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Implementation Of The Peer Tutor And Tutoring Program (Pa To See) In Strengthening The Religious Character Of Students At Az-Zahrah 2 Islamic Middle School, Palembang

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Abstract

This study aims to describe and explore the implementation of the Peer Tutoring and Super visory Program (Pa To See) in strengthening the religious character of students at SMP Islam Az-Zahrah 2 Palembang. The focus of the study is directed at the program implementation process, the role of mentor teachers, the role of peer tutors, and the dynamics of program implementation in school life. The study uses a qualitative approach with a descriptive exploratory design. Data collection techniques are carried out through observation, interviews, and documentation. Research informants consist of the principal, mentor teachers, peer tutors, and students involved in the Pa To See Program. Data are analyzed through data reduction, data presentation, and drawing conclusions using triangulation of sources and techniques to test the validity of the data. The results of the study indicate that the implementation of the Pa To See Program is carried out through routine coaching, worship assistance, religious habits, and strengthening the school

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culture with an Islamic nuance. Mentor teachers act as guides, companions, and role models in the process of fostering students' religious character, while peer tutors act as social companions who help build a culture of reminding each other in goodness. Program implementation demonstrates that students' religious character development occurs through habituation, role models, social experiences, and ongoing educational interactions throughout school life. However, program implementation still faces several challenges in terms of consistency and equitable student support.

Keywords: Pa To See Program, Pamong, Peer Tutors, Religious Character, Islamic Schools.

INTRODUCTION

National education is not only directed at developing students' academic abilities, but also at forming character and noble morals as part of the goals of national education.(Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, 2003)In the context of Islamic education, the formation of religious character is an important part of the educational process because it is not only related to the implementation of ritual worship, but also includes attitudes of discipline, responsibility, social concern, and behavior that is in accordance with religious values in everyday life.(Nabila & Amrullah, 2024).

The formation of students' religious character requires a process of habituation that is carried out continuously through school culture, the example of educators, and consistent guidance.(Wahendra & Parmadi, 2022)However, the implementation of religious character development in schools still faces various challenges, such as low student discipline in religious activities, weak consistency in habituation, and the less than optimal involvement of all school elements in the character development process.(Bisri, 2024)This condition shows that the formation of religious character cannot be done only through formal learning in the classroom, but requires an integrated development approach in everyday school life.

Islamic schools have a strategic position in building the religious character of students through an Islamic-themed school culture and the continuous habituation of religious behavior.(Nuryanti et al., 2024)One form of implementation of this guidance is carried out by SMP Islam Az-Zahrah 2 Palembang through the Peer Tutor and Supervisor Program (Pa To See). This program integrates the roles of mentor teachers and peer tutors in assisting students through religious habits, role models, and educational social interactions within school life.

The relevance of student mentoring programs is also reinforced by the government's latest

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policy on strengthening the role of teachers in student development in schools. Through Ministerial Regulation No. 11 of 2025, the government emphasizes the importance of ongoing student mentoring as part of character development and student development in the school environment.(Mu'ti, 2025)In this context, the Pa To See Program demonstrates the practice of mentoring that has been implemented through collaboration between mentor teachers and peer tutors in everyday school life.

Research on peer tutors has so far focused more on improving academic learning outcomes, while studies on the integration of mentor teachers and peer tutors in strengthening students' religious character are still relatively limited.(Kurniawan & Sudrajat, 2017)The effectiveness of peer mentoring is influenced by interpersonal closeness and school environmental support.(Powell, 2016), while the involvement of students as mentors also contributes to the formation of responsibility and moral awareness in students.(Mitchell, 2025). There is research showing that peer tutoring contributes to students' social engagement and discipline.(Prayitno, 2021; Sopingi, 2021), however, this research is still more oriented towards academic aspects than religious character development.

On the other hand, research on religious character development in Islamic schools generally places more emphasis on teacher role models and school culture. Student character formation is influenced by teacher role models in school life.(Palunga & Marzuki, 2017). In addition, there is also research that confirms that the religious culture of schools has an important contribution in shaping the religious behavior of students through continuous habituation.(Lestari, 2020).

Unlike previous research, this study focuses on the implementation of the Peer Tutoring and Supervisory Program (Pa To See) as a collaborative model for religious character development between mentor teachers and peer tutors. This research is significant because it explores the program's implementation process in depth through a habituation approach, mentoring, and religious social interaction within school life.

This research was analyzed using Ki Hajar Dewantara's among system concept, Vygotsky's social constructivism theory, and Jean Piaget's developmental theory. The among system concept was used to analyze the role of the mentor teacher as a guide and role model for students. Vygotsky's social constructivism theory was used to understand the role of peer tutors in the process of character formation through social interaction. Meanwhile, Jean Piaget's developmental theory was used to analyze the process of religious character formation through students' experiences and habits in school life.

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Based on this background, this study aims to describe and explore the implementation of the Peer Tutor and Tutor Program (Pa To See) in strengthening the religious character of students at SMP Islam Az-Zahrah 2 Palembang.

RESEARCH METHODS

This study employed a qualitative approach with an exploratory descriptive design. The qualitative approach was used to deeply understand the implementation of the Peer Tutoring and Guidance Program (Pa To See) in strengthening the religious character of students at SMP Islam Az-Zahrah 2 Palembang. This approach was chosen because the research focused on the program implementation process, mentoring patterns, and social interactions that occurred during the religious character development activities for students.

The research was conducted at SMP Islam Az-Zahrah 2 Palembang. The research informants consisted of the principal, supervising teachers, peer tutors, and students involved in the implementation of the Pa To See Program. Informants were selected purposively based on their involvement and understanding of program implementation.

Data collection techniques were carried out through observation, interviews, and documentation. Observations were conducted to obtain an overview of the implementation of religious guidance activities, the involvement of mentor teachers and peer tutors, and religious habituation activities for students in the school environment. In-depth interviews were conducted with research informants to obtain information regarding the program implementation process, forms of mentoring, and the dynamics of the Pa To See Program implementation. Documentation was used to supplement the research data in the form of activity schedules, guidance notes, activity photos, and other supporting documents.

Data analysis was conducted through data reduction, data presentation, and conclusion drawing. Data reduction was performed by selecting and focusing data relevant to the research focus. Data presentation was done in the form of narrative descriptions so that the relationships between research findings could be systematically understood. Furthermore, conclusions were drawn through data interpretation based on the results of observations, interviews, and documentation obtained. Data analysis was carried out continuously throughout the research process to obtain a deep understanding of the implementation of the Pa To See Program.(Creswell, 2009).

The validity of the research data was tested through source triangulation and technical triangulation. Source triangulation was conducted by comparing interview data from various

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informants, while technical triangulation was conducted by comparing the results of observations, interviews, and documentation. This step was taken to ensure that the research data had a good level of credibility and consistency.

RESULTS AND DISCUSSION

Implementation of the Peer Tutor and Tutor Program (Pa To See)

The implementation of the Peer Tutoring and Supervisory Program (Pa To See) at SMP Islam Az-Zahrah 2 Palembang is carried out as part of a program to develop students' religious character through mentoring, habituation, and role modeling approaches in school life. This program integrates the roles of mentoring teachers and peer tutors in building a religious culture that is carried out sustainably through students' daily activities.

Based on observations and interviews, the implementation of the Pa To See Program is carried out through routine coaching, worship mentoring, religious habits, monitoring student behavior, and fostering social interactions that support the formation of religious character. The program is not only implemented in formal learning activities, but is also integrated into daily school activities, such as DHUTA (Dhuha and Tadarus Tilawati) activities, congregational prayer habits, moral development, and mentoring students' social behavior.

Research findings indicate that program implementation begins with guidance and direction provided by the principal to mentor teachers and peer tutors. This guidance aims to align perceptions regarding mentoring patterns, religious habits, and character-building strategies for students.



Figure 1. Development of tutors and peer tutors by the school principal

The implementation of this coaching demonstrates that the implementation of a religious character development program requires ongoing institutional support and coordination. This finding aligns with research by Nuryanti et al. (2024), which explains that the success of a school's religious culture is influenced by the involvement of all school elements in building a consistent

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coaching system.

From Ki Hajar Dewantara's educational perspective, this development pattern shows the application of the concept of the among system which places educators as guardians whose duty is to guide, accompany and provide role models to students.(Irawati et al., 2022). The mentor teachers in the Pa To See Program not only function as supervisors of religious activities, but also implement the principles of Ing Ngarsa Sung Tulada, Ing Madya Mangun Karsa, and Tut Wuri Handayani in the process of developing students.

The Pa To See Program is further implemented through DHUTA (Dhuha and Tadarus Tilawati) activities, which are held routinely before the start of learning activities. These activities are part of the school's religious habituation program to foster discipline in worship and a spiritual culture in students.



Figure 2. Dhuta Activities for Male Students

Based on observations, DHUTA activities proceeded in an orderly manner, guided by mentor teachers and peer tutors. Students performed the Dhuha prayer and Quranic recitation together before the start of lessons. These activities demonstrate the process of developing religious character through the continuous practice of behavior throughout school life.

The findings of this study are in line with research which states that internalization of religious character will be more effective if it is carried out through ongoing school habits and culture.(Wahendra & Parmadi, 2022). Religious habits in DHUTA activities show that character formation is not only carried out through the delivery of religious material, but also through direct practice in everyday life.

From the perspective of Jean Piaget's cognitive development theory, DHUTA activities demonstrate that the formation of religious behavior develops through real-life experiences and interactions between students and their social environment. Piaget explained that individual development occurs through a process of adaptation to direct experiences. Thus, the continuous

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religious habituation carried out in DHUTA activities allows students to build religious awareness through concrete experiences in school life. DHUTA activities are also implemented in groups of female students through mentoring teachers and peer tutors.



Figure 3. Activities of Female Students

Research findings indicate that the involvement of peer tutors in DHUTA activities helps foster a more communicative and participatory coaching atmosphere. Peer tutors help remind their peers to maintain discipline in worship and the regularity of religious activities at school.

These conditions indicate that social interactions between students have a significant influence on the process of religious character formation. This finding aligns with Vygotsky's social constructivism theory, which emphasizes that individual development occurs through social interactions with the surrounding environment. In the context of the Pa To See Program, peer tutors function as more capable peers who help other students develop religious understanding and habits through direct social interaction.

The findings of this study strengthen research which explains that the effectiveness of peer mentoring is influenced by interpersonal closeness and school environmental support.(Powell, 2016). In addition, the involvement of students as mentors not only helps other students, but also forms the responsibility and moral awareness of the tutors themselves.(Mitchell, 2025).

The Role of Mentor Teachers in the Implementation of the Pa To See Program

Mentor teachers play a central role in the implementation of the Peer Tutoring and Tutoring Program (Pa To See) at SMP Islam Az-Zahrah 2 Palembang. Based on observations and interviews, mentor teachers not only serve as supervisors of students' religious activities but also as guides, companions, and role models in the process of developing religious character within the school environment.

The role of the mentor teacher is evident through their direct involvement in students'

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religious habituation activities, such as mentoring DHUTA activities, fostering good manners, supervising religious discipline, and providing advice and motivation. The mentor teacher also takes a personal approach to students who experience difficulties participating in religious guidance activities at school.

Research findings indicate that the mentoring approach employed by mentor teachers is humanistic and oriented toward the ongoing development of student character. Mentor teachers not only provide formal guidance but also build emotional closeness through daily interactions with students. This helps students feel more comfortable receiving guidance and direction from mentor teachers.

This finding is in line with research which explains that developing religious character in Islamic schools requires a personal and consistent mentoring approach.(Husna & Satria, 2022). Continuous mentoring allows students to gradually build religious awareness through direct interaction with educators.

From the perspective of Ki Hajar Dewantara's system, the role of the mentor teacher in the Pa To See Program demonstrates the application of an educational concept that positions educators as mentors tasked with guiding students through exemplary behavior and mentoring. The mentor teacher implements the principles of Ing Ngarsa Sung Tulada through exemplary religious behavior, Ing Madya Mangun Karsa through active involvement in student development activities, and Tut Wuri Handayani through mentoring and providing encouragement to students in school life.

The findings of this study strengthen research which explains that the among system places educators as guiding figures who help the development of students through role models and a humanistic approach.(Irawati et al., 2022)In implementing the Pa To See Program, mentor teachers not only carry out supervisory functions, but also build educational relationships that support the formation of students' religious character.

Furthermore, the role of mentor teachers is also evident in efforts to maintain consistent religious habits within the school environment. Mentor teachers actively remind students to maintain discipline during religious activities, dress according to school regulations, and maintain good manners toward teachers and fellow students. This demonstrates that religious character formation is not only achieved through ritual activities, but also through fostering social behavior in daily school life.

This finding is in line with research which explains that teacher role models have an important influence in the process of character formation of students in the school

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environment.(Palunga & Marzuki, 2017)Teachers who are able to provide examples of positive behavior will more easily build students' awareness and discipline in implementing character values.

From the perspective of Islamic education, teachers not only function as transmitters of knowledge, but also as moral educators and guardians of students' religious values.(Anshori & Ibrahim, 2024)This role is evident in the implementation of the Pa To See Program through the involvement of mentor teachers in directly guiding students' religious behavior in school life.

However, the implementation of the mentor teacher role in the Pa To See Program still faces several challenges. Research shows that the limited number of mentor teachers means that the mentoring process cannot be fully implemented optimally for all students. Furthermore, differences in student character and discipline levels also affect the effectiveness of the mentor teacher's mentoring process.

However, in general, mentor teachers still have an important role in maintaining the sustainability of the implementation of the Pa To See Program through a mentoring approach, role modelling, and religious accompaniment that is carried out continuously in school life.

The Role of Peer Tutors in the Implementation of the Pa To See Program

Peer tutors are a crucial element in the implementation of the Peer Tutoring and Supervisory Program (Pa To See) at SMP Islam Az-Zahrah 2 Palembang. Research shows that peer tutors play a role in assisting supervising teachers in assisting students through social interactions that occur in everyday school life.

Peer tutors are selected from students who are deemed to possess discipline and the ability to serve as role models for their peers. In practice, peer tutors help remind other students to participate in religious activities, maintain order during DHUTA activities, and help build a culture of reminding each other to do good.

Research findings indicate that the involvement of peer tutors creates a more communicative and participatory coaching environment. Students tend to be more comfortable receiving guidance and reminders from peers because the social relationships they foster are closer and less formal. This suggests that the process of religious character formation is also influenced by social interactions between students in the school environment.

From the perspective of Vygotsky's social constructivism theory, peer tutors in the Pa To See Program function as more capable peers who help other students develop religious understanding and habits through social interaction. Vygotsky explained that individual

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development is influenced by interactions with the social environment and others with greater abilities. In this context, peer tutors help other students understand and practice religious behavior through a mentoring process that takes place directly in school life.

The findings of this study are in line with research which explains that peer tutoring can increase student involvement in the learning process and social development.(Prayitno, 2021). In addition, the involvement of peer tutors also helps build discipline and responsibility in students through active group interactions.(Sopingi, 2021).

The role of peer tutors in the Pa To See Program also demonstrates the process of social character formation through interactions between students. Peer tutors not only help maintain the regularity of religious activities but also foster a culture of mutual care and reminders within the school environment. This demonstrates that religious character formation occurs through a social process involving direct relationships between students.

The findings of this study strengthen the research(Purwati, 2022)which explains that peer tutoring contributes to shaping students' social character through group interactions and collaborative learning. Furthermore, it explains that the effectiveness of peer mentoring is influenced by interpersonal closeness and students' active involvement in the school environment.(Powell, 2016).

The involvement of students as mentors not only helps other students, but also shapes the responsibility and moral awareness of the peer tutors themselves.(Mitchell, 2025)In the implementation of the Pa To See Program, peer tutors not only play a role in helping other students, but also experience a character-building process through the responsibilities given by the school.

However, implementing the role of peer tutors still faces several challenges. Research shows that not all peer tutors possess the same communication and leadership skills in mentoring other students. Furthermore, some students exhibit varying levels of discipline in participating in religious habituation activities at school. Overall, however, the presence of peer tutors in the Pa To See Program demonstrates that social interaction between students can be an important part of implementing religious character development in the school environment.

Dynamics of the Pa To See Program Implementation

The implementation of the Peer Tutoring and Supervisory Program (Pa To See) at Az-Zahrah 2 Islamic Junior High School in Palembang has shown several dynamics. Research findings indicate that students' levels of discipline in participating in religious habituation activities vary.

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Some students demonstrate active involvement in DHUTA activities and religious guidance, while others require more intensive support from mentor teachers and peer tutors.

Furthermore, the limited number of mentor teachers means that the mentoring process is not fully effective for all students. Differences in communication and leadership skills among peer tutors also impact the effectiveness of the mentoring process within each student group.

Nevertheless, the implementation of the Pa To See Program still demonstrates that the formation of students' religious character can be achieved through ongoing habituation, mentoring, and social interaction throughout school life. This finding aligns with Vygotsky's social constructivism theory and Ki Hajar Dewantara's system among concept, which emphasizes the importance of mentoring and social interaction in students' educational processes.

CONCLUSION

The implementation of the Peer Tutoring and Supervisory Program (Pa To See) at SMP Islam Az-Zahrah 2 Palembang is carried out through routine coaching, worship support, religious habits, and strengthening of an Islamic school culture. This program integrates the roles of mentor teachers and peer tutors in assisting students through religious activities carried out continuously throughout school life.

Mentor teachers serve as guides, companions, supervisors, and role models in the process of developing students' religious character. Meanwhile, peer tutors help foster a culture of mutual reminders of goodness through social interactions among students. Dhuta activities (Dhuha and Tadarus Tilawati) are one form of program implementation that supports students' religious habits within the school environment.

The implementation of the Pa To See Program demonstrates that religious character formation is not solely achieved through formal learning, but also through habituation, role modeling, and ongoing mentoring. While still facing several challenges in terms of consistency and equitable student mentoring, this program demonstrates the school's systematic efforts to strengthen students' religious character through a collaborative approach between mentor teachers and peer tutors.

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