

THE LEVERAGE OF MODEL LEARNING PEER TEACHING TO LEARN IN ENGLISH MEETING CLUB (EMC) AT UPT SMP NEGERI 6 BINAMU

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| Article History | Abstract |
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| Original Research Article | <p><i>This research aims to examine the influence of the peer teaching learning model on students' motivation to learn in the English Meeting Club (EMC) at UPT SMP Negeri 6 Binamu. The study is grounded on the belief that peer teaching, as a student-centered approach, can enhance both intrinsic and extrinsic motivation by engaging students in active, collaborative learning. Specifically, the study investigates whether and how this model impacts learners' enthusiasm, engagement, and perseverance in English learning activities within a non-formal educational setting. The sample includes 13 eighth-grade students who are members of the EMC, selected through purposive sampling. This study employs a quantitative research method using an ex post facto design. Data collection techniques include observation, questionnaires, interviews, and documentation. Instrument validity and reliability were tested to ensure accuracy and consistency. The hypothesis was evaluated using simple linear regression with SPSS 25.0. The independent variable is the peer teaching model, While the dependent variable is student motivation to learn English. The results of the study show that the Peer Teaching Learning Model has a significant and positive effect on students' motivation to learn English. The regression analysis revealed that 62.3% of the variance in learning motivation could be explained by peer teaching ($R^2 = 0.623$), with a significance level of 0.001. The regression equation $Y = 15.012 + 0.625X$ indicates that increased involvement in peer teaching leads to increased learning motivation. It is concluded that peer teaching is an effective strategy for improving student motivation, especially in student-centered learning environments.</i></p> <p>Keywords: Model Learning, Peer Teaching, English Meeting Club (EMC).</p> |
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| <p>Copyright © 2025 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.</p> <p>Citation: Ernawati, Andi Sadapotto, Ibrahim Manda, Nuraeni Kasman, Sam Hermansyah. (2025). THE LEVERAGE OF MODEL LEARNING PEER TEACHING TO LEARN IN ENGLISH MEETING CLUB (EMC) AT UPT SMP NEGERI 6 BINAMU. UKR Journal of Arts, Humanities and Social Sciences (UKRJAHS), Volume 1(10), 109-117.</p> | |

INTRODUCTION

One of the learning models often used is the peer tutor model (*peer teaching*). Ninla, (2019) the peer tutor learning model is a learning process carried out by a student to another student in order to better know and understand the learning material presented. Peer tutoring means that students teach other students who act as teachers. Before carrying out the learning process, of course a tutor should study the material to be delivered by preparing and mastering modul by conducting teaching simulations. Therefore, the peer tutor learning model is one way that really helps students understand the material delivered. Matter the Also mentioned in QS Al-Kahf/18: 66, For

Keep going demand knowledge like the word of Allah SWT:

" Musa said to him, "May I follow you so that you teach to me (knowledge the truth) which have been taught to you (to be) guidance?" (Al-Akyar, 2010, p. 301).

From the verse above, it can be concluded that someone who seeks knowledge must always practice the knowledge they have gained. This is in line with the application of the *peer teaching learning model* which provides an opportunity for tutors to gain new knowledge, experience and skills. then practice or convey it to the study group, this is possible because by teaching, a tutor can apply and

implement his knowledge so that it will deepen the tutor's own insight.

In the context of peer tutoring (*peer teaching*) emphasizes Work The same, every individual involved active in the learning process when they identify their learning needs and learning styles. The important reasons for using the peer teaching learning model *is* that learning is active and individualized, especially since this model is cooperative. This is one solution because this model can increase students' self-confidence, speaking skills, critical thinking, and improve student learning motivation.

Motivation is a crucial factor in learning activities, since it fosters passion for learning; conversely, a deficiency in motivation diminishes pupils' eagerness to study. Consequently, motivation is an essential prerequisite for learning; a learner devoid of drive will not achieve optimal success (Suharni & Purwati, 2018). There are six factors that influence students' learning motivation, namely: (1) individual ideals or aspirations, (2) students' learning abilities, (3) conditions physical And spiritual, (4) condition environment class, (5) dynamic elements of learning, and (6) lecturers' efforts to teach students (Wiyono, 2017).

One of the appropriate non-formal education to be applied to the peer teaching learning model *is* the *English Meeting Club* (EMC). EMC often interpreted as a meeting of an English language study group which is a forum or place used by UPT SMP Negeri 6 Binamu students. *English Meeting Club* (EMC) is one of the alternatives that is often used in learning, there are many reasons why EMC can enable students of all ages and abilities to speak English, because EMC is non-formal compared to other study groups. At *English Meeting Club* , students get the opportunity to learn English in a relaxed atmosphere and get the opportunity to learn many different English language skills. Students who act as tutors encourage other students who are taught to be more enthusiastic in increasing their motivation to learn (Hikmah, 2021).

English Meeting Club was initiated by the head master and English teachers in UPT SMP Negeri 6 Binamu with objective to improve English language skills starting from *speaking, reading, listening, and writing of* UPT SMP Negeri 6 Binamu students, and to create graduates who are fluent in English, as well as to produce a young generation who are creative in English. Every year EMC always experiences improvement starting from instructor, the material presented, and the learning atmosphere, usually the implementation of EMC takes place *indoors* (on school) and *outdoors* (off School) so that the learning process does not immediately become boring.

The learning system at EMC applies a peer tutor learning model or often referred to as *peer teaching*, which is a

learning system that is taken over by students, meaning that students act as teachers and other students act as students. EMC conditions are known at the time of observation. that students' learning motivation is still low in participating in EMC, seen from the learning process, there are still some students who are not very enthusiastic in follow EMC seen from lack of Which present during the learning process and still passive in receiving learning which causes learning motivation to impact the learning process at EMC.

The initial interviews that will be conducted with students and teacher English: UPT SMP Negeri 6 Binamu will note that there will be three (3) grade levels at the school: Grade 7, Grade 8, and Grade 9, with a total of 31 students. From problem Which found in EMC, Therefore, firm steps are needed to deal with this problem, namely by using an interesting learning model so that it can increase students' learning motivation, educate students about how important it is to take EMC and learn English.

Based on this description, the researcher is interested to conduct research with the title "The Influence of Model Learning Tutor Peers (*Peers Teaching*) on the Learning Motivation of English Language Education Students at the *English Meeting Club* (EMC)."The reason the researcher chose this title is because the school has been holding English Day for the past few years and has transformed the English Meeting Club, so it is suitable for the researcher to find out. motivation Study student in *English Meeting Club* (EMC). Then, the researcher took samples from students in English meeting Club of UPT SMP Negeri 6 Binamu students, grade 8, with a total of 13 students.

METHODOLOGY

A. Research Type and Approach

This study employs ex post facto research utilizing a quantitative methodology. As for quantitative research, it is a method of acquiring knowledge by utilizing numerical data to pinpoint an issue. Quantitative research often commences with the application of theory, provisional assumptions, research design, subject selection, and the processes of data gathering and analysis, culminating in a conclusion.

The ex post facto strategy is retrospective, involving study undertaken subsequent to an occurrence. Ex-post facto research seeks to identify potential causes of alterations in behavior, symptoms, or phenomena resulting from an event, behavior, or factors that induce changes in the independent variables collectively (Widarto, 2013). Ex post facto study is an investigation undertaken to analyze incidents that have already occurred in order to identify elements that may impact the event (Astuti, 2021).

This study uses an *ex post facto approach* because the research will conduct in examining events that will occur to determine the factors that can influence the event. So that the X variable of this study is the peer tutor learning model. This This has occurred and been applied to UPT SMP Negeri 6 Binamu studentsto determine motivation Study student in *English Meeting Club* (EMC). Therefore, this study was conducted to determine the effect of the peer tutor learning model on the learning motivation of UPT SMP Negeri 6 Binamu students at *the English Meeting Club* (EMC).

B. Definition of Variables

Variables study is explanation or description of each variable to be discussed. In quantitative research, the meaning of independent variables and dependent variables is explained. Independent variables are also called *independent variables* , which means one of the research variables that stands alone and is not affected by anything. This variable does not depends on variation variable Which other in research process. While the dependent variable is influenced by the independent variable, this variable is also called *the dependent variable* .

The independent variable (X) of this study is peer tutoring, where peer tutoring is often also referred to as *peer*

teaching, which means other students teach, guide, or direct student others in order to create a conducive teaching and learning process and can increase student learning motivation. As for the dependent variable (Y) of this study is learning motivation. Learning motivation is an encouragement to do something based on one's own desires and on encouragement from the environment.

C. Research Place and Time

1. Research Location

The research location is at the class and Mushollah UPT SMP Negeri 6 Binamu, Jalan Poros Taba Balangberu Kecamatan Binamu Kabupaten Jeneponto.

2. Research Timeframe

The research period conducted by the researcher has started from pre-observation in May 2024 to the research process in June 2025.

D. Population And Sample

1. Population

Population is all objects or subjects of research that are in an area and meet the requirements related to the research problem (Hidayani, 2020). The total number of English Meeting Club of UPT SMP Negeri 6 Binamu students 31 students.

Table 3.1

Amount Students : Spensix Binamu English Meeting Club
UPT SMP Negeri 6 Binamu

| No | Grade | Amount Student |
|----|---------------------------------------------------------|----------------|
| 1. | Students of English Meeting Club grade 7 Year 2024/2025 | 8 people |
| 2. | Students of English Meeting Club grade 8 Year 2024/2025 | 13 people |
| 3. | Students of English Meeting Club grade 9 Year 2024/2025 | 10 people |
| | 31 person student | |

Source : UPT SMP Negeri 6 Binamu data

2. Sample

According to Hidayani (2020), a sample is a part of the number owned by a population. As for The sample of this study was English Meeting Club in UPT SMP Negeri 6 Binamu totalling 13 people using *nonprobability sampling technique* with *purposive sampling type* . Based on observations that have been made on Students of English Meeting Club grade 8 Year 2024/2025, it is very appropriate to be used as a research sample because these students apply a peer tutor learning model in *the English*

Meeting Club, different from other classes that apply conventional learning models.

Nonprobability Sampling is a sampling technique that does not provide equal opportunities or chances for each element or member of the population to be selected as a sample (Sugiono, 2019). The sampling technique used that is *purposive sampling* . According to Sugiono, *purposive sampling* technique is a sampling technique with certain considerations, namely based on research objectives. The purpose of this study is to determine the effect of peer teaching learning models *on* the learning motivation of

E. Data Collection Technique

This research uses data collection techniques in the form of questionnaires. Questionnaires are also commonly referred to as questionnaires. Questionnaires are one of the data collection techniques that are often used by providing a set of written statements to obtain information from respondents. The questionnaire in this study was used to obtain answers to questions that were guided by the indicators of each variable, namely peer tutors and learning motivation as independent variables and dependent variables.

When using a questionnaire, questions or statement Which measured with use *Likert Scale*. The answers to each instrument item using *the Likert Scale* have a gradation from very positive to very negative (Sugiono, 2019), which can be in the form of words including;

1. Always
2. Often
3. Sometimes
4. Never

Furthermore (Sugiono, 2019) for quantitative analysis purposes, the answers can be scored, for example:

- a. Agree/always/very much positive given score
- b. Often/ /positive given score
- c. Undecided/sometimes/ neutral
- d. No agree/disagree ever/negative given score

F. Research Instrument

Research instruments are tools used to collect research data. The research instruments in this study is in the form of questionnaire sheets.

A questionnaire sheet is a data collection technique that is carried out by giving... a set of written questions or statements to respondents to be answered according to Sugiono (2019). The questionnaire in this study contains student responses to the peer tutor learning model that has been applied in improving student learning motivation. Consisting of several questions with alternative answers SL (always), SR (often), KD (sometimes), TP (never).

G. Data Analysis Technique

Data analysis is the process of calculating data so that the data can be arranged in a structured manner and can be interpreted. In data analysis techniques, it is directed to answering the problem formulation or testing the hypothesis that has formulated. On analysis This discuss about instrument testing, prerequisite testing, and

hypothesis testing (Hidayani, 2020). The following are the data analysis techniques used.

a. Instrument Testing

The study employed a questionnaire as a measurement tool for all variables. Respondents were given the questionnaire so they could write down what they thought and felt. The questionnaire employed as a tool must be valid and dependable, which are the essential requirements.

1. Validity Test

Agustian (2019), validity testing is a degree of consistency between data that occurs in research objects with data so that the data obtained is not different or valid.

2. Reliability Test

Riyanto (2020) says that reliability testing is a way to find out how consistent measurement results are. If the same symptoms are measured twice or more, the same measuring tool is utilized.

b. Prerequisite Analysis Test

a. Descriptive Statistical Analysis

Descriptive statistical analysis delineates the attributes of the gathered study data, encompassing the minimum value, maximum value, mean (average), standard deviation, and range. Sugiyono (2017) says that descriptive statistics are used to look at data by describing or showing it as it is, without trying to make broad inferences or generalizations.

In this study, descriptive analysis was used to describe the score distribution of both the independent variable (Peer Teaching Learning Model) and the dependent variable (Students' Learning Motivation). This analysis helps to provide an initial understanding of the overall data pattern before conducting further inferential analysis.

b. Pearson Correlation Test

Based on the "Correlations" output, the calculated *r* value (Pearson Correlation) is 0.796. The next step is to find the *r* table value for *N*=13 at a 5% significance level, which results in an *r* table value of 0.553. The decision rule used in this test is based on the theory by Sugiyono (2017), which states that an item is considered valid if the correlation coefficient (*r* count) is greater than the critical value in the *r* table. Similarly, Arikunto (2010) emphasizes that the Pearson Product Moment correlation can be used to assess the validity of each item in the questionnaire by comparing the *r* count and *r* table values. If *r* count > *r* table, the item is declared valid.

c. Regression Analysis (F-test and t-test).

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Data Description

This research was conducted on 13 respondents who are active students in the English Meeting Club (EMC) at UPT SMP Negeri 6 Binamu. The aim of this research is to determine the influence of the peer teaching learning model on students' learning motivation. The two main variables

studied are the peer teaching learning model (variable X) and students' learning motivation (variable Y).

Based on the descriptive statistical results obtained from SPSS analysis, the data summary is presented in the following table:

Table 4.1
Descriptive Statistical Analysis

| Variable | Minimum | Maximum | Mean | Std. Dev | Skewness | Kurtosis |
|-----------------------------------|---------|---------|-------|----------|----------|----------|
| Peer Teaching Model (X) | 20 | 40 | 35.31 | 6.65 | -1.448 | 1.016 |
| Students' Learning Motivation (Y) | 20 | 40 | 37.08 | 5.27 | -3.29 | 11.354 |

Source data: results analysis SPSS 25.0 for windows

The output table below provides information about the number of respondents (N) analyzed using the SPSS program.

Table 4.2
Descriptive Statistical Analysis

| N | Minimum | Maximum | Mean | Std. Deviation |
|----|---------|---------|-------|----------------|
| 13 | 20.00 | 40.00 | 35.31 | 6.656 |

Source data: results analysis SPSS 25.0 for windows

This table shows that the number of samples analyzed was 13. The minimum score was 20, the maximum was 40, with a mean of 35.31 and a standard deviation of 6.656. These scores confirm that most students gave high ratings to the peer teaching model.

Both variables show the same score range from 20 to 40, indicating uniformity in the scoring scale used. The average score of variable X (Peer Teaching Model) is 35.31, suggesting that most students rated this model highly. Meanwhile, variable Y (Learning Motivation) has an average of 37.08, reflecting a generally high level of motivation among students. The standard deviation for variable X is 6.65, while for variable Y it is 5.27, indicating that the data dispersion for learning motivation is narrower than that of peer teaching. In addition, the negative skewness in both variables shows that the data distribution is skewed to the left, which means most respondents gave high scores. The high kurtosis value for variable Y (11.354) further suggests that the data is highly concentrated around the mean, resulting in a sharp distribution.

2. Instrument Validity Test

Validity testing was conducted using the Pearson Product Moment correlation. The goal is to determine whether each item in the instrument is capable of measuring the intended aspect.

- For variable X (Peer Teaching Model): r count is 0.796 and the significance value (Sig. 2-tailed) is 0.001.
- For variable Y (Learning Motivation): r count is 0.646 and the significance value is 0.017.

Since the r count for both variables is greater than the r table (0.553) at $N = 13$ and $\alpha = 0.05$, and the significance values are less than 0.05, all items in the questionnaire are considered valid and can be used for further analysis.

3. Instrument Reliability Test

The reliability test was conducted to measure the consistency or stability of the instrument in measuring the intended construct. The result of the analysis using Cronbach's Alpha shows a value of 0.953.

Since Cronbach's Alpha value is greater than 0.60, it can be concluded that the instrument used in this research is reliable or has a very high level of internal consistency. This means each item in the questionnaire provides consistent results when administered under the same conditions.

4. Simple Linear Regression Analysis

This analysis was conducted to determine the extent of the influence of variable X (Peer Teaching Model) on variable Y (Learning Motivation). The regression analysis results in the following equation: $Y = 15.012 + 0.625X$

This means that if the peer teaching model score increases by one unit, the student learning motivation score will increase by 0.625. The positive regression coefficient indicates that the relationship between the two variables is positive and unidirectional.

5. Significance Test

- a. F Test (Simultaneous): Based on the ANOVA output, the F count is 18.148 and the significance value (Sig.) is 0.001, with degrees of freedom $df = (1,11)$. Meanwhile, the F table value at $\alpha = 0.05$ is approximately 4.75.

Table 4.3
ANOVA Table

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|----|-------------|--------|------|
| Regression | 126.288 | 1 | 126.288 | 18.148 | .001 |
| Residual | 76.412 | 11 | 6.947 | | |
| Total | 202.700 | 12 | | | |

Source data: results analysis SPSS 25.0 for windows

This table confirms that the regression model (peer teaching) significantly predicts students' learning motivation, with a Sig. value less than 0.05.

- b. t Test (Partial): The t test output shows a t count of 4.260, a significance value of 0.001, and $df = 11$. Meanwhile, the t table value at $\alpha = 0.05$ is 2.201. Since $t \text{ count} > t \text{ table}$ and $\text{Sig.} < 0.05$, the peer teaching model is proven to have a significant partial influence on learning motivation.

Table 4.4
Coefficients Table (Regression Equation and t-Test):

| Model | Unstandardized Coefficients | Standardized Coefficients | t | Sig. |
|---------------|-----------------------------|---------------------------|-------|-------|
| | B | Std. Error | Beta | B |
| (Constant) | 15.012 | 5.329 | | 2.817 |
| Peer Teaching | 0.625 | 0.147 | 0.789 | 4.260 |

Source data: results analysis SPSS 25.0 for windows

This table provides further support for the regression model used in this study. The coefficient for Peer Teaching is 0.625 with a significant t-value, confirming its positive influence on students' learning motivation.

6. Coefficient of Determination (R Square)

The Model Summary table shows the following:

- a. Correlation coefficient (R) = 0.789
- b. Coefficient of determination (R Square) = 0.623
- c. Adjusted R Square = 0.594

This means that 62.3% of the variation in students' learning motivation can be explained by the peer teaching learning model, while the remaining 37.7% is influenced by other factors such as the learning environment, family support, psychological aspects, and so on.

B. Discussion

The results of this study support the hypothesis that the peer teaching learning model has a positive influence on

students' motivation in the English Meeting Club (EMC). Data shows that most students gave positive responses to the implemented peer teaching activities.

The average learning motivation score of students reached 37.08 out of a maximum score of 40, indicating that this program successfully stimulated students' enthusiasm and desire to learn. This is supported by the peer teaching approach, which allows students to actively engage, discuss, and explain the material to their peers.

According to Vygotsky's social constructivist theory, the learning process involving social interaction is more meaningful because students build understanding collaboratively. In the EMC context, students become subjects of learning rather than passive objects. This increases intrinsic motivation because students feel valued, trusted, and emotionally involved in the learning process.

Furthermore, these results are in line with Zamzam (2014), who stated that cooperative learning such as peer teaching is effective in enhancing learning enthusiasm. Susanti (2017) also emphasized that peer teaching fosters student self-confidence because they act as tutors to their peers. Fitriani (2020) stated that students feel more comfortable learning from peers who use simpler language and less intimidating approaches.

The left-skewed data distribution indicates that most students gave high scores to both variables. This is an indicator that EMC, using the peer teaching approach, provides an enjoyable and meaningful learning experience.

Overall, these findings affirm that the peer teaching learning model is a feasible strategy in extracurricular activities such as EMC. With this approach, students not only improve their English skills but also strengthen their motivation, self-confidence, and responsibility in learning.

This study provides practical implications for teachers and EMC facilitators to continue developing collaborative, student-centered learning models. The peer teaching strategy has proven effective in creating a participatory and meaningful learning atmosphere, especially among junior high school students.

Further research may expand the number of respondents or examine other factors such as the influence of self-confidence, interpersonal communication, or other learning strategies that support student motivation in English learning.

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of data analysis, hypothesis testing, and discussion of the findings, it can be concluded that the Peer Teaching Learning Model has a significant and positive influence on students' motivation to learn English at the English Meeting Club of UPT SMP Negeri 6 Binamu. This is evidenced by the results of the F test (Sig. = 0.001 < 0.05), the t test (Sig. = 0.001 < 0.05), and the R Square value of 0.623, indicating that 62.3% of students' learning motivation is influenced by the peer teaching model.

The regression equation $Y = 15.012 + 0.625X$ further shows that an increase in the application of peer teaching leads to a proportional increase in students' learning motivation. These results reinforce the idea that learning through peer interaction can foster not only academic understanding but also enthusiasm, confidence, and engagement among students.

Therefore, the implementation of the Peer Teaching Learning Model is highly recommended, especially in student-centered environments such as EMC. It can be an

effective strategy for improving both language acquisition and motivational outcomes, helping students to become more active, collaborative, and independent learners in the English language learning process.

B. Suggestion

1. For Students: Students are encouraged to actively participate in peer teaching activities, especially in programs such as the English Meeting Club. By engaging as both tutors and learners, students can enhance their understanding of the material, build self-confidence, and develop communication and collaboration skills. Students should not hesitate to ask questions, share ideas, and support one another, as learning together can be more effective and enjoyable.
2. For Educators: Teachers and educational facilitators are advised to incorporate the peer teaching model as a part of their instructional strategies, particularly in language learning contexts. This model allows students to take responsibility for their learning and fosters a supportive and inclusive classroom environment. Educators should also provide guidance and monitoring during peer teaching sessions to ensure that students remain focused and that learning objectives are achieved effectively.

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