

Students' Perception of Peer-teaching Method in Training Teaching Skills of Prospective Elementary School Teachers

Prihantini ¹, Ranu Sudarmansyah ²

^{1,2}Department of Pendidikan Guru Sekolah Dasar, Universitas Pendidikan Indonesia, Kampus Cibiru, Indonesia

E-mail: prihantini@upi.edu , ranu.sudarmansyah@upi.edu

Correspondence Authors: prihantini@upi.edu

Article history: received June 14, 2024; revised June 24, 2024; accepted June 27, 2024

This article is licensed under a Creative Commons Attribution 4.0 International License



Abstract. This study explores students' responses to how the peer teaching method in microteaching lectures can provide teaching skills to become elementary school teachers. The research applied a quantitative descriptive method by analyzing questionnaire instruments distributed to 35 elementary school teacher education students who took microteaching courses in the fourth semester. Data collection used a closed-ended questionnaire instrument and focus group discussions to identify teaching skills that are still needed by students to be trained through peer teaching. The results of the data analysis showed that the average student perception of peer-teaching reached an average of > 4 (figure 1) out of 12 questionnaire questions. This figure indicates a good category. The results of the focus group discussion obtained data that what still needs to be trained through peer teaching is adjusting learning strategies to the learning material and the background of students and eliminating the fear of making mistakes that make them insecure in front of their peers. Based on the results of data analysis, it is concluded that students' perceptions are good about peer teaching and can help them equip teaching skills as prospective elementary school teachers. However, it is still necessary to add skill training through peer teaching about adjusting learning strategies to the material being taught and eliminating self-confidence. From the findings of this study, it is suggested that to prepare the competence of elementary school teachers through micro-teaching courses, the peer teaching method needs to be maintained but it needs to be added to the content of skills that are still needed by students, namely preparing lesson plans.

Keywords: peer teaching, microteaching, teaching skills training.

I. INTRODUCTION

Teaching skills are proven to be a problem faced by student teachers when carrying out teaching practice programs at schools, including novice teachers who are starting to carry out their teaching duties at school. This problem shows that it is very important for student teachers to be equipped with teaching skills. By providing teaching skills, it is hoped that there will be no risk of incompetence in teaching practice or inability to become a real teacher.

It is very important to provide teaching skills to prospective teachers because good teaching skills contribute to student learning outcomes (Liang et al., 2022) and teacher teaching competence is the main determining factor in school success compared to other factors. (López-Martín et al., 2023) . Providing teaching skills can be said to be very urgent for prospective teacher students, so there are microteaching courses in universities that produce prospective teachers.

Microteaching is a mandatory course that must be taken by Bachelor of Elementary School Teacher Education students who are prepared to become elementary school teachers. Through microteaching, students are expected to be trained in a number of teaching skills because it has been widely recognized as an influential subject in helping prospective teachers learn and reflect on how to teach effectively (Alyani & Ratmanida, 2021) . The main objective of the course is to prepare, develop and improve the quality of prospective teacher students who meet teacher competency standards. Microteaching was initially introduced at Sanford University in the 1960s (Ralph, 2014) , but because microteaching is recognized as an effective approach for developing teacher competency (Luo & Li, 2024) , in its development it has been widely applied by universities that educate prospective teachers in various countries. .

The microteaching lecture process to help students practice teaching applies the peerteaching method, namely teaching classmates. The peerteaching method is designed as a short but structured practical experience in which prospective teachers will begin to bridge the theory-practice gap by planning and presenting 10 to 15 minute lessons in which they will apply specific instructional skills or tasks learned in previous lectures. The peerteaching method gives prospective teacher students the opportunity to practice teaching skills in front of a group of their friends, recorded to be seen, reflected on, and evaluated by both their friends and the lecturer. Through the process of being recorded, reflected and evaluated, peer teaching is an in-depth method that can increase the engagement, analytical and conceptual skills of prospective teacher students (Lowton-Smith et al., 2019).

Previous studies have been conducted on the effectiveness of peerteaching implementation both in teacher education (Jeong et al., 2020; Kastrena et al., 2020; Ralph, 2014) and in health education (Manolopoulos et al., 2022) (Lu et al., 2022) (Roberts et al., 2020) (Lowton-Smith et al., 2019). The study written in this paper places more emphasis on exploring student perceptions about peerteaching that have been experienced and identifying teaching skills that are still needed to be processed through peerteaching. The aim of the study is to evaluate the implementation of the peerteaching method and improve the quality of peerteaching as well as identify the types of teaching skills that students still need to be integrated in the peerteaching method.

II. RESEARCH METHODS

The research method applies quantitative descriptive methods. Data were collected using a closed 5-likert scale questionnaire with 12 statements, complemented by a focus group discussion. The research respondents were 35 4th semester students who were taking the Microteaching course. Data collected from the questionnaire was processed using descriptive analysis of the average score for each statement in the questionnaire. Focus group discussions were conducted to obtain data about the skills that students still need to train through peer teaching.

Table 1. Statements in the questionnaire

No	Statement
1.	With peerteaching I am motivated to prepare myself for teaching practice
2	Peerteaching helps me recognize my own ability to practice teaching skills
3	Through peer teaching, I was helped to find out mistakes in teaching practice by observing my friends
4	With peer teaching, you can freely practice teaching skills in front of your friends
5	With peerteaching I am trained to practice teaching skills
6	Through peerteaching I was able to practice teaching skills
7	Through peerteaching I was trained to practice 10 teaching skills
8	Through peerteaching I can easily practice teaching skills
9	Through peerteaching I feel sufficient to practice teaching skills
10	Through peer teaching you can try to behave and act like a teacher
11	Through peer teaching, I was equipped with teaching skills after receiving evaluations of teaching performance from friends and coaching from lecturers
12	Through peer teaching, I have been equipped with teaching skills to prepare future teachers

The 5 Likert scale answers consist of strongly agree, agree, disagree, disagree, strongly disagree. The data is processed using simple analysis using Excel to calculate the average score for each statement item. From the results of the average calculation, it is classified into the criteria range of good, fair, poor, very poor.

Table 2. Average Score Range Criteria

Average score per statement item	Criteria
4.0 - 5.0	Good
3.0 - 3.9	Enough
2.0 - 2.9	not enough
1.0 - 1.9	Very less

III. RESULTS AND DISCUSSION

Peerteaching as a method applied in microteaching lectures, students are assigned to practice eight teaching skills including explanation skills, questioning skills, skills in using learning variations, reinforcement skills, opening and closing lesson skills, small group and individual teaching skills, class management skills. These eight skills are practiced at the front group of friends for 15-20 minutes, recorded during practice and observed by friends who act as observers. At the end of the practice, students reflect on themselves and are evaluated by observers and lecturers based on the results of observations during practice.

Based on practical experience in peer teaching, students were asked to answer a number of statements in a questionnaire distributed via Google Form and the results were obtained as shown in the following graph.

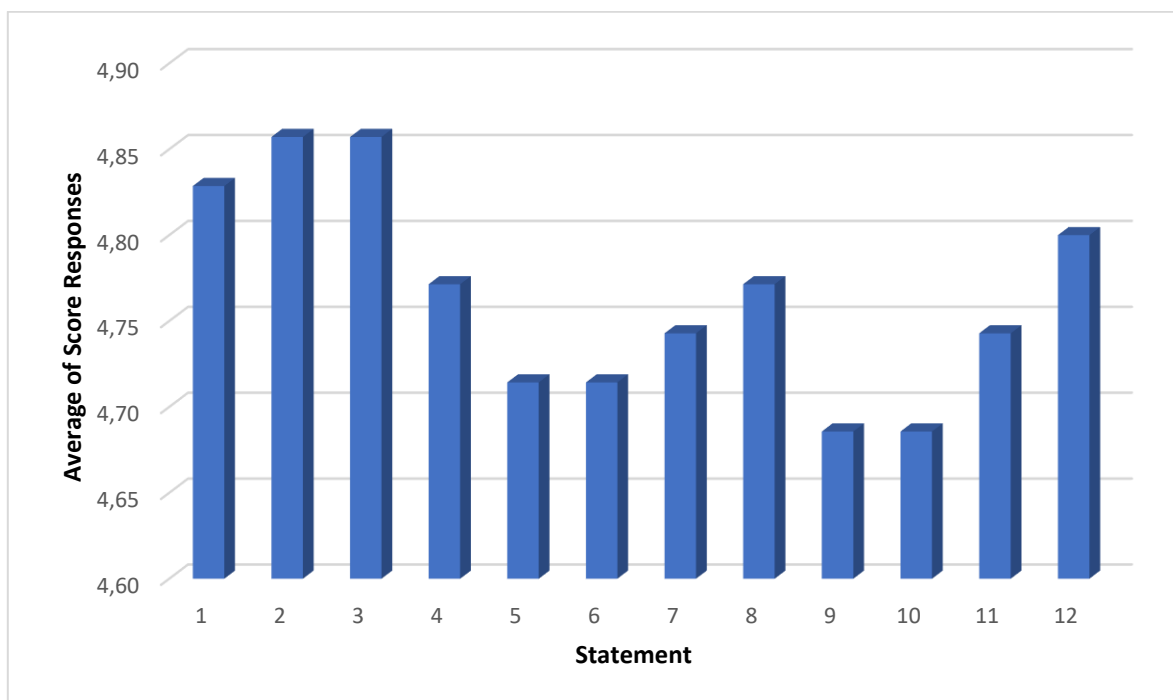


Figure 1. Graph of the Average Score for Questionnaire Statements

The graph in Figure 1 shows that students' responses to the peerteaching method show an average score of greater than 4. The results of these calculations show that students' responses to the peerteaching method are in the good category. From these results, it can be said that peer teaching contributes to providing students with teaching skills (Kastrena et al., 2020) . The peerteaching method applied in microteaching lectures through the teaching practice of their friends gives students the opportunity to self-reflect on what teaching skills they have successfully applied and look for problems to discuss with their friends . In this way,

prospective teacher students not only know the content of pedagogy but can apply pedagogy in teaching practice (Apriani et al., 2022; Lowton-Smith et al., 2019) . Applying the peerteaching method can develop general skills such as communication and leadership, where students build their own knowledge in an active learning environment by reflecting on the results of their friends' observations (Lowton-Smith et al., 2019) . In peerteaching, apart from students being able to reflect on themselves based on their evaluation, they can also see the results of practice recordings, so that they do not cause feelings of defensiveness towards their friends but can reflect objectively about the mistakes they have made (Bilger, 2017; Liang et al., 2022; Noben et al. , 2021; Sezaki et al., 2023) . Through peerteaching there is high efficiency because through this method students have the opportunity to reflect on their teaching and reveal the reality of teaching (Pechinthorn et al., 2020) . Ultimately leading to the development and improvement of their own skills. Thus, it can be said that the peerteaching method can be applied in microteaching lectures (Ba, 2015; English et al., 2019; Luo & Li, 2024) to equip prospective teacher students with teaching skills.

To obtain data on teaching skills that are difficult to apply and are still needed by students, it was explored through focus group discussions, it was found that the difficulty experienced was adapting learning strategies to the learning material and students' backgrounds. Apart from that, it eliminates the worry of making mistakes so that it makes you feel less confident in front of your friends. To overcome this problem, in peer teaching, before practice, students need to be trained to prepare detailed learning plans and practice skills using learning variations .

IV. CONCLUSION

Students' perceptions of the Peerteaching method in training prospective elementary school teacher teaching skills were concluded in the good category as seen in Figure 1, that the average score of respondents' answers was in the range of 4.0-5.0. The results of the focus group discussion concluded that students still need the skills to adapt learning strategies to the learning material and eliminate feelings of self-doubt in front of their friends. With good perceptions from students, it can be concluded that the implementation of the peerteaching method can be maintained but needs to be improved in practicing skills that are recognized as difficult by students.

REFERENCES

- Alyani, A. A., & Ratmanida. (2021). Students' perception of project - based learning in microteaching class. *Journal of English Language Teaching*, 10(3), 436–448. <https://doi.org/10.24036/jelt.v10i3.113874>
- Apriani, L., Yulianti, M., & Arismon, A. (2022). Students' Perceptions about The Effectiveness of Micro Teaching Courses Towards The Educational Competence of Kplp Students. *Halaman Olahraga Nusantara (Jurnal Ilmu Keolahragaan)*, 5(1), 112. <https://doi.org/10.31851/hon.v5i1.6723>
- Ba, S. (2015). *Dismayed or enchanted : ELT students ' perceptions towards microteaching*. 199, 770–776. <https://doi.org/10.1016/j.sbspro.2015.07.610>
- Bilger, N. (2017). Appraisal in preservice teachers' reflections on microteaching experience. *International Association of Research in Foreign Language Education and Applied Linguistics ELT Research Journal*, 2017(1), 138–153. <http://dergipark.ulakbim.gov.tr/eltrj/>
- English, T., Mutmainnah, A. R., Dalle, M. B., & Rum, E. P. (2019). 50 Awalia Rhaodatul Mutmainnah Et Al/ Student Perception Towards Microteaching Subject Student Perception Towards Microteaching Subject By the English Education Study Program of Makassar Muhammadiyah University. *Jurnal Keguruan Dan Ilmu Pendidikan (JKIP) FKIP Unismuh Makassar*, 6(1), 50–58.
- Jeong, L., Smith, Z., Longino, A., Merel, S. E., & McDonough, K. (2020). Virtual Peer Teaching During the COVID-19 Pandemic. *Medical Science Educator*, 30(4), 1361–1362. <https://doi.org/10.1007/s40670-020-01065-1>
- Kastrena, E., Setiawan, E., Patah, I. A., & Nur, L. (2020). Pembelajaran Peer Teaching Berbasis

- Zoom Video sebagai Solusi untuk Meningkatkan Hasil Belajar Passing Bawah Bola Voli saat Situasi Covid 19. *Indonesian Journal of Primary Education*, 4(1), 69–75. <https://doi.org/10.17509/ijpe.v4i1.25133>
- Liang, J. F., Hsu, T. F., Chen, C. Y., Yang, C. W., Jean, W. H., Ou, L. S., Cheng, H. M., Huang, C. C., Yang, Y. Y., & Chen, C. H. (2022). Developing a competency-based framework for resident-as-teacher. *Journal of the Formosan Medical Association*, 121(10), 1956–1962. <https://doi.org/10.1016/j.jfma.2022.01.027>
- López-Martín, E., Gutiérrez-de-Rozas, B., González-Benito, A. M., & Expósito-Casas, E. (2023). Why Do Teachers Matter? A Meta-Analytic Review of how Teacher Characteristics and Competencies Affect Students' Academic Achievement. *International Journal of Educational Research*, 120(August 2022). <https://doi.org/10.1016/j.ijer.2023.102199>
- Lowton-Smith, S., Morgan, R., Stanley, M., Hames, T., Smith, P., Lawson, C., & Leddington Wright, S. (2019). Peer-to-peer teaching: Experience of 3rd year undergraduate sports therapy students and impact upon applied academic performance. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 25(April), 100196. <https://doi.org/10.1016/j.jhlste.2019.04.002>
- Lu, E. L., Harris, M. K., Gao, T. Z., Good, L., Harris, D. P., & Renton, D. (2022). Near-Peer Teaching in Conjunction with Flipped Classroom to Teach First-Year Medical Students Basic Surgical Skills. *Medical Science Educator*, 32(5), 1015–1022. <https://doi.org/10.1007/s40670-022-01602-0>
- Luo, Z., & Li, H. (2024). Heliyon Competence , preparation , and relaxation : Contributing factors to EFL student teachers ' self-efficacy and teaching performance in microteaching training. *Heliyon*, 10(4), e26216. <https://doi.org/10.1016/j.heliyon.2024.e26216>
- Manolopoulos, P. P., Chatzidakis, S., Vasilakou, A., Balta, M., & Ntourakis, D. (2022). A Standardized Workshop for Peer-Teaching Simple Interrupted Sutures to Medical Students: Analysis of the Student Factors That Affect Outcomes. *Journal of Investigative Surgery*, 35(6), 1379–1384. <https://doi.org/10.1080/08941939.2022.2045394>
- Noben, I., Folkert, J., Ark, I. M. E. D., & Hofman, W. H. A. (2021). Studies in Educational Evaluation How is a professional development program related to the development of university teachers ' self-efficacy beliefs and teaching conceptions? *Studies in Educational Evaluation*, 68(November 2020), 100966. <https://doi.org/10.1016/j.stueduc.2020.100966>
- Pechinthorn, K., Samarkjarn, J., & Irawan, N. (2020). Factors in Controlling the Successful Peer Teaching Method in Higher Education. *ELLITE: Journal of English Language, Literature, and Teaching*, 5(1), 1–7. <https://doi.org/10.32528/ellite.v5i1.3126>
- Ralph, E. G. (2014). The Effectiveness of Microteaching: Five Years' Findings. *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 1(7), 2349. www.arcjournals.org
- Roberts, V., Malone, K., Moore, P., Russell-Webster, T., & Caulfield, R. (2020). Peer teaching medical students during a pandemic. *Medical Education Online*, 25(1). <https://doi.org/10.1080/10872981.2020.1772014>
- Sezaki, H., Lei, Y., Xu, Y., & Hachisuka, S. (2023). ScienceDirect Online Technology-Based Microteaching in Teacher Education : A Systematic Literature Review. *Procedia Computer Science*, 225, 2487–2496. <https://doi.org/10.1016/j.procs.2023.10.240>