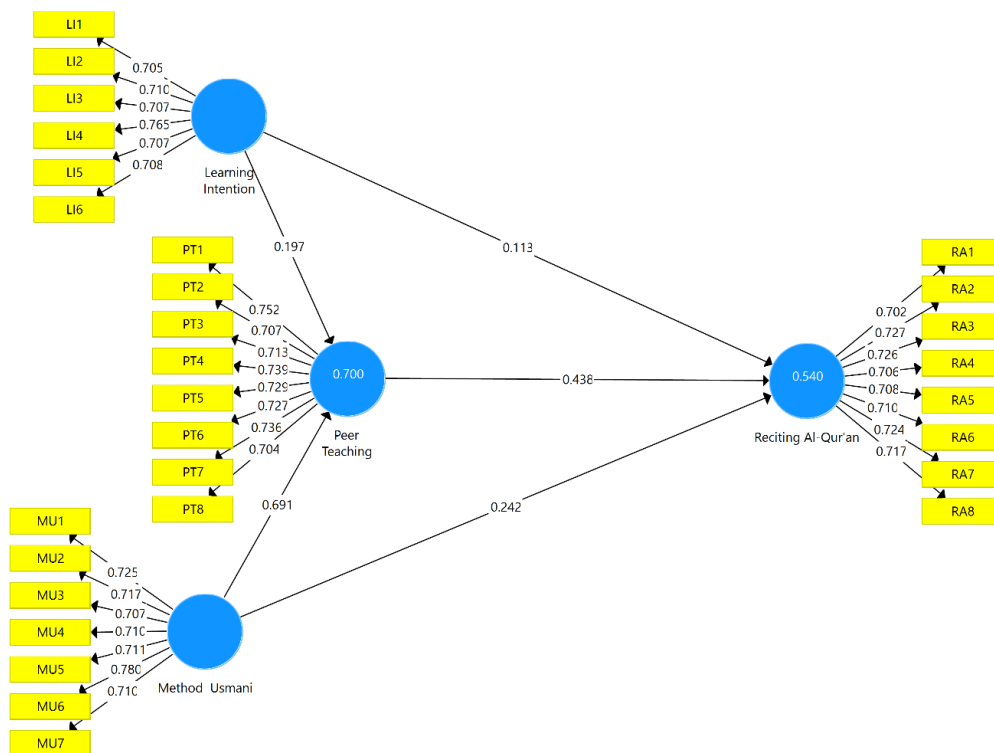


Figure 1. Evaluation of the Measurement Model

The convergent validity measurement uses a factor loading value limit of 0.70. Based on Table 2, the overall loading factor value for each sub-variable is >0.70 (0.702 – Makhorijul Letter to 0.780 – Asma'ul Letter). This can be interpreted as meaning that the level of correlation between sub-variables and variables that can be explained is 70.20% to 78.00%. The average extracted Variance (AVE) value for each variable has a value of >0.50 (0.511 – Reciting Al-Qur'an (Y) to 0.572-Peer Teaching (Z)). So it can be concluded that each sub-variable and variable in the instrument in the research model supports the requirements for convergent validity.

Based on the loading factor coefficient value, the most dominant statement item in measuring the ability to read the Al-Qur'an is the Asma'ul letter construct of 0.780 (MU6). This can be interpreted that the Guidance construct can measure the ability to read the Al-Qur'an by 78.00%. Meanwhile, the weakest item is the Makhorijul Letter Focus construct 0.712 (PLC7 or 71.20%).

Table 2. Outer Model: Convergent Validity and Reliability

No	Variable	Indicator	Conver Validity		Consistency Reliability		
			FL ($\lambda > 0.70$)	AVE (> 0.50)	CA ($\alpha > 0.70$)	rho_A ($\phi > 0.70$)	CR ($\delta > 0.70$)
1	Learn Intention	LI1	0.705	0.515	0.812	0.814	0.864
2		LI2	0.710				
3		LI3	0.707				
4		LI4	0.765				
5		LI5	0.707				
6		LI6	0.708				
7	Usmani Methods	UM1	0.725	0.523	0.848	0.849	0.885
8		UM2	0.717				
9		UM3	0.707				
10		UM4	0.710				
11		UM5	0.711				
12		UM6	0.780				
13		UM7	0.710				
14	Peer Teaching	PT1	0.752	0.527	0.872	0.872	0.899
15		PT2	0.707				
16		PT3	0.713				
17		PT4	0.739				
18		PT5	0.729				
19		PT6	0.727				
20		PT7	0.736				
21		PT8	0.704				
22	Reciting Al-Qur'an	RA1	0.702	0.511	0.864	0.864	0.893
23		RA2	0.727				
24		RA3	0.726				
25		RA4	0.706				
26		RA5	0.708				
27		RA6	0.710				
28		RA7	0.724				
29		RA8	0.717				

A variable is declared reliable if it has CA, Rho_A, and CR values >0.70. The SmartPLS output in the table below shows that all variables have CA values (0.812 to 0.872), rho_A (0.814 to 0.872) and CR (0.864 to 0.899). Thus, it can be concluded that the internal consistency of the instrument's reliability in 3 aspects has a value of >0.70, so it has good reliability in measuring students' Al-Qur'an reading ability..

The Fornell-Larcker test is one of the methods used in Partial Least Squares Structural Equation Modeling (PLS-SEM) to evaluate the discriminant validity of the constructs in a model.

This test aims to ensure that the different constructs in the model can be distinguished from each other. This is done by comparing the variance explained by the construct with the variance explained by other constructs in the model. If the variance explained by a construct is greater than the variance explained by another construct, then the construct has good discriminant validity.

The Fornell Larcker value is explained by looking at the correlation value of the latent variable itself with the correlation variables of other latent variables. Based on Table 3, the correlation value of Learning Intention (X1) → Learning Intention has a value of 0.718 which is greater than the correlation value of the Usmani Method (X2) with other variables (Usmani Method → 0.676; Peer - Teaching → 0.664, and Reading the Al-Qur' an → 0.567, and so on for assessing correlation with other variables.

Table 3. Discriminant Vaidity: The Fornell Larcker

Variable	X1	X2	Z	Y
Learn Intention (X1)	0.718			
Usmani Methods (X2)	0.676	0.723		
Peer Teaching (Z)	0.664	0.721	0.726	
Reciting Al-Quran (Y)	0.567	0.679	0.712	0.715

Analysis: Evaluation of Structural Model (Inner Model)

Structural evaluation in testing on PLS-SEM has the main objective, namely to assess the prediction accuracy of the proposed model. This is done by evaluating the extent to which the model can explain variations in empirical data and predict endogenous variables well. Overall, structural evaluation aims to improve understanding of the phenomenon studied in the research context. By analyzing the relationships between variables, researchers can identify the factors that contribute to the phenomenon and develop deeper insight into the dynamics involved.

Table 4. Measurement of Structural Model: R2 dan F2

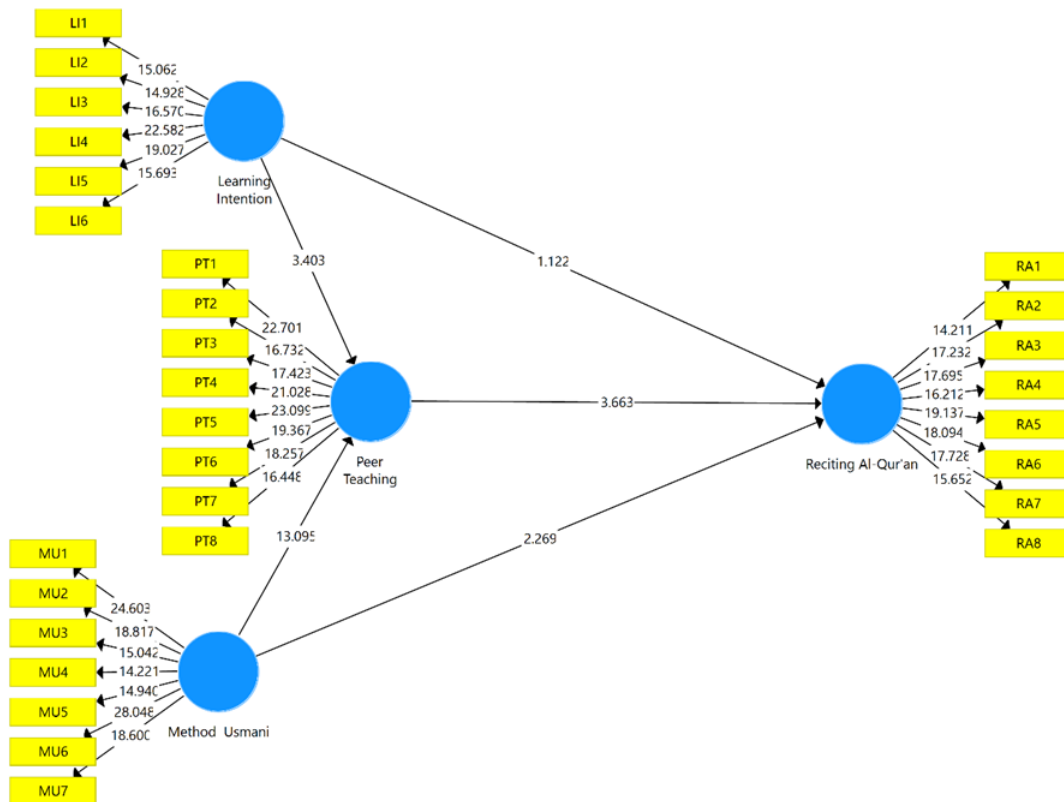
Variabel	R2		F2	
	Value	Decision	Value	Decision
Learn Intention	-	-	0.014	Small
Usmani Methods	-	-	0.037	Small
Peer Teaching	0.700	Substantial	0.125	Small
Reciting Al-Qur'an	0.540	Medium	-	-

Based on the table below, the R2 coefficient on the Peer Teaching variable has a value of 0.700. This can be interpreted as the intention to learn, the Ottoman method and the recitation of the Al-Qur'an influencing the Peer Teaching variable by 70.00%, and the remaining 30.00% is influenced by other variables. outside the research model. So the output effect size shows that the most dominant variable influencing Al-Qur'an Recitation is Peer Teaching (f2 = 0.125) in the small category and the weakest variable is Learning Intention (F2 = 0.014) in the small category.

Analysis: Path Analysis and Hypothesis Testing

One of the main goals of hypothesis testing is to test the relationships between variables in a proposed model. This is done by analyzing the strength and significance of the relationships between the variables identified in the model. Direct impact evaluation allows researchers to test the consistency between empirical findings and the theory supporting the model. In addition, this test analyzes the significance of the mediation effect in the research model. This is important to understand the mechanisms underlying the relationships between variables and how certain variables can mediate or change the relationships between other variables.

Figure 2. Evaluation of Structural Model



A hypothesis can be accepted with significant criteria if it has a statistical T value above 1.96. Meanwhile, the hypothesis can be accepted that there is a positive or negative influence if the B-value coefficient indicates the direction of the influence is positive or negative. Based on the table below, hypothesis H1 (Intention to Learn (X1) → Peer Teaching (Z)) obtained a value of $\beta = 0.197$ and a value of $P = 0.002$ (<0.05). This shows that the variable Intention to Learn (X1) has a positive influence, and is significant for Peer Teaching (Z), this can be interpreted as meaning that when the Interest in Learning variable (X1) increases, the Peer Teaching variable will also experience a significant increase.

In hypothesis H2 (Intention to Learn (X1) → Reading the Al-Qur'an (Y)) the value of $\beta = 0.113$ and the value of $P = 0.243$ (>0.05). This shows that Intention to Learn (X1) has a positive but positive effect. is not significant for memorizing the Qur'an (Z), this can be interpreted that when the variable Intention to Learn (X1) increases, the variable Reading the Qur'an will also increase but is not significant.

In hypothesis H3 (Usmani Method (X2) → Peer Teaching (Z)) the β -values = 0.691 and P value = 0.000 (<0.05). This shows that the Ottoman Method variable (X2) has a positive and significant effect on Peer Teaching (Z). This can be interpreted as meaning that when the Ottoman Method variable (X2) increases, the Peer Teaching variable also experiences a significant increase.

In hypothesis H4 (Usmani Method (X2) → Reciting Al-Qur'an (Y)) obtained β -values = 0.242 and P values = 0.020 (>0.05). This shows that the Usmani Method (X2) has a positive effect and is significant to Reciting the Al-Qur'an (Y). This can be interpreted that when the Ottoman Method variable (X2) increases, the Reciting Al-Qur'an variable will also increase and vice versa.

Hypothesis H5 (Peer Teaching (Z) → Reciting Al-Qur'an (Y)) obtained β -value = 0.438 and P

value = 0.000 (<0.05). This shows that Peer Teaching has a positive and significant effect on Competence in Reciting Al-Qur'an -Qur'an (Y) Qur'an (Y) This can be interpreted as that when the Peer Teaching variable increases, the Al-Qur'an Reading variable will also increase and vice versa.

Table 5. Results of Path Coefficient: Dirrect Effects

Hypothesis	Path Analysis	β -Values (+/-)	Sample Mean	SDV	T-Statistics (>1,96)	P-Values (<0,05)	Decision
H-DIR ₁	LI → PT	0.197	0.195	0.062	3.150	0.002	Accepted
H-DIR ₂	LI → RA	0.113	0.115	0.096	1.169	0.243	Rejected
H-DIR ₃	MU → PT	0.691	0.694	0.059	11.745	0.000	Accepted
H-DIR ₄	MU → RA	0.242	0.245	0.104	2.330	0.020	Accepted
H-DIR ₅	PT → RA	0.438	0.437	0.119	3.664	0.000	Accepted

Analysis: The Mediating Role of Peer Teaching on the Influence of Learning Intention and Methods Usmani on

Based on the table below, in the H-IND1 hypothesis, the results of testing the mediating effect of the Peer Teaching (Z) variable can be concluded that there is a positive influence (β -values = 0.086 and significant (T statistic 2,404 > 1.96 and P values 0.017 < 0.05) between the Learning Intention (X1) factors on the ability to read the Al-Qur'an (Y). So H-IND1 states "There is a positive and significant influence on the role of Peer Teaching in mediating Learning Intention on the ability to read the Al-Qur'an".

In the H-IND2 hypothesis, the results of testing the mediating effect of the Peer Teaching (Z) variable can be concluded that there is a positive (β -values = 0.302) and significant (T statistic 3,451 > 1.96 and P values 0.001 (<0.05) effect). between the factors of the Usmani Method (X2) on the ability to read the Al-Qur'an (Y). So H-IND2 states "There is a positive and significant influence on the role of Peer Teaching in mediating the Usmani Method on the ability to read the Al-Qur'an".

Table 6. Results of Path Coefficient: Indirect Effects

Hypothesis	Path Analysis	β -Values (+/-)	SDV	T-Statistics (>1,96)	P-values	Decision	Mediating Role
H-IND ₁	LI → PT → RA	0.086	0.036	2.404	0.017	Accepted	Full mediation
H-IND ₂	MU → PT → RA	0.302	0.088	3.451	0.001	Accepted	Partial mediation

DISCUSSION | مناقشة

The results of testing the H1 hypothesis show that the statistical T value is 3,150, which means it is not significant because the statistical T value is >1.96, so the first hypothesis is accepted. Learning Intention has a positive influence on improving Mahasantri's Al-Qur'an Reciting abilities through Peer Teaching (PT). This research is in line with research (Sulaeman, 2023) which states that Peer Teaching (PT) has had a significant impact on the ability to read the Al-Qur'an. One of the main indicators of LI's influence on peer teaching is the ability to understand the material. Through Peer Teaching, students are not only recipients of information but are also active in conveying and applying the concepts they learn. This helps them to better understand the learning objectives and feel direct involvement in achieving them.

This explanation is also in accordance with research (Mahsup et al., 2020) which states that

Peer Teaching creates an inclusive learning environment where students feel comfortable sharing their thoughts, difficulties and achievements. In this way, they can support and motivate each other to achieve the learning goals that have been set. By actively involving students in the learning process and creating a collaborative learning environment, Peer Teaching helps students to better understand learning goals and achieve them more effectively.

Learning intention (LI) has great potential to improve the ability to read the Al-Qur'an. This statement is in line with research (Nasier, 2018) which states that actively asking questions to the teacher allows students to expand their understanding of various aspects of the Al-Qur'an, including tafsir, tajwid, and related Islamic law. This can help students to gain deeper and more comprehensive insight into the verses of the Al-Qur'an. In the context of teaching the Qur'an, educators can utilize questioning strategies as a way to encourage active participation and involvement of students in the learning process. By asking relevant and in-depth questions, educators can help students to better understand and internalize the teachings of the Al-Qur'an.

However, this is not in line with research (Suriyani & Desi, 2023) which states that although mahasantri have a strong intention to learn, the lack of active involvement in learning activities can hinder their ability to improve their ability to read the Al-Qur'an. Learning initiatives that are not followed by concrete action, such as participating in group discussions or regular reading practice, will probably not have a significant impact on the ability to read the Qur'an.

The Usmani method, which has long been recognized for facilitating understanding and memorization of the Qur'an, has great potential to be applied in the context of peer teaching-based learning. In line with research (Yuliantoro et al., 2020) which states that the use of the Usmani method based on peer teaching in the teaching and learning process has a significant impact on student learning outcomes. One of the main indicators that influence MU towards PT is asma'ul letters. Mahasantri need to increase their understanding of asma'ul letters with peer teaching-based learning, this has an impact on mahasantri not only learning from the material presented by the teacher but also from each other. This creates a collaborative learning environment and supports the growth of their understanding of the concepts of asma'ul letters. This is supported by research (Saifudin & Lestariningsih, 2022) which explains that understanding Asma'ul Letters is essential in learning the Al-Qur'an because it is the main basis for the Arabic letters used in this holy text. Understanding Asma'ul Letters is not only important in the context of correct pronunciation, but also becomes the foundation for the correct application of tajwid rules. With a good understanding of the Asma'ul Letters, readers of the Al-Qur'an can memorize them more efficiently and accurately, and avoid errors in pronunciation. More than that, understanding Asma'ul Letters also enriches understanding of the meaning of Al-Qur'an verses, especially in understanding verses that contain muqatta'at letters.

The impact of the Usmani method on the ability to read the Al-Qur'an has a very significant urgency. The Usmani method is not just an ordinary recitation method; it plays a crucial role in ensuring that the recitation of the Al-Qur'an is carried out correctly by the established principles of recitation. A deep understanding of how this method affects an individual's ability to read the Al-Qur'an accurately is very important in the context of Islamic religious education.

Peer teaching significantly enhances mahasantri students' Quranic reading proficiency, particularly in comprehension. This is supported by research (Dunleavy et al., 2017), which suggests that peer teaching fosters interaction, enabling students to share knowledge, practice collaboratively, and offer feedback on applying the Usmani Method in Quranic reading. Understanding the material is a key aspect of peer teaching's effectiveness. By assuming roles as

both teachers and learners, students actively engage in learning, thereby enhancing their Quranic reading comprehension.

Research (Alifah et al., 2020) highlights the significant impact of peers on Quranic reading proficiency. Peers with similar interests and dedication in Quranic studies serve as valuable sources of motivation and support. In environments where peers actively engage in learning, individuals feel more driven to enhance their reading skills. Peer interaction facilitates knowledge exchange, collaborative practice, feedback provision, and mutual encouragement. This fosters a conducive learning atmosphere where individuals benefit from peers' experiences and perspectives. Thus, the presence of peers enhances Quranic reading ability through motivation, support, and positive social interaction in the learning process.

Research (Dwiastuti, 2022) indicates that social engagement in peer teaching significantly enhances Quranic reading abilities. Peer involvement fosters social interaction, enabling students to support, motivate, and reinforce each other's Quranic reading comprehension. This collaborative learning environment facilitates knowledge exchange, experience sharing, and mutual feedback among students. Additionally, peer discussions enable students to gain diverse perspectives, overcome challenges collectively, and refine their reading techniques (Mellati et al., 2022). Moreover, social engagement in peer teaching boosts students' motivation and sense of responsibility toward Quranic learning, as they actively contribute to their peers' understanding and mastery of the material. Thus, social involvement in peer teaching not only strengthens Quranic reading skills but also enriches students' learning experiences through positive and collaborative interactions.

CONCLUSION

خاتمة

The results of this research can help in developing an effective learning model to improve the ability to read the Al-Qur'an in Mahasantri. By understanding how peer teaching can mediate the influence between learning intention and the Usmani method, a more focused and results-oriented learning approach can be created. Thus, research on improving peer teaching in mediating the influence of learning intention and the Usmani method on the ability to read the Al-Qur'an in Mahasantri can have broad implications in the context of Islamic education, both in the context of formal and non-formal educational institutions. Furthermore, teachers should regularly conduct self-assessments to evaluate their level of confidence in teaching. This can help them identify areas where they feel confident and areas where they may need additional support. Participating in PLCs and collaborating with colleagues can also help teachers develop their self-confidence. This collaboration allows them to support and learn from each other, which can strengthen their confidence in their abilities as educators.

Islamic educational institutions need to provide regular training to students and facilitators on the concept of peer teaching, Usmani methods, and effective Al-Qur'an learning strategies. Furthermore, the formation of structured learning groups with members who have varying levels of abilities and interests needs to be emphasized. A structured curriculum that integrates Usmani methods, recitation, and other Al-Qur'an learning concepts must also be prepared to be relevant to the needs of students. Apart from that, the use of technology in the form of online learning platforms can be maximized to support peer teaching-learning. Mentoring programs between senior and junior students can also be encouraged, where senior students act as mentors in learning the Al-Qur'an.

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