Research Article

**Primary Education Insight**
Volume 1, Number 2, 2025
E-ISSN : 3110-5653
Open Access: https://creativesmartvisionary.com/pedi
DOI: https://doi.org/10.65779/pedi.v1i2.49

# Exploration of the Application of the Peer Tutoring Method to Improve Reading Skills of Fourth Grade Students: A Case Study at SDN Tanjung Waras

**Enni Maria[1,2], Endang Susilowati[1,3]**
[1] Universitas Muhammadiyah Metro, Lampung, Indonesia
[2] Sekolah Dasar Negeri Tanjung Waras, Indonesia
[3] Sekolah Dasar Negeri 5 Bukit Kemuning, Indonesia
*Correspondence: ennimaria188@gmail.com*

**Article Info**

**Article history:**
Received Jul 6th, 2025
Revised Nov 25th, 2025
Accepted Dec 17th, 2025

**How to cite this article:**
Maria, E. & Susilowati, E. (2025). Exploration of the application of the peer tutoring method to improve reading skills of fourth grade students: A case study at SDN Tanjung Waras. *Primary Education Insight, 1* (2), 92-103. https://doi.org/10.65779/pedi.v1i2.49

**ABSTRACT**

The low reading skills of some fourth-grade students at Tanjung Waras Public Elementary School require more effective and supportive learning strategies. This study aims to evaluate the implementation of the peer tutoring method in improving reading skills and examine its impact on students' motivation and social dynamics. The study used a descriptive case study approach with stages of diagnostic assessment, implementation of peer tutoring through the "Antaca" team, daily observations, informal interviews, and evaluation of reading development. Data were collected naturally and analyzed qualitatively through the stages of data presentation, reduction, interpretation, and conclusion drawing, as well as through source triangulation. The results showed that peer tutoring can be applied systematically and creates a non-intimidating learning environment, supported by picture-based teaching materials that facilitate the decoding process. The findings also revealed significant improvements in reading fluency, letter recognition accuracy, and students' courage in reading aloud. In addition, this method has a positive impact on learning motivation and social dynamics, marked by increased self-confidence, mutual support, and a more harmonious classroom atmosphere. The study concluded that peer tutoring is effective as a pedagogical strategy for improving basic literacy and building an inclusive classroom climate. The implications of the research confirm that teachers can adopt this approach to strengthen reading learning, especially in classes with heterogeneous abilities.

**Keyword:**
Case studies, elementary school, learning methods, peer tutoring, reading skills

© 2025 The Authors. Published by Creative Smart Visionary. This is an open access article under the CC BY 4.0 license (https://creativecommons.org/licenses/by/4.0/)

## INTRODUCTION

Reading ability constitutes a fundamental foundation for students' success in learning across all subject areas. At the elementary school level, reading functions not only as a language skill but also as a prerequisite for knowledge acquisition and the development of critical thinking abilities. Adawiah et al. (2024) emphasize that reading proficiency not only enables students to comprehend learning materials but also stimulates their cognitive, analytical, and communication skills. This view is reinforced by Putri et al. (2024), who report that higher levels of literacy skills are directly correlated with improvements in critical thinking ability.

Nevertheless, many elementary school students continue to demonstrate low reading proficiency. Anggraeni et al. (2021) indicate that a significant number of students struggle with basic skills such as letter recognition, phonemic awareness, and text comprehension. These challenges have a direct impact on learning motivation, leading to decreased self-confidence and slower academic progress (Sari & Shintiana, 2023). This condition becomes increasingly critical when students enter fourth grade, a stage at which learning demands stronger reading skills to comprehend more complex

informational and instructional texts. Therefore, appropriate improvements and pedagogical interventions are urgently needed to prevent prolonged literacy skill gaps.

The phenomenon of low reading skills was also identified at SD Negeri Tanjung Waras, particularly among fourth-grade students. Based on preliminary identification, nearly half of the eighteen students in the class were unable to read fluently and accurately, both in terms of letter recognition and comprehension of simple words and sentences. These findings indicate an urgent need for more effective, engaging, and supportive instructional approaches for students experiencing reading difficulties. Classroom observations revealed that the problems were not limited to linguistic aspects alone but were also influenced by affective factors, such as low self-esteem, anxiety when reading in front of the teacher, and limited opportunities for meaningful practice. In this context, collaborative and student-empowering learning strategies offer a relevant alternative solution.

Over the past decade, peer tutoring has been widely applied as an instructional strategy that emphasizes interaction among students. This method involves students working in small groups with varying ability levels, where they collaborate and support one another in understanding learning materials while fostering mutual respect (Muthma'innah, 2022). Students with higher levels of motivation and understanding serve as tutors for their classmates (Mukhlis, 2016). Numerous studies have shown that peer tutoring-based learning can enhance academic achievement, motivation, and self-confidence, as students learn in a more relaxed and non-intimidating environment (Bengi et al., 2022; Nurhasanah & Gumiandari, 2021).

Previous research also highlights that horizontal interactions among students facilitate effective social scaffolding. Through shared reading activities, modeling, and immediate feedback, more proficient students are able to support their peers' learning processes (Flores & Duran, 2016; Halim et al., 2020). In addition, studies indicate that students who act as tutors also benefit from reinforcing the concepts and skills they teach (Thurston et al., 2021). Within this context, peer tutoring represents an instructional approach with a strong theoretical and empirical foundation for addressing basic literacy problems in elementary schools.

However, despite the frequently reported effectiveness of peer tutoring, its implementation remains highly dependent on classroom context and student characteristics. There is still limited research that specifically examines the application of peer tutoring to improve reading skills among fourth-grade elementary school students in educational settings with limited resources, such as SD Negeri Tanjung Waras. Moreover, most previous studies have primarily focused on academic learning outcomes, while affective aspects such as reading motivation, self-confidence, and interpersonal dynamics among students have not been fully explored (Syamsinar, 2025; Utami et al., 2024). This situation highlights a significant research gap that warrants further investigation.

Accordingly, the main issue addressed in this study concerns how peer tutoring can be systematically implemented in a fourth-grade classroom at SD Negeri Tanjung Waras and the extent to which this method can improve the reading skills of students with diverse ability levels. The novelty of this research lies in the integration of peer tutoring with the use of picture-based reading materials, as well as the establishment of the "Antaca" reading support team as a learning support system tailored to local student characteristics.

This study aims to implement the peer tutoring method in reading instruction for fourth-grade students at SD Negeri Tanjung Waras and to evaluate its impact on improving students' reading skills. In addition, the study seeks to identify changes in students' motivation, self-confidence, and social interaction following their participation in peer tutoring-based reading activities. Theoretically, this research contributes to the enrichment of studies on the effectiveness of peer tutoring in the development of basic literacy skills, particularly in elementary school contexts characterized by heterogeneous student abilities. Practically, this study offers an intervention model that teachers can adapt to enhance reading skills through collaborative learning. In line with these objectives, the research questions addressed in this study are as follows: (1) How is the peer tutoring method implemented in reading instruction for fourth-grade students at SD Negeri Tanjung Waras? (2) To what extent can peer tutoring improve students' reading skills? and (3) How does peer tutoring influence students' motivation and social dynamics during the reading instruction process?

# LITERATURE REVIEW

## Reading Skills in Elementary School Students

Reading skills constitute a fundamental competence that students must master and serve as a prerequisite for academic success in elementary education (Dasra, 2024; Sugiarsih, 2018). The cognitive processes involved in reading include essential abilities such as word recognition, comprehension, and the ability to draw inferences from text (Muzaki & Dawud, 2024). Nadia and Pango (2021) further explain that early-stage reading encompasses not only letter recognition but also the ability to connect sound symbols to words, understand meaning, and develop reading fluency. Failure to acquire these basic reading skills at the elementary level can hinder students' learning processes in subsequent grades, as they struggle to process instructions, comprehend texts, and follow the flow of learning materials effectively (Apriliana et al., 2022).

Several studies indicate that students who enter fourth grade with low reading proficiency tend to experience persistent academic difficulties. These difficulties occur not only in language subjects but also in science, social studies, and mathematics, particularly in tasks that require reading comprehension, such as word problems (Hijrilliawanni et al., 2023; Laily, 2014; Umami et al., 2023). In the context of SD Negeri Tanjung Waras, assessment results reveal that nearly half of fourth-grade students still face challenges related to reading fluency, letter recognition, and comprehension of simple words. This condition suggests the need for varied instructional strategies that go beyond repetition and teacher-centered instruction. Such strategies should also address emotional barriers, including fear and low self-esteem, when students are required to read aloud in front of the teacher (Adellia et al., 2025; Ananda et al., 2022). Flexible and personalized learning approaches, including differentiated instruction, technology integration, and group-based learning, may be applied in this context (Nurfajria et al., 2024). Therefore, reading instruction requires alternative methods that emphasize positive interaction, social support, and more intensive opportunities for practice.

## Peer Tutoring Method

Peer tutoring is a cooperative learning strategy that involves students providing academic assistance to their peers (Rochani, 2023). In this approach, more proficient students act as tutors, while those requiring additional support function as tutees. This strategy is grounded in Vygotsky's social constructivist theory, which emphasizes the importance of social interaction and scaffolding in cognitive development (Tohari & Rahman, 2024). Peer tutoring offers more natural scaffolding because tutor–tutee interactions occur in a familiar, low-pressure environment and utilize students' everyday language.

Purwati (2022) supports this perspective by stating that peer tutoring provides more intuitive learning support, as tutors and tutees tend to share similar communication styles, thereby creating a comfortable learning atmosphere. Numerous studies have demonstrated that peer tutoring is effective in improving academic skills, including basic literacy. Peer guidance enhances reading skills by fostering a supportive and non-threatening learning environment (Riani & Harmonika, 2024).

Srivastava and Rashid (2018) found that peer tutoring yields substantial benefits for both tutors and tutees. Tutors experience increased knowledge, self-confidence, and a sense of responsibility, while tutees show improvements in subject engagement, collaboration skills, motivation, communication abilities, stress management, and self-confidence. Meanwhile, Hwang et al. (2019) demonstrated that peer tutoring supports students' transition from basic to higher-order cognitive levels, particularly when integrated with technology. Through shared reading activities, modeling, and immediate feedback, peer tutors contribute to improvements in reading fluency and word recognition accuracy.

The effectiveness of peer tutoring is also influenced by the structure of activities, clarity of role distribution, and students' readiness to serve as tutors (Syarifuddin et al., 2024). In the context of SD Negeri Tanjung Waras, the peer tutoring model is enriched through the formation of the "Antaca" team. This team consists of students assigned to systematically assist their peers in reading under teacher guidance, supported by visual media and engaging instructional materials.

## Peer Tutoring in Reading Instruction

Previous studies have shown that the peer tutoring method can enhance reading fluency, motivation, and students' self-confidence (Nurhasanah & Gumiandari, 2021; Riani & Harmonika,

2024). Peer tutoring has been proven effective in supporting students with lower reading abilities through repeated reading practices, simplified explanations from tutors, and more personalized guidance compared to teacher-led instruction in large classrooms (Rosi & Gumiandari, 2021). Furthermore, research indicates that student tutors also gain academic benefits through concept reinforcement, as teaching peers strengthen their own understanding (Novitasari et al., 2021).

Several studies have found that peer tutoring is particularly effective when combined with visual media or illustrated reading materials (Suparjo, 2022). Such media assist beginning readers in recognizing letters, understanding words, and mapping meaning more concretely (Amseke et al., 2022). This approach aligns with reading instruction practices that utilize picture-based books and Montessori-inspired methods to facilitate letter and sound recognition (Fitri et al., 2025). These findings demonstrate the relevance of peer tutoring to the objectives of this study, which aims to improve reading skills through social interaction and the use of supportive learning media.

### Research Gap and Novelty of the Study

Research on peer tutoring methods has consistently demonstrated their effectiveness in improving reading ability and social skills (Halimatussakdiah & Adawiyyah, 2018; Krisnawati & Umam, 2025; Supriyatna et al., 2024). However, significant research gaps remain, particularly in the context of fourth-grade elementary students in classrooms characterized by heterogeneous abilities and limited resources. Previous studies have largely focused on academic outcomes, such as reading fluency or text comprehension. At the same time, social dynamics, motivational changes, and the development of student identity as tutors and tutees have received limited attention.

Moreover, the systematic integration of peer tutoring with picture-based visual media—shown to strengthen literacy comprehension (Syarifuddin et al., 2024)—has not been widely implemented in early reading instruction. The use of small-group learning structures based on internal support systems, such as the “Antaca” team, has also received limited consideration as part of sustainable pedagogical strategies.

The novelty of this study lies in the development of a peer tutoring model integrated with structured visual media and the formation of micro learning groups tailored to the characteristics of students at SD Negeri Tanjung Waras. This model not only evaluates improvements in reading skills but also analyzes affective and social aspects that are often overlooked, such as collaboration, self-confidence, and active student engagement. This approach contributes new insights into how peer tutoring functions in authentic classroom settings and how such interventions can be adapted to address students’ needs in a comprehensive manner.

## METHODOLOGY

### Research Design

This study employed a descriptive case study design. This design was selected because the research focused on gaining an in-depth understanding of the implementation of the peer tutoring method in improving the reading skills of fourth-grade students at SD Negeri Tanjung Waras. A case study approach allows the researcher to describe the initial conditions, the intervention process, the dynamics of student interactions, and changes in reading ability that occurred throughout the program. The study was conducted in an authentic classroom context. Therefore, each stage of the intervention—ranging from the initial assessment, the formation of the “Antaca” peer tutoring team, the use of picture-based instructional materials, to the observation of students’ reading progress—was examined as an integrated and holistic learning process.

The development of the intervention design was grounded in the identification of low reading skills among nearly half of the fourth-grade students, as revealed through initial assessments and classroom observations. The intervention was designed in the form of paired reading activities involving students who were fluent readers and those who experienced reading difficulties. These activities were conducted regularly every morning before the main instructional sessions. The learning approach emphasized collaboration, natural interaction, and a low-pressure environment to support students’ reading development. The research design was flexible and evolved during implementation to accommodate students’ needs and classroom conditions.

**Instruments and Data Collection**

Data in this study were collected using several instruments: (1) a diagnostic reading skills assessment sheet, (2) an observation checklist for the peer tutoring process, (3) informal interview guidelines for tutors and tutees, and (4) anecdotal records documenting students' development throughout the activities. The diagnostic assessment instrument was administered at the initial stage to identify students' basic reading abilities, including reading fluency, letter recognition, and types of reading errors, such as vowel and consonant mispronunciations. The results of this assessment served as the basis for determining tutor–tutee pairings and adjusting the difficulty level of reading materials used during the intervention.

To ensure the validity and appropriateness of the instruments, all instruments requiring validation—including the diagnostic assessment sheet, observation checklist, and interview guidelines—underwent expert judgment. The validation process involved three validators: two lecturers in elementary education with expertise in literacy and reading instruction, and one experienced elementary school teacher who taught fourth grade. Validation focused on the alignment of indicators with the research objectives, clarity of instrument language, relevance of items to elementary school student characteristics, and suitability for use in a naturalistic learning context. Feedback from the validators was used to revise and refine the instruments until they were deemed valid and appropriate for use in the study.

The observation instrument was used to document the implementation of the peer tutoring method systematically. It captured tutor–tutee interaction patterns, the intensity and quality of reading practice, students' affective responses, and the use of illustrated reading media, such as Membaca Dengan Mudah Dengan Metode Montessori, which integrates visual elements and letters to support word comprehension. Informal interview guidelines were designed in a semi-structured format to allow the researcher to flexibly explore students' learning experiences from both tutor and tutee perspectives without disrupting classroom dynamics. All observation and interview instruments were complemented by anecdotal record formats, which were used to document students' reading development and behavioral changes continuously.

Data collection was conducted in three phases: the initial diagnostic assessment, observation during the intervention, and outcome evaluation. At each phase, data were gathered through a combination of observation, anecdotal records, informal interviews, and documentation of students' reading progress. This approach enhanced data credibility through triangulation of sources and techniques. The entire data collection process was carried out in a naturalistic manner, following daily reading instruction activities, thereby providing a comprehensive and objective portrayal of authentic classroom learning conditions at SD Negeri Tanjung Waras.

**Data Analysis**

Data analysis was conducted through several stages, including data display, data reduction, interpretation, and conclusion drawing, following the framework proposed by Miles et al. (2014). During the data display stage, all information obtained from diagnostic assessments, observations of peer tutoring activities, and students' reading performance was organized and categorized based on indicators of reading fluency, accuracy in letter and vowel recognition, and students' responses during peer-assisted reading sessions. This data presentation enabled the researcher to identify patterns in reading development throughout the intervention, including changes in students' motivation and interaction dynamics between tutors and tutees, as documented in field notes.

The data reduction stage involved selecting and simplifying information relevant to the research questions. The analytical focus was directed toward data that illustrated improvements in reading skills and the effectiveness of the "Antaca" peer tutoring structure in supporting students with reading difficulties. The interpretation stage then synthesized these findings into an analytical narrative explaining how the peer tutoring process contributed to students' reading improvement. This interpretation identified consistent interaction patterns, such as increased student confidence in reading aloud when accompanied by peers, gradual progress in pronunciation and letter recognition, and the role of illustrated reading materials in facilitating the decoding process.

The final stage involved concluding by analyzing relationships among the identified categories to develop a comprehensive understanding of the effectiveness of the peer tutoring method and the conditions that supported its success. Data triangulation was applied by cross-checking information

from initial assessments, observation records, reading outcomes, and informal interviews to ensure the validity and consistency of the findings throughout the study.

## RESULTS

### Implementation of the Peer Tutoring Method in Fourth-Grade Reading Instruction

The implementation of the peer tutoring method began with an initial diagnostic assessment to identify the reading abilities of fourth-grade students. The assessment results indicated that nearly half of the eighteen students were still categorized as less fluent readers. Based on these findings, the teacher designated students with fluent reading skills as tutors, while students experiencing reading difficulties were assigned as tutees. This process was formalized through the establishment of the "Antaca" *(Ayo Bantu Teman Membaca)* team, in which tutors received guidance on how to support their peers effectively. This grouping created a systematic mentoring structure and enabled reading activities to be conducted intensively on a daily basis.

Peer tutoring activities were carried out for ten minutes before the start of regular classroom instruction. Tutors assisted tutees using the book *Membaca Dengan Mudah dengan Metode Montessori*, which facilitates reading practice through a visual approach that integrates pictures and corresponding letters. The teacher monitored the tutoring process to ensure that student interactions remained supportive and consistent. All findings related to the implementation process are summarized in Table 1, which provides a comprehensive overview of the structure, strategies, and learning conditions of peer tutoring-based reading instruction in the fourth-grade classroom.

### Improvement in Students' Reading Skills Following Peer Tutoring

Observations conducted throughout the intervention revealed notable improvements in reading skills among most tutees. Students who previously made frequent errors in vowel recognition or relied heavily on spelling out words gradually demonstrated more fluent and accurate reading. This improvement was evident in their increased ability to read words and sentences without repeatedly sounding out individual letters. Gains were also observed in students' confidence to read aloud after receiving peer assistance, a level of confidence that had been difficult to achieve when they practiced directly with the teacher.

These findings were supported by daily progress records and teacher evaluations, which indicated gradual improvement among nearly all students with low initial reading proficiency. The observed progress was closely related to the intensity of practice provided through peer tutoring, which allowed tutees to engage in reading activities within a low-pressure learning environment. In addition, the use of picture-based instructional materials contributed to faster letter recognition and more effective word decoding. A summary of improvements in reading skills is presented in Table 1, highlighting the significant role of peer tutoring in fostering students' reading development.

### Effects of Peer Tutoring on Students' Motivation and Social Dynamics

In addition to enhancing reading skills, the implementation of peer tutoring had a positive impact on students' motivation and social dynamics. Tutees demonstrated increased motivation, as reflected in their enthusiasm for participating in the morning tutoring sessions. The learning atmosphere within the "Antaca" groups gradually replaced feelings of fear with a willingness to attempt reading alongside their tutors. This interaction fostered a more comfortable learning environment in which tutees felt more confident making mistakes and receiving corrective feedback from peers. A livelier classroom atmosphere, characterized by laughter and active participation, indicated higher levels of students' emotional engagement in the learning process.

Peer tutoring also strengthened social relationships among students. Behaviors such as teasing, which had previously occurred in the classroom, decreased and were replaced by more supportive interactions. Tutors expressed a sense of pride in being able to help their peers, while tutees reported feeling valued and supported. Moreover, increased student motivation extended beyond the classroom,

as parents reported positive changes in their children's reading behavior at home. These effects are systematically summarized in Table 1, which maps changes in motivation and social dynamics throughout the intervention.

**Table 1. Summary of Research Findings Based on Three Main Issues**

| Issue | Key Findings | Detailed Results |
|---|---|---|
| **Implementation of the peer tutoring method in reading instruction** | The implementation was systematic and effective through initial assessment, the formation of the "Antaca" team, and daily reading activities. | • Half of the students were identified as not yet fluent readers based on the initial diagnostic assessment.<br>• Tutors were selected from students with fluent reading skills and received specific guidance.<br>• Tutoring activities were conducted for 10 minutes before the main instructional sessions.<br>• Illustrated Montessori-based reading books were used to facilitate learning. |
| **Improvement in students' reading skills** | Significant improvement was observed in reading fluency, letter recognition accuracy, and confidence in reading aloud. | • Students began reading without spelling out individual letters.<br>• Vowel mispronunciation errors decreased substantially.<br>• Nearly all tutees demonstrated gradual progress in reading skills.<br>• Intensive practice through peer tutoring accelerated reading mastery. |
| **Effects of peer tutoring on students' motivation and social dynamics** | Students' motivation increased, and the classroom atmosphere became more harmonious and supportive. | • Tutees became more confident and enthusiastic about reading.<br>• Interactions among students were warmer and free from teasing.<br>• Tutors reported a sense of pride in helping their peers.<br>• Parents observed increased interest in reading at home. |

## DISCUSSION

### Implementation of the Peer Tutoring Method in Fourth-Grade Reading Instruction

The findings of this study indicate that the implementation of the peer tutoring method in the fourth-grade classroom at SD Negeri Tanjung Waras was effective when supported by a clear mentoring structure, careful selection of tutors based on students' academic and social readiness, and the use of picture-based reading materials. These findings reinforce the theoretical foundation of peer tutoring as a cooperative learning strategy that emphasizes horizontal interaction and social scaffolding, as articulated in Vygotsky's social constructivist approach (Tohari & Rahman, 2024). In this context, tutors functioned as sources of cognitive support that were more closely aligned with tutees' learning experiences, thereby allowing reading activities to take place in a safer and less pressuring environment (Purwati, 2022).

The implementation of peer tutoring in this study is also consistent with previous findings indicating that collaborative learning is more effective when student relationships are egalitarian and communicative. This approach is particularly relevant for students who experience reading difficulties and academic anxiety (Adellia et al., 2025; Ananda et al., 2022). The establishment of the "Antaca" reading support team strengthened the peer tutoring structure by providing a consistent internal support system. This finding aligns with Syarifuddin et al. (2024), who emphasize that the success of peer

tutoring is strongly influenced by role clarity and well-organized activities. Furthermore, the use of visual media in the form of illustrated reading materials supported more concrete letter and word recognition. This is in line with studies showing that visual media can reduce cognitive barriers for beginning readers (Amseke et al., 2022; Suparjo, 2022). Thus, the implementation of peer tutoring in this study was not merely a technical procedure but rather an integration of social, cognitive, and pedagogical approaches that mutually reinforced one another.

**Improvement in Students' Reading Skills Following Peer Tutoring**

The observed improvement in students' reading skills following participation in the peer tutoring program suggests that peer interaction provides more intensive and personalized reading practice than traditional whole-class instruction. Gains in reading fluency, letter recognition, and basic word comprehension are consistent with previous studies reporting that peer tutoring effectively enhances basic literacy through repeated reading practice and direct modeling by tutors (Riani & Harmonika, 2024; Rosi & Gumiandari, 2021). These findings are particularly relevant for fourth-grade students who are in a transitional phase from early reading to reading for comprehension of more complex informational texts (Hijrilliawanni et al., 2023; Umami et al., 2023).

In addition, the immediate feedback provided by tutors enabled students to promptly correct decoding and pronunciation errors, which are crucial components of early reading mastery (Nadia & Pango, 2021). This finding supports the argument that peer tutoring offers more adaptive scaffolding, as tutors tend to use familiar language and strategies that align with tutees' levels of understanding (Purwati, 2022; Flores & Duran, 2016). The integration of peer tutoring with picture-based reading materials further strengthened this process, as visual supports help students simultaneously connect symbols, sounds, and meanings (Amseke et al., 2022; Fitri et al., 2025).

Accordingly, the improvements in reading skills identified in this study can be understood as the result of a combination of supportive social interaction and instructional media tailored to the characteristics of beginning readers. However, this study did not experimentally compare the effectiveness of peer tutoring with other reading instruction methods. Therefore, the observed improvements should be interpreted contextually, in line with the qualitative research design employed.

**Effects of Peer Tutoring on Students' Motivation and Social Dynamics**

Beyond its cognitive impact, peer tutoring also demonstrated a significant influence on students' learning motivation and social dynamics. This finding aligns with existing literature indicating that reading difficulties are often closely associated with affective factors, such as low self-confidence and academic anxiety (Sari & Shintiana, 2023; Adellia et al., 2025). Through more familiar and non-intimidating interactions, peer tutoring created a learning environment that encouraged students to take risks in reading, including reading aloud in front of their peers.

Changes in social dynamics, such as increased empathy, cooperation, and a reduction in teasing behaviors, further support the view that peer tutoring functions not only as an academic strategy but also as a medium for developing students' social skills (Srivastava & Rashid, 2018). Positive tutor–tutee relationships contributed to the formation of an inclusive learning community in which students with lower reading abilities were no longer stigmatized. Instead, they were positioned as learners in the process of development. This finding is consistent with research emphasizing that small-group, collaborative learning can enhance student engagement, motivation, and a sense of social responsibility (Muthma'innah, 2022; Bengi et al., 2022).

Overall, the observed increase in parental involvement in reading activities at home, as reported in this study, has received limited explicit attention in the referenced literature. This finding is therefore an initial indication of the extended impact of peer tutoring interventions on literacy practices beyond the classroom. Taken together, the results of this study confirm that peer tutoring is an approach that not only effectively improves reading skills but also strengthens students' motivation and social relationships. This is particularly significant in elementary school contexts characterized by heterogeneous student abilities and limited educational resources.

## CONCLUSION

This study aimed to evaluate the effectiveness of implementing peer tutoring in improving the reading skills of fourth-grade students at SD Negeri Tanjung Waras, while also examining how this method influenced students' motivation and social dynamics. The findings indicate that these objectives were successfully achieved. The implementation of peer tutoring through the formation of the "Antaca" team, the use of picture-based instructional materials, and consistently conducted morning reading assistance proved to be effective and well-structured. This approach enabled teachers to provide more personalized support by involving students as tutors, thereby addressing the first research question concerning how the peer tutoring method was implemented in the fourth-grade classroom context.

The study also found that peer tutoring significantly improved students' reading skills, particularly in terms of reading fluency, recognition of vowel and consonant letters, and confidence in reading aloud. In addition, peer tutoring had a positive impact on students' learning motivation and social dynamics, as evidenced by increased self-confidence, the emergence of a more harmonious learning atmosphere, and a reduction in negative behaviors among students. These findings addressed the second and third research questions and further confirm that peer tutoring functions as an effective approach not only in the cognitive domain but also in the social and emotional dimensions of learning.

The implications of this study suggest that peer tutoring represents a viable pedagogical strategy for elementary school contexts, especially in classrooms with diverse reading ability levels. This approach not only supports literacy development but also strengthens student collaboration and fosters an inclusive learning environment. Teachers can utilize peer tutoring to increase the intensity of reading practice, create a more supportive learning atmosphere, and nurture students' self-confidence and intrinsic motivation. Moreover, reading habits developed through peer tutoring have the potential to extend positive effects beyond the classroom, as reflected in increased student interest in reading at home.

This study has several limitations. First, the scope of participants was limited to a single classroom, and the duration of the intervention was relatively short, which restricted the ability to examine the long-term sustainability of students' reading skills. Second, the study did not explore variations of peer tutoring models that might yield different effects for students with specific characteristics. Therefore, future research is recommended to involve a larger number of classes or schools, extend the duration of the intervention, and compare the effectiveness of different peer tutoring models. Subsequent studies may also incorporate quantitative instruments to measure changes in reading ability more precisely, thereby generating findings that are more comprehensive and generalizable.

**Acknowledgement**

The authors would like to express their sincere gratitude to SD Negeri Tanjung Waras for the support and cooperation provided during the implementation of this research. Special appreciation is extended to the school principal, teachers, and fourth-grade students for their active participation, openness, and assistance throughout the research process. Their support made this study possible and contributed significantly to the successful completion of the research activities.

## REFERENCES

Adawiah, R., Hamzah, R. A., Nurlinda, N., & Aryanti, R. D. (2024). Kajian literatur terhadap mengembangkan keterampilan membaca di sekolah dasar. *Jurnal Pendidikan Bahasa, 14*(2), 42–48. https://doi.org/10.37630/jpb.v14i2.2097

Adellia, B., Handayani, W. P., Aurelia, C., Andrian, F., & Adiwijaya, S. N. (2025). Strategi guru dalam mengatasi kesulitan membaca pada siswa sekolah dasar. *Fashluna, 6*(1), 20–27. https://doi.org/10.47625/fashluna.v6i1.863

Sari, A. K. P., & Shintiana, S. (2023). Analisis kemampuan membaca permulaan dan kesulitan yang dihadapi siswa kelas 1 sekolah dasar. *Jurnal Lensa Pendas, 8*(2), 113-122. https://doi.org/10.33222/jlp.v8i2.2818

Amseke, F. V., Hawali, R. F., Amseke, F. V., Radja, P. L., & Lobo, R. (2022). Penggunaan media gambar dan kartu huruf dalam meningkatkan kemampuan membaca anak usia dini. *Jurnal*

*Obsesi : Jurnal Pendidikan Anak Usia Dini, 6*(6), 6723–6731. https://doi.org/10.31004/obsesi.v6i6.2532

Ananda, V., Mawardi, M., & Suhendar, A. (2022). Analisis strategi guru dalam mengatasi kesulitan membaca siswa kelas II SDN petir 4 kota Tangerang. *Jurnal Elementary, 5*(2), 129. https://doi.org/10.31764/elementary.v5i2.8760

Anggraeni, S. W., Alpian, Y., Prihamdani, D., & Nurdini, D. (2021). Analisis kesulitan belajar membaca siswa sekolah dasar. *Jurnal Elementaria Edukasia, 4*(1), 42–54. https://doi.org/10.31949/jee.v4i1.2849

Apriliana, A., Tatat Hartati, Dadang Sunendar, & Rahman. (2022). Literacy learning in early grades: Teacher thought on teaching literacy. *Jurnal Ilmiah Sekolah Dasar, 6*(4), 592–602. https://doi.org/10.23887/jisd.v6i4.49994

Bengi, I. S., Pandiangan, A., Br Pandia, L. H., & Safriana, S. (2022). Pengaruh metode tutor sebaya terhadap komunikasi dan hasil belajar siswa pada mata pelajaran fisika. *Jurnal Pendidikan Dan Ilmu Fisika, 2*(2), 138–142. https://doi.org/10.52434/jpif.v2i2.1990

Dasra, N. A. (2024). Strategi guru dalam mengatasi perundungan pada siswa kelas awal sekolah dasar. *Jurnal Ilmu Pendidikan Guru Sekolah Dasar Dan Usia Dini, 1*(1), 20-25. https://doi.org/10.70134/pedasud.v1i1.197

Fitri, H. R., Susiani, T. S., & Salimi, M. (2025). Penerapan metode montessori untuk meningkatkan keterampilan membaca permulaan siswa kelas 1 SD negeri 2 Gemeksekti tahun ajaran 2023/2024. *Kalam Cendekia: Jurnal Ilmiah Kependidikan, 13*(2), 880–888. https://doi.org/10.20961/jkc.v13i2.91060

Flores, M., & Duran, D. (2016). Influence of a Catalan peer tutoring programme on reading comprehension and self-concept as a reader. *Journal of Research in Reading, 39*(3), 330–346. https://doi.org/10.1111/1467-9817.12044

Halim, N., Arif, M. M., & Supramaniam, K. (2020). Enhancing reading comprehension through metacognitive reading strategies and peer tutoring among year 7 students at a home school centre. *Asian Journal of University Education, 16*(1), 22–31. https://doi.org/10.24191/ajue.v16i1.8981

Halimatussakdiah, H., & Adawiyyah, F. (2018). Meningkatkan kemampuan membaca puisi siswa melalui penerapan metode tutor sebaya di kelas V SD. *Js (Jurnal Sekolah), 2*(4), 281. https://doi.org/10.24114/js.v2i4.10674

Hijrilliawanni, D. R., Kuncoro, S. Z., Nihmah, S. Z., & Riswari, L. A. (2023). Analisis kesulitan pemecahan masalah matematis siswa kelas IV pada soal cerita matematika. *Jurnal Magistra, 14*(2), 92–102. https://doi.org/10.31942/mgs

Hwang, W.-Y., Nguyen, T.-H., & Pham, X.-L. (2019). Peer tutoring to facilitate cognitive diffusion of English as a foreign language learning: Using speech translation and shadowing in familiar authentic contexts. *Journal of Educational Computing Research, 57*(4), 901–929. https://doi.org/10.1177/0735633118776209

Krisnawati, R., & Umam, R. K. (2025). Implementasi strategi tutor sebaya dalam meningkatkan kemampuan literasi membaca siswa kelas 2 SDN Bangkok. *Cangkal: Jurnal Ilmu Sosial Dan Humaniora, 1*(2), 67–73.

Laily, I. F. (2014). Hubungan kemampuan membaca pemahaman dengan kemampuan memahami soal cerita matematika sekolah dasar. *Eduma: Mathematics Education Learning and Teaching, 3*(1). https://doi.org/10.24235/eduma.v3i1.8

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis A Methods Sourcebook Edition 3*. SAGE Publications, Inc.

Mukhlis, A. (2016). Pembelajaran tutor sebaya: Solusi praktis dalam rangka menyongsong pembelajaran sastra yang menyenangkan bagi siswa SMP. *JP-BSI (Jurnal Pendidikan Bahasa Dan Sastra Indonesia), 1*(2), 68-72. https://doi.org/10.26737/jp-bsi.v1i2.93

Muthma'innah, M. (2022). Hasil belajar matematika siswa melalui model pembelajaran tutor sebaya. *Ta'diban: Journal of Islamic Education, 1*(2), 1–7. https://doi.org/10.61456/tjie.v1i2.36

Muzaki, F., & Dawud. (2024). Cognitive processes on reading literacy in elementary schools. *Anufa, 1*(2), 119–127. https://doi.org/10.63629/anufa.v1i2.21

Nadia, E. M., & Pango, C. D. (2021). Pelaksanaan kegiatan iTalk (innovation talk) untuk pengembangan pemikiran kritis pada anak usia dini melalui budaya literasi membaca. *Society : Jurnal Pengabdian Dan Pemberdayaan Masyarakat, 2*(1), 59–67. https://doi.org/10.37802/society.v2i1.174

Novitasari, A., Hijriyah, U., & Jannah, M. (2021). Pengaruh tutor sebaya berbasis konstruktivisme terhadap pemahaman konsep dan sikap peserta didik. *Didaktika Biologi: Jurnal Penelitian Pendidikan Biologi, 5*(1), 7. https://doi.org/10.32502/dikbio.v5i1.2727

Nurfajria, N., Nurmaida, N., & Badaruddin, S. (2024). Cara menangani siswa SD/MI yang memiliki kemampuan pengetahuan yang bervariasi. *Passikola: Jurnal Pendidikan Dasar & Madrasah Ibtidaiyah, 1*(1), 1–15. https://doi.org/10.46870/passikola.v1i1.1197

Nurhasanah, L., & Gumiandari, S. (2021). Implementasi metode pembelajaran tutor sebaya terhadap hasil belajar siswa. *Pedagogik: Jurnal Pendidikan, 16*(1), 62-68. https://doi.org/10.33084/pedagogik.v16i1.1881

Purwati, P. (2022). Metode tutor sebaya untuk meningkatkan karakter peduli sosial pada siswa kelas 6 SD negeri 1 Miricinde. *Jurnal Jaringan Penelitian Pengembangan Penerapan Inovasi Pendidikan (Jarlitbang)*, 173–180. https://doi.org/10.59344/jarlitbang.v8i2.28

Putri, I. T. A., Agusdianita, N., & Desri, D. (2024). Literasi dalam meningkatkan kemampuan berpikir kritis peserta didik sekolah dasar era digital. *Social, Humanities, and Educational Studies SHEs:, 7*(3), 2057–2066. https://doi.org/10.20961/shes.v7i3.92427

Riani, R. Z. Z., & Harmonika, S. (2024). Penerapan model tutor sebaya berbasis literasi dalam meningkatkan hasil belajar siswa mata pelajaran bahasa indonesia kelas VI di MI Toya. *Edupedika: Jurnal Studi Pendidikan Dan Pembelajaran, 3*(1), 28–34. https://doi.org/10.60004/edupedika.v3i1.138

Rochani, S. (2023). Pembelajaran kooperatif dengan metode tutor- sebaya untuk meningkatkan aktivitas dan hasil belajar siswa. *Wawasan: Jurnal Kediklatan Balai Diklat Keagamaan Jakarta, 4*(1), 153–169. https://doi.org/10.53800/wawasan.v4i1.215

Rosi, Q. A., & Gumiandari, S. (2021). The application of the people tutor learning model in English courses through andragogy approach in SMAN 1 Jatiwangi environment. *Pedagogik Jurnal Pendidikan, 16*(1), 45–54. https://doi.org/10.33084/pedagogik.v16i1.1865

Srivastava, R., & Rashid, M. (2018). Who is at edge – tutors or tutees? Academic, social and emotional elevation through peer tutoring. *Arab World English Journal,* 64–77. https://doi.org/10.24093/awej/MEC1.5

Sugiarsih, S. (2018). Peningkatan keterampilan membaca melalui drop everything and read (dear) pada siswa sekolah dasar (MI). *Al-Bidayah : Jurnal Pendidikan Dasar Islam, 9*(2), 47. https://doi.org/10.14421/jpdi.2017.0902-05

Suparjo, S. (2022). Optimalisasi hasil belajar siswa melalui tutor sebaya berbasis media audio-visual pada siswa kejuruan. *Js (Jurnal Sekolah), 6*(4), 56. https://doi.org/10.24114/js.v6i4.38577

Supriyatna, A. P., Hanifah, N., & Isrok'atun, I. (2024). Penerapan metode tutor sebaya dalam meningkatkan keterampilan sosial siswa kelas IV SD. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran, 5*(1), 397–408. https://doi.org/10.62775/edukasia.v5i1.765

Syamsinar. (2025). Pengaruh efikasi diri, kemandirian belajar dan keterampilan sosial terhadap hasil belajar matematika melalui motivasi berprestasi. *Kognitif: Jurnal Riset HOTS Pendidikan Matematika, 5*(1), 96–109. https://doi.org/10.51574/kognitif.v5i1.1963

Syarifuddin, S., Maryani, D., Salsabilah, U., & Marisa, M. (2024). Pendampingan literasi dan numerasi siswa SDN Inpres Tawali Wera kabupaten Bima melalui metode tutor sebaya dan berbantuan media gambar. *Bima Abdi: Jurnal Pengabdian Masyarakat, 4*(1), 49–57. https://doi.org/10.53299/bajpm.v4i1.377

Thurston, A., Cockerill, M., & Chiang, T. H. (2021). Assessing the differential effects of peer tutoring for tutors and tutees. *Education Sciences, 11*(3), 1–12. https://doi.org/10.3390/educsci11030097

Tohari, B., & Rahman, A. (2024). Konstruktivisme Lev Semonovich Vygotsky dan Jerome Bruner: Model pembelajaran aktif dalam pengembangan kemampuan kognitif anak. *Nusantara: Jurnal Pendidikan Indonesia, 4*(1), 209–228. https://doi.org/10.14421/njpi.2024.v4i1-13

Umami, F. D., Djunaid, D., & Firdaus, M. (2023). Kesulitan siswa dalam memahami bacaan di kelas IV SD negeri 17 Tanjung Batu. *Didaktik: Jurnal Ilmiah PGSD FKIP Universitas Mandiri, 9*(04), 1962–1970. https://doi.org/10.36989/didaktik.v9i04.1473

Utami, D. S., Putri, S. A., Suriansyah, A., & Cinantya, C. (2024). Pentingnya motivasi dalam meningkatkan hasil belajar peserta didik sekolah dasar. *MARAS: Jurnal Penelitian Multidisiplin, 2*(4), 2071–2082. https://doi.org/10.60126/maras.v2i4.557