The Effectiveness of Peer Tutoring in Arabic Language Learning at Higher Education Institutions

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Abstract

This study investigates the effectiveness of peer tutoring in Arabic language acquisition at Maulana Malik Ibrahim State Islamic University in Malang. The aim is to explore how peer tutoring influences students' speaking proficiency, comprehension, and overall engagement compared to traditional instructor-led methods. Peer tutoring fosters a collaborative learning environment, promotes active participation, reduces language anxiety, and enhances motivation.

A qualitative research approach was employed, using interviews, classroom observations, and reflective journals to gather data from advanced students acting as peer tutors and lower-level students as tutees. The study examined the interactions between these two groups, focusing on their impact on language proficiency and emotional engagement.

The findings reveal that peer tutoring significantly improves speaking and comprehension skills, increases confidence in language use, and deepens understanding of grammar and vocabulary. Peer tutors also gained improvements in their own language skills, pedagogical techniques, and confidence. The supportive and non-intimidating environment reduced language anxiety, fostering higher student engagement. Peer feedback and collaborative learning were essential to improving language proficiency.

This study confirms the pedagogical value of peer tutoring in Arabic language programs, suggesting its integration into curricula to improve learning outcomes and engagement. Future research could investigate long-term impacts and explore its effectiveness in diverse educational contexts.

Keywords: Arabic language acquisition, language proficiency, Peer tutoring, student engagement,.

INTRODUCTION

Arabic language learning in higher education, particularly at Islamic universities, presents numerous challenges. Many people, especially for those who do not have a background or prior knowledge about the language (Hikmah,2023) These challenges arise from the inherent complexity of the Arabic language, which features unique syntactic, morphological, and phonological characteristics that are markedly different from other languages. Consequently, students encounter difficulties with vocabulary acquisition, pronunciation, and grammar mastery, resulting in a gap between their previous educational experiences and the expectations of university-level Arabic courses. Moreover, teacher-centered pedagogies exacerbate these issues, leading to disengagement and struggles to meet language proficiency requirements. Despite growing interest in improving Arabic education, many instructional methods fail to meet students' diverse needs, especially in terms of motivation and engagement (Kos, 2019; Vardy et al., 2022). And we know that learning is a complex activity whose success is determined by various factors. Learning is not merely about conveying or explaining information; rather, it is an interaction between the teacher and students that requires the creation of a meaningful and enjoyable situation for the students (Denry , Fatwa , Putri,2022)

Furthermore, many learners face motivational barriers, including anxiety and a lack of confidence, especially when learning a complex language like Arabic. These barriers are often a result of conventional teaching methods that do not foster active student involvement. In traditional, instructor-led settings, students are typically passive recipients of knowledge, limiting their ability to engage with the language. As a result, students may struggle to retain information, leading to disengagement and hindering overall learning outcomes. Research has indicated the need for alternative pedagogical strategies that can provide a more interactive and supportive learning environment, empowering students to take charge of their learning (Kos, 2019; Rusli et al., 2020) Peer tutoring, a dynamic and student-centered approach, offers a promising solution, providing an interactive space for collaborative learning and language acquisition. To optimize the role of peer tutors in Arabic language learning, interactive learning media is also needed to enhance the quality of the learning process (Supriyanto & Toifah,2024)

Peer tutoring has gained recognition as an effective pedagogical tool in language education due to its ability to foster meaningful social interactions among students. The central premise of peer tutoring is based on Vygotsky's socio-cultural theory, which emphasizes social interaction as a key element in cognitive development. Vygotsky argued that learners progress through guided interactions

with more knowledgeable peers, providing the necessary scaffolding for acquiring new skills and concepts (Sarmiento-Campos et al., 2022; Susanti et al., 2020) In Arabic language learning, peer tutoring allows students to engage with their peers in ways that reduce anxiety, improve comprehension, and encourage active participation. This collaborative approach enables students to receive immediate feedback from their peers, creating a less intimidating and more conducive learning environment for language acquisition.(Kos, 2019; Makhoul & Copti-Mshael, 2020). Peer tutoring can also enhance student motivation by fostering a sense of belonging and community, crucial for maintaining engagement in the learning process (Susanti et al., 2020).

The significance of peer tutoring in Arabic language learning has been documented in recent studies. Peer-assisted learning significantly enhances academic performance and student engagement (Rusli et al., 2020). The collaborative nature of peer tutoring encourages active engagement with the language, leading to improvements in vocabulary acquisition, pronunciation, and comprehension. Moreover, peer tutoring has been found to positively influence learners' self-confidence and intrinsic motivation, essential factors for mastering a second language(Kos, 2019). However, despite the proven benefits of peer tutoring in general language learning, there remains a gap in literature addressing its application specifically within Arabic language education in Islamic universities. Although numerous studies explore peer tutoring's impact on language acquisition, research on Arabic language learners in higher education remains limited (Al-Dokhny et al., 2022; Vardy et al., 2022).

One of the primary issues in Arabic language education is the insufficient integration of active learning strategies that encourage students to engage with the language outside traditional classrooms. Research indicates that language acquisition is more effective when learners have continuous opportunities for interaction and practice(Vardy et al., 2022). Peer tutoring addresses this issue by allowing advanced students to assist their peers, reinforcing their own language skills while providing lower-level students with guidance. These interactions contribute to better retention of language concepts and the development of critical skills, such as conversational proficiency and grammatical accuracy (Susanti et al., 2020). Additionally, peer tutoring offers a more personalized approach, beneficial in addressing diverse student needs in Arabic language programs.

Furthermore, peer tutoring aligns well with collaborative learning principles, enhancing student motivation and engagement. Peer tutoring allows students to interact in a non-threatening environment, which has been shown to reduce anxiety and increase confidence in language use (Rusli et al., 2020). These interactions enable students to practice Arabic in real-world contexts, receive immediate feedback from peers, and reinforce their learning. Research has

consistently shown that peer interactions foster a sense of community and belonging, contributing to higher academic engagement (Kos, 2019). By incorporating peer tutoring into Arabic programs, universities can create a more inclusive and supportive learning environment, encouraging active participation and improving overall learning outcomes.

Despite the growing literature on the benefits of peer tutoring in language education, there remains a gap in research specifically related to Arabic language learning in Islamic universities. While studies demonstrate the positive effects of peer tutoring in other language learning contexts, research on the unique challenges faced by Arabic learners remains limited. The complexity of Arabic, combined with the diverse cultural and educational backgrounds of students in Islamic universities, presents unique challenges that may require tailored peer tutoring approaches. Additionally, there is a lack of research examining how peer tutoring can be effectively integrated into Arabic programs to address these challenges and improve student outcomes. This gap presents an opportunity for further investigation into the application of peer tutoring in Arabic language learning in higher education institutions.

The purpose of this study is to investigate the effectiveness of peer tutoring in improving Arabic language proficiency among university students. The study aims to explore how peer tutoring can enhance speaking, comprehension, and motivation in Arabic language learners. It also seeks to determine the benefits of peer tutoring for both tutors and tutees, including improvements in language skills, self-confidence, and engagement. This study is novel in its focus on Arabic education at Islamic universities, where peer tutoring has not been extensively studied. By addressing this gap, the study contributes to the growing body of research on innovative language teaching methods and provides insights for educators seeking to improve Arabic instruction. The hypothesis guiding this study is that peer tutoring can significantly improve lower-level students' Arabic language skills while enhancing the pedagogical and linguistic abilities of peer tutors. Additionally, it is hypothesized that peer tutoring will increase student engagement and motivation, ultimately leading to improved academic outcomes in Arabic programs.

METHODOLOGY

The purpose of this study is to examine the effectiveness of peer tutoring in Arabic language learning at the Special Arabic Language Course Program (PKPBA) at Maulana Malik Ibrahim State Islamic University in Malang. The methodology employed is qualitative in nature, aiming to explore the subjective experiences of both peer tutors and tutees in the context of Arabic language learning. This chapter details the research design, participant selection, data collection methods, and data

analysis techniques used to investigate the impact of peer tutoring on language proficiency, engagement, and motivation.

This study adopts a qualitative research design as it seeks to gain an in-depth understanding of participants' experiences and the dynamics of peer tutoring. Qualitative methodologies are particularly effective for capturing the subjective perceptions of participants and exploring complex social interactions that influence language learning outcomes. Given the limited research on peer tutoring in Arabic language programs at Islamic universities, this approach provides valuable insights into the interpersonal and motivational aspects of peer tutoring. Previous studies on peer tutoring in language learning have successfully used qualitative methods, such as interviews and focus groups, to understand students' perceptions of peer-assisted learning (Rusli et al., 2020). Additionally, observational techniques are utilized to capture real-time interactions between peer tutors and tutees, providing valuable data on the collaborative nature of learning (Mežek et al., 2021).

The participants in this study were selected from the Special Arabic Language Course Program (PKPBA) at Maulana Malik Ibrahim State Islamic University, Malang. The study involved two groups of participants: advanced-level students who served as peer tutors and lower-level students who were the recipients of tutoring.

The advanced students were selected based on their proficiency in Arabic and their willingness to take on the tutoring role. These students were tasked with assisting lower-level students in their Arabic language learning, including providing explanations, feedback, and practice opportunities. Lower-level students, on the other hand, were selected based on their enrollment in the Arabic language course at the university. These students were identified as requiring additional support in language acquisition, particularly in areas such as speaking, comprehension, and pronunciation. The selection criteria for lower-level students ensured they had comparable language proficiency levels, but needed peer support to improve their learning. The study aimed to include a diverse sample of students, accounting for differences in gender, cultural background, and prior educational experiences, as these factors can influence the effectiveness of peer tutoring (Al-Dokhny et al., 2022). In total, 20 advanced-level students participated as peer tutors, while 40 lower-level students participated as tutees.

A multi-method approach was employed to collect data, ensuring a comprehensive understanding of the peer tutoring process. The data collection methods included interviews, classroom observations, and documentation of students' language progress through reflective journals and performance assessments. These methods were chosen to capture both qualitative and quantitative data, providing a holistic evaluation of the peer tutoring experience.

Semi-structured interviews were conducted with both peer tutors and tutees to gain insights into their perceptions of the peer tutoring experience. The semi-structured format allowed participants to share their experiences in their own words while ensuring that key topics such as language acquisition, motivation, and engagement were addressed. The interviews explored how peer tutoring influenced students' language skills, confidence, and motivation to engage in learning. Questions covered topics such as the perceived benefits of peer tutoring, the challenges faced during the tutoring process, and the role of peer tutors in enhancing learning outcomes. Interviews were transcribed verbatim and analyzed thematically to identify recurring patterns and themes in participants' responses (Vardy et al., 2022).

Classroom observations were conducted to capture real-time interactions between peer tutors and tutees during tutoring sessions. Observations aimed to understand how tutors and tutees engaged in collaborative learning and how peer interactions influenced the learning process. Detailed notes were taken on the types of activities, discussions, and feedback exchanged during the tutoring sessions. This method provided an opportunity to assess the effectiveness of different tutoring strategies and observe how language skills were scaffolded through peer interactions (Mežek et al., 2021). Observations also provided valuable data on the dynamics of the learning environment, including student participation and engagement levels.

To complement the qualitative data from interviews and observations, students were asked to maintain reflective journals throughout the peer tutoring process. The reflective journals provided an opportunity for students to document their experiences, challenges, and progress in language learning. Reflective journals are particularly effective for capturing the evolving nature of students' language skills and their self-perceptions of improvement (Lorenzo et al., 2022).

Additionally, performance assessments were conducted to evaluate the language proficiency of tutees before and after the peer tutoring sessions. These assessments focused on key areas such as speaking, comprehension, and grammar. They provided quantitative data to complement the qualitative findings and allowed the researcher to assess the language learning outcomes of peer tutoring (Sarmiento-Campos et al., 2022).

The data collected from interviews, observations, and reflective journals were analyzed using thematic analysis, a widely used technique in qualitative research. Thematic analysis involves identifying, analyzing, and reporting patterns or themes within the data, enabling the researcher to interpret various aspects of the peer tutoring experience. This method is well-suited for exploring the subjective

experiences of participants and understanding the social and psychological dimensions of peer tutoring (Al-Dokhny et al., 2022).

The analysis began with familiarizing the researcher with the data, followed by generating initial codes that reflected key concepts related to peer tutoring, such as engagement, motivation, language proficiency, and feedback. These codes were then grouped into broader themes, which were further analyzed to uncover relationships between different factors influencing the effectiveness of peer tutoring.

In addition to thematic analysis, performance assessment data were analyzed quantitatively. Paired sample t-tests were conducted to compare the pre- and post-assessment scores of tutees, providing an objective measure of language learning outcomes. This quantitative analysis complemented the qualitative findings by offering evidence of language improvement resulting from peer tutoring (Sarmiento-Campos et al., 2022).

Ethical considerations were a central component of the study's design and implementation. Informed consent was obtained from all participants, ensuring they understood the study's purpose, data collection methods, and their rights. Participants were assured that their involvement was voluntary, and they could withdraw at any time without penalty. All data were anonymized to protect participants' privacy, and the study adhered to ethical guidelines for conducting research involving human subjects.

While this study offers valuable insights into the effectiveness of peer tutoring in Arabic language learning, several limitations must be acknowledged. First, the study was conducted at a single university, which may limit the generalizability of the findings to other institutions or educational contexts. Furthermore, the sample size was relatively small, with 20 peer tutors and 40 tutees, which may limit the statistical power of performance assessments. Future research could expand the sample size and include multiple universities to provide a more comprehensive understanding of the impact of peer tutoring in Arabic language education. Additionally, the study focused primarily on short-term language outcomes, and further research is needed to explore the long-term effects of peer tutoring on language proficiency and academic success.

The methodology outlined in this chapter provides a systematic approach to investigating the effectiveness of peer tutoring in Arabic language learning. By using qualitative data collection methods such as interviews, observations, and reflective journals, alongside quantitative performance assessments, the study aims to offer a holistic evaluation of the peer tutoring experience. The findings from this research will contribute to the growing body of literature on peer-assisted learning, particularly in the context of Arabic language education at higher education

institutions. Through this methodology, the study seeks to explore the potential of peer tutoring as an effective pedagogical strategy for enhancing language learning outcomes, fostering student engagement, and improving motivation in Arabic language programs.

RESULT ADAN DISCUSSION

Language Proficiency Improvement

Peer tutoring has demonstrated substantial effects on improving language proficiency, particularly in speaking and comprehension skills, which are fundamental components of second language acquisition. In the context of Arabic language learning, peer tutoring offers students the opportunity to practice speaking in a supportive and interactive environment. This setting allows students to refine their skills through immediate peer feedback. Arabic, being a complex language with distinct linguistic features, such as its grammatical structures, pronunciation, and vocabulary, presents unique challenges. Peer tutoring plays a critical role in helping students overcome these challenges. This section discusses improvements in speaking proficiency, comprehension, and overall language development observed in students engaged in peer tutoring.

a. **Speaking Proficiency**

One of the most notable improvements resulting from peer tutoring is the enhancement of speaking proficiency among students. In academic settings, speaking skills are essential for successful communication, and peer tutoring offers students the chance to practice these skills in a low-pressure environment, where immediate feedback from peers helps in their development. Previous research has shown that peer-assisted learning significantly enhances students' fluency, pronunciation, and ability to articulate thoughts under communicative pressure (Fischer et al., 2021; Sarmiento-Campos et al., 2022). By engaging in peer interactions, students are exposed to real-time conversational practice, which helps them become more comfortable expressing themselves in Arabic—a language that can be intimidating due to its phonetic and grammatical complexity.

Peer feedback is central to this improvement. It provides students with constructive insights into their use of language, allowing them to reflect on their speaking patterns and identify areas for improvement. This feedback is crucial in developing speaking proficiency because it encourages students to focus not only on the fluency of their speech but also on the accuracy of their language use—especially in Arabic, where word order and verb conjugation significantly impact meaning. Studies indicate that peer feedback can be an effective tool for refining speaking skills as it prompts learners to recognize and correct errors in real-time, which is vital for language acquisition (Milla & García-Mayo, 2024).

For Arabic learners, this feedback is particularly useful in addressing the nuances of pronunciation, grammar, and vocabulary use. Arabic has a wide range of sounds that do not exist in many other languages, making it difficult for non-native speakers to pronounce words correctly. Peer tutors, especially those with higher proficiency levels, provide guidance on these aspects, helping students develop more accurate pronunciation and greater confidence in their speech. This interaction fosters a collaborative learning atmosphere, where learners feel less intimidated and more willing to experiment with the language and make mistakes without fear of judgment. As a result, students improve their fluency and confidence in using Arabic in academic settings (Sarmiento-Campos et al., 2022).

b. Comprehension Skills

In addition to speaking proficiency, peer tutoring has been shown to enhance comprehension skills, which are essential for effective language learning. In Arabic, comprehension extends beyond the mere understanding of words and phrases to include the ability to navigate the rich sociocultural context in which the language is used. Peer feedback is valuable in helping students understand the subtleties of language, including idiomatic expressions, cultural references, and context-dependent meanings (Alam, 2025).

The role of peer tutoring in enhancing comprehension is twofold. First, it provides learners with opportunities to engage with the language in a manner that promotes deeper understanding. When students interact with more advanced peers, they are exposed to more complex language forms, which help them develop a greater understanding of grammar and syntax. For example, advanced peer tutors model the correct use of grammatical structures, offer explanations, and provide context for more complex expressions. This modeling helps learners internalize these structures and apply them in their speech and writing, thus enhancing their comprehension of the language (Sarmiento-Campos et al., 2022).

Second, peer tutoring facilitates the negotiation of meaning between learners. As students work together to solve language-related problems, they engage in discussions that require them to clarify and elaborate on their understanding of the language. This interactive process not only improves comprehension but also encourages students to use their language skills actively, reinforcing what they have learned and deepening their understanding. Peer interactions thus create an environment where learners are not just passive recipients of information but active participants in their learning process, which significantly contributes to improved comprehension (Milla & García-Mayo, 2024).

In Arabic language education, where comprehension involves understanding both linguistic and cultural aspects of the language, peer tutoring offers students valuable opportunities to explore the social dimensions of Arabic.

Through discussions with peers, students gain insights into the cultural contexts in which specific phrases or expressions are used. This cultural awareness, facilitated by peer feedback, adds depth to learners' comprehension and helps them navigate the complexities of Arabic in academic settings (Alam, 2025).

c.   Influence of Advanced Peer Tutors

The interaction between lower-level students and advanced peer tutors is particularly effective in improving language proficiency. Advanced-level students serve as models of correct language use, helping bridge the gap between learners' current proficiency and the higher standards expected at the university level. By providing guidance on complex grammatical structures and facilitating discussions that challenge learners to use new vocabulary and language constructs, advanced peer tutors play a key role in helping students progress in their language learning journey.

Studies have shown that peer tutoring with advanced students results in notable improvements in learners' language skills. Advanced tutors assist learners in applying grammatical rules in context, guide them through complex sentence structures, and offer explanations that clarify difficult concepts. This type of interaction not only enhances learners' understanding of grammar but also promotes fluency by encouraging them to articulate their thoughts more confidently and accurately (Sarmiento-Campos et al., 2022). As students engage in real-time conversations with advanced peers, they practice new vocabulary and structures in meaningful contexts, reinforcing their learning and making the language more relevant to their academic pursuits.

In Arabic language programs, where the structure of the language can be particularly challenging, this interaction is invaluable. Learning Arabic involves mastering a complex writing system and navigating various linguistic forms, including classical and modern dialects. Advanced peer tutors, who have already mastered these complexities, provide an essential resource for learners, helping them tackle Arabic's intricacies in a supportive, less intimidating environment. Working alongside these tutors, learners gain confidence in experimenting with the language, asking questions, and applying new language skills in academic and social contexts (Kos, 2019).

d.   Peer Feedback as a Catalyst for Language Improvement

The feedback process within peer tutoring is a crucial element that enhances both speaking and comprehension skills. Peer feedback allows learners to receive immediate, constructive criticism from their peers, enabling them to address language deficiencies quickly. This process not only improves fluency and pronunciation but also encourages students to reflect on their language use, which

is essential for language mastery (Kos, 2019). Feedback also helps students identify areas for improvement that they might not have noticed on their own, such as subtle errors in word choice, sentence structure, or pronunciation.

For Arabic language learning, where pronunciation can significantly affect comprehension, peer feedback serves as a valuable tool for refinement. Arabic phonetics differ from many other languages, and learners often struggle with producing sounds that do not exist in their native languages. Peer feedback offers specific guidance on improving pronunciation, making communication clearer and more effective. This continuous feedback and reflection contribute to both immediate language improvements and long-term retention, ensuring that learners not only succeed in their current coursework but also build the skills necessary for continued language development (Milla & García-Mayo, 2024).

In conclusion, the integration of peer tutoring into Arabic language programs provides significant benefits for students' speaking proficiency and comprehension skills. Through peer interactions, students gain valuable language practice, receive constructive feedback, and develop a deeper understanding of the language. The use of advanced peer tutors, combined with structured peer feedback, fosters a collaborative and supportive learning environment that enhances language proficiency and builds students' confidence in using Arabic in academic settings.

Engagement and Motivation

Peer tutoring has a profound impact on student engagement and motivation, especially in language learning contexts like Arabic. Unlike traditional, instructor-centered teaching methods, peer tutoring creates an environment where students are more likely to take ownership of their learning process. This section explores how peer tutoring enhances engagement and fosters motivation, focusing on the role of peer interactions in improving students' attitudes toward language learning and their active participation in academic activities.

a. **Enhanced Student Engagement**

One of the core advantages of peer tutoring is its ability to increase student engagement. Traditional teacher-centered methods, while essential, often result in passive learning environments where students may not feel fully involved in the learning process. In contrast, peer tutoring encourages active participation by shifting the responsibility for learning onto the students themselves. Through this collaborative learning approach, students engage in both tutoring and learning roles, which increases their sense of ownership over their learning outcomes (Rusli et al., 2020).

In peer tutoring scenarios, students interact with their peers in a supportive and informal setting, where they feel less intimidated than they might in traditional

classrooms. This reduced level of anxiety enables more open dialogue, allowing students to express themselves freely and engage in conversations that might otherwise seem daunting in a more formal, instructor-led environment. As noted by (Vardy et al., 2022), the peer-supported setting fosters a sense of community and belonging, which is crucial for maintaining motivation and engagement. Students are more willing to participate actively in discussions, ask questions, and seek clarification from peers, knowing they will receive support in a low-pressure environment.

In Arabic language learning, where many students face challenges related to pronunciation, grammar, and vocabulary acquisition, the peer tutoring format allows for more relaxed and frequent interactions. These exchanges promote greater engagement with the language as students practice speaking, listening, and comprehension skills in ways that align more closely with real-world language use. Through collaborative interactions with peers, students can test their language skills, receive immediate feedback, and reinforce what they have learned, which contributes to a deeper understanding of Arabic (Rusli et al., 2020).

b. Motivation Enhancement in Peer Tutoring

Peer tutoring is particularly effective in increasing the motivation of lower-level students, who often struggle with feelings of inadequacy and self-doubt in language learning. Traditional classroom settings can sometimes exacerbate these feelings, as students may hesitate to speak or participate due to fear of making mistakes in front of the teacher and classmates. Peer tutoring, however,

The findings of this study indicate that peer tutoring significantly enhances Arabic language proficiency, particularly in speaking and comprehension skills. These results suggest that peer tutoring may be a more effective teaching method than traditional instructor-led approaches. The study highlights the value of peer tutoring in language acquisition and its role in improving student engagement and motivation, especially in the context of Arabic language learning.

One of the key outcomes of this study is that peer tutoring enhances language proficiency through collaborative learning, which in turn fosters higher levels of student engagement and motivation. The results show that students involved in peer tutoring demonstrated more significant improvements in their speaking and comprehension abilities compared to those in traditional, instructor-led environments. This finding aligns with previous studies that emphasize the benefits of peer-assisted learning. Peer tutoring not only improves language acquisition but also contributes to a supportive learning environment, making students feel less anxious and more confident in their language abilities (Rusli et al., 2020; Susanti et al., 2020).

The improvements in language proficiency in peer tutoring groups can be attributed to the social nature of interactions between peer tutors and tutees. These interactions provide a more personalized learning experience, allowing students to engage actively and seek clarification without the hierarchical pressures of traditional classrooms. In Arabic language programs, where students often face anxiety due to the language's complexity, peer tutoring fosters a more relaxed environment conducive to learning. Peer tutors, who are typically closer in proficiency to their peers, offer relatable explanations that make it easier for tutees to understand and retain the language (Kos, 2019).

Moreover, peer tutoring promotes active participation and increased student accountability. Unlike traditional teaching methods, where students tend to be passive recipients of knowledge, peer tutoring involves students in both learning and teaching roles. This shift fosters a more engaging and interactive classroom environment, motivating students to take responsibility for their own learning and that of their peers. The reciprocal process of teaching and learning not only enhances language proficiency but also develops critical thinking, problem-solving, and communication skills, as highlighted by previous studies (Rusli et al., 2020). This dynamic encourages collaboration, and students learn how to explain complex concepts, which reinforces their own understanding.

A significant aspect of peer tutoring is its ability to reduce language anxiety among students. Language anxiety is a common barrier for second-language learners, particularly in complex languages like Arabic, where grammar, pronunciation, and script may seem intimidating. Traditional teacher-centered classrooms can exacerbate anxiety, as students may fear making mistakes in front of an instructor or classmates. Peer tutoring, however, creates a more comfortable environment where students feel safer to take risks, ask questions, and experiment with the language without fear of judgment. This aligns with the findings of (Gower et al., 2022; Susanti et al., 2020), who suggest that peer tutoring reduces anxiety by providing students with an opportunity to engage at their own pace, receiving supportive and non-judgmental feedback.

The emotional safety provided by peer tutoring is crucial for its effectiveness. It allows students to approach language learning with greater confidence and resilience. Peer tutors, who empathize with their peers' struggles, help shift the perspective of language learning from a process of failure to one of growth and improvement. This change in mindset fosters better academic outcomes and builds self-efficacy, which is essential for long-term success in language acquisition (Gower et al., 2022). Moreover, the reduction in language anxiety promotes a sense of community and belonging among students, further enhancing motivation and engagement in the learning process.

The sense of community fostered through peer tutoring is another critical factor contributing to its success. Peer tutoring creates a collaborative learning environment where students form strong interpersonal relationships. These relationships foster a sense of belonging, which is vital for maintaining motivation and engagement in the learning process. In Arabic language education, where the complexity of the language can make students feel isolated or overwhelmed, peer tutoring helps mitigate these feelings by promoting a network of support among learners. As students work together to solve language challenges and share knowledge, they develop a collective sense of purpose and mutual respect, which enhances their motivation to continue learning and improves language acquisition outcomes (Susanti et al., 2020).

Furthermore, peer tutoring encourages students to take ownership of their learning. By actively participating in the teaching process, tutors gain a sense of pride in helping others succeed, which further reinforces their own learning. Teaching reinforces the tutors' understanding of the material as they must explain language concepts clearly and adapt their explanations to meet the needs of their peers. As tutors assist their peers in improving their language skills, they simultaneously strengthen their own proficiency, leading to a more collaborative and effective learning environment for all involved (Makhoul & Copti-Mshael, 2020).

The study also suggests that peer tutoring is an effective pedagogical tool for fostering intrinsic motivation and engagement. Traditional teacher-led approaches often struggle to meet the diverse needs of students, while peer tutoring offers a more flexible and dynamic approach to language learning. By pairing students with peers of varying proficiency levels, peer tutoring ensures that each learner receives personalized attention and support. This individualized approach helps address the unique challenges faced by students, promoting a deeper understanding of the language. In contrast, traditional methods often fail to provide the level of personalized interaction necessary to fully engage students and meet their individual learning needs (Rusli et al., 2020).

These findings have significant implications for the implementation of peer tutoring in Arabic language programs at higher education institutions. Educators should consider integrating peer tutoring into their curricula to promote more effective language learning. Structured peer tutoring programs that pair students with diverse proficiency levels can ensure that all students benefit from the collaborative learning environment, regardless of their starting proficiency level. This approach not only enhances language acquisition but also fosters a supportive and inclusive classroom culture that boosts student engagement and motivation (Rusli et al., 2020).

Future research could build upon the findings of this study by exploring the long-term effects of peer tutoring on language proficiency and academic success. Longitudinal studies that track student progress over time would provide valuable insights into how peer tutoring influences students' language skills and academic achievements in the long run (Νικολοπούλου, 2022). Additionally, further research could examine the broader impact of peer tutoring on students' interpersonal skills, such as collaboration, communication, and teamwork—skills that are essential not only for language learning but also for success in professional and academic settings (Gower et al., 2022).

Furthermore, exploring the cultural and contextual factors that influence the effectiveness of peer tutoring in Arabic language programs would deepen our understanding of how various learning environments and cultural contexts affect peer tutoring outcomes. Research examining peer tutoring in different educational settings, particularly in diverse cultural contexts, could help develop more tailored approaches that meet the specific needs of learners across various environments (Makhoul & Copti-Mshael, 2020).

In conclusion, the results of this study confirm that peer tutoring is an effective tool for enhancing language proficiency, student engagement, and motivation in Arabic language learning. Peer tutoring fosters a supportive and collaborative learning environment where students feel more comfortable, confident, and empowered to learn. The findings highlight the importance of incorporating peer tutoring into language education frameworks and suggest that further research on the long-term effects and cultural nuances of peer tutoring could provide valuable insights for improving language education in diverse contexts.

CONCLUSION

This study has examined the effectiveness of peer tutoring in enhancing Arabic language acquisition in higher education settings, specifically at Maulana Malik Ibrahim State Islamic University in Malang. The findings underscore the significant role that peer tutoring plays in improving students' speaking proficiency, comprehension, and overall language engagement. By shifting the focus from traditional teacher-led methods to collaborative peer-supported learning, the study demonstrates how peer tutoring not only enhances linguistic skills but also fosters a supportive, inclusive environment that promotes active participation and motivation.

The primary finding of this research is that peer tutoring significantly improves language proficiency, particularly in speaking and comprehension, when compared to conventional instructor-led teaching methods. Students involved in peer tutoring showed greater confidence in speaking, improved pronunciation, and a better understanding of complex grammatical structures. This improvement is

attributed to the collaborative nature of peer tutoring, where learners engage in dynamic, real-time interactions that provide immediate feedback and encourage deeper understanding. Additionally, the reduction in language anxiety among students involved in peer tutoring was another key finding. The supportive and less intimidating environment of peer tutoring allowed learners to feel more comfortable making mistakes, asking questions, and taking risks with the language. This emotional safety was pivotal in fostering confidence and resilience, which are essential for language acquisition.

The study also highlighted the pedagogical benefits of peer tutoring, especially for the tutors themselves. Peer tutors developed stronger teaching skills, refined their own linguistic abilities, and experienced increased confidence in their language proficiency. As they explained complex language concepts to their peers, they not only solidified their understanding but also became more adept at addressing the varied learning needs of their tutees. This reciprocal learning process benefited both tutors and tutees, creating a mutually reinforcing cycle of teaching and learning.

Furthermore, the research contributes to the growing body of knowledge on the value of peer-assisted learning in language acquisition, particularly in Arabic language programs. The findings affirm previous studies that emphasize the importance of social interaction and peer feedback in enhancing language learning outcomes. The study also underscores the need for more interactive and collaborative teaching methods in language education, as opposed to traditional, passive learning approaches that fail to fully engage students.

This research provides valuable implications for educators and curriculum designers, particularly in higher education settings. By incorporating peer tutoring into Arabic language programs, educators can create more engaging and supportive learning environments that promote active student participation and foster greater language proficiency. The study suggests that integrating structured peer tutoring initiatives into the curriculum, where students of different proficiency levels collaborate, can be an effective strategy for improving language outcomes.

While the study provides important insights into the benefits of peer tutoring, it also opens up several avenues for future research. Future studies could explore the long-term effects of peer tutoring on language proficiency and academic success, using longitudinal methods to track students' progress over time. Additionally, further research could investigate the impact of peer tutoring on the development of interpersonal skills, such as communication and teamwork, which are increasingly important in both academic and professional contexts. Another valuable area for future investigation would be to examine how cultural and contextual factors influence the effectiveness of peer tutoring, particularly in diverse

educational settings. Understanding how peer tutoring can be adapted to different cultural contexts could help tailor approaches to meet the specific needs of learners in various regions or institutions.

In conclusion, this study reinforces the pedagogical effectiveness of peer tutoring as a tool for improving Arabic language acquisition. By enhancing linguistic skills, reducing anxiety, and fostering a supportive learning environment, peer tutoring offers significant educational benefits for both learners and tutors. The findings contribute to the broader discourse on innovative teaching methods in language education, emphasizing the importance of collaboration and peer interaction in achieving better learning outcomes. As the study highlights, peer tutoring holds promise not only for improving language proficiency but also for building a sense of community and belonging among learners, which is crucial for their academic success and long-term engagement with the learning process.

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