



Students Collaborative Learning: Micro (Peer) – Teaching in A Classroom

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Abstract

This study aims to facilitate students to learn and work together in teams, mutual contribution of thoughts, and responsibility for the achievement of learning outcomes as a group or individually, encouraging students to improve learning achievement. Students can have a deeper understanding, develop leadership skills, increase a positive attitude, and increase student self-confidence. The research will be conducted in the Micro-Teaching class, namely in the reteaching cycle, where students will be divided into groups of 3 people to work together in a collaborative learning process to achieve the goals of the re-teaching process. Students can present new or previously learned content using new methods or approaches. The research data was collected through observation and interview methods. Analysis was carried out through analytical descriptive methods and qualitative content analysis, which were then presented formally and informally. The research on this topic is very important to get an idea of good cooperation in breaking permanent learning standards into more flexible learning targets. the divisions of students into groups allow learning instructions to be more in line with the needs of students to provide feedback. In particular, collaborative learning can help students achieve the target of learning objectives in class. A more comprehensive study through this research will also provide information or contributions to the learning process for students and teachers in the teaching and learning process in class.

Keywords: *Collaborative learning, Micro (peer) Teaching.*

Introduction

The classroom learning process is characterized by teacher-student engagement activities and reciprocal communication in educational settings in order to attain learning objectives. The teacher is a crucial part of the learning process since he or she teaches, guides, directs, trains, assesses, and evaluates students. This process is certainly expected so that the teacher is able to provide a different room atmosphere and method, increase interaction by provoking student ideas, apply the benefits of technology, have a humorous nature, and most importantly give equal attention to all students.

The current learning process stresses student-centered learning (SCL), a technique thought to increase the quality of student learning. This strategy can be used in lectures in higher education when students are more actively engaged in the learning process. They are expected to actively understand the topic, with the lecturer acting mostly as a facilitator. Under these conditions, the goal of implementing collaborative learning is the right choice to be able to develop and increase the potential that exists in students (Yang, 2023; Rodriguez-Salvador S Castillo-Valdez, 2023).

This can be accomplished by actively listening to colleagues' ideas, comments, or feedback, being open, communicating clearly when expressing thoughts, and keeping an open mind. Small group instruction in which students collaborate to optimize their own learning and learn from one another. This is linked to collaborative learning, which emphasizes that learning happens as a result of the community (Johnson S Smith, 1991). The selection of UKAW as a locus, especially for research subjects from English Language Education Study Program students who program micro-teaching courses, aims to enable prospective teachers to develop their teaching skills before going to real classes.

This gives prospective teachers the possibility to acquire a variety of basic teaching skills and understand when and how those skills are the skills of opening and closing learning, making variations of learning, explaining, asking questions, giving reinforcement, managing classes, teaching small groups and individuals and the most basic of the objectives of this research is the skills of guiding discussion groups which can be applied in collaborative learning (Ibrahim et al., 2023). These issues perceive from usual phenomenon where the prospective teacher was doing his/her teaching individually in front of the class. Therefore, collaborative learning is done by the peer teachers to find the uniqueness of their collaboration.

It is hoped that this research on collaborative learning students can contribute to developing this method both for future teachers and even for educators in improving the quality of learning in education in order to achieve good

goals (Huri et al., 2024). Some research that discusses collaborative learning claims several findings on the research result and contribution to Education progress of learning in class, such as; 1), Provides more opportunities to practice speaking (in expressing opinions); 2). Improving the quality of students' speech; 3). Creating a positive learning atmosphere; 4).

Encourage social interaction, connectivity, collaboration, and teamwork; 5). Allow for critical thinking on collaborative learning Below are a few prior studies on collaborative learning: Tasks and activities need to be designed carefully so that working together is effective and efficient, otherwise some pupils may struggle to participate or try to work on their own. It is important to ensure that all pupils talk and articulate their thinking in collaborative tasks to ensure they benefit fully. In so doing the learners begin to create their unique conceptual frameworks and are actively engaged.

Collaboration signifies a substantial departure from the peer teachers-centered or lecture-centered classroom model. In cooperative classrooms, the lecturing/listening/note-taking process may not disappear entirely, but it lives alongside other processes that are based on students' discussion and active work with course material (Laal S Laal, 2012; de Nooijer et al). Students must find enjoyment and engagement in the learning process. It means that students are supposed to be entrusted, entailed, and alert physically, emotionally, and intellectually in what they are learning (Hambandima, 2021).

By being permitted to study in diverse methods or to exchange thoughts and perspectives in a specific circumstance based on their own cultural and social experiences. Students become active participants in their learning (Purvis et al., 2020). There is strong evidence that students who study in cooperative groups are more intelligent and retain information longer than those who work alone (Gokhale, 1995; Wahyuddin et al., 2022). Additionally, collaborative learning enables students to participate in discussions, take ownership of their education and develop critical thinking skills.

Although there are some parallels between collaborative learning and traditional classroom instruction, such as the tutor's often higher level of writing proficiency, collaboration is essentially about both the student and the tutor participating in and learning from the tutoring session. On the other hand, while this reciprocal interchange is a fundamental tenet of collaborative learning, typical classroom settings do not necessarily need teachers to learn from their pupils (Laal S Laal, 2012; De Klerk et al., 2024).

According to the Graduate School of Education and Human Development (2017), there are ten strategies for fostering student collaboration in the classroom: (1) Intentionally pair or group students to work together; (2) Optimize group size for the best results; (3) Teach students active listening skills; (4) Establish clear rules for communication and teamwork; (5) Define goals and expectations

explicitly; (6) Assign specific roles to group members; (7) Incorporate real-world challenges instead of hypothetical scenarios; (8) Assign unique tasks to each group when appropriate; (9) Start with an engaging game to break the ice; and (10) Assess each group based on its performance.

Method

This research is focused on semester 6th students who program micro-teaching in preparation for practical field experience. The author focuses on collaborative learning carried out by students. The selected research subjects are students who are quite active in the learning process during the teaching and learning process the writer sees students' enthusiasm for collaborative learning in group discussion as very good and have responsive interactions. Therefore, the selection of this subject is a research sample among other students, especially students from other semesters who programming the same course.

The Type of data that will be used in this study is primary data and secondary data obtained from direct observation of research subjects, namely 6th-semester students. Collecting data in this study will use the observation method, namely direct observation of collaborative learning activities where students teach in front of the class in groups of 3 people. Next is the activities where students teach in front of the class in groups of 3 people. Next is the interview method that will be carried out on students, namely each group.

The reason for using interviews is that it makes it possible to dig up more in-depth information about cooperation and even agreements in preparing learning designs. The interviews conducted were a continuation of in-class observations, so this interview serves to clarify answers from observations of in-class actions. The interview technique is the form of in-depth interview questions with the aim of finding problems openly and clearly so as to provide lots of room for discussion or conversation that might develop and obtain more detailed information. In addition to interviews recorded with a tape recorder, the researcher will also record certain important matters related to the informant's observations. Informants for interviews were group members from each group and the writer chose to use a sample (purposive sampling). The questions are explored in as much detail as possible and the writer will stop if the researcher feels that the data needed is sufficient. The researcher took the data by using some steps; firstly, the researcher divided the students into groups which consisted of 3 students. Secondly, the researcher interviewed participants of each group.

Thirdly, the research observed the teaching process. Observational data analysis was carried out by students in collaborative learning. Meanwhile, observational and interview data analysis using a descriptive analysis approach known as qualitative content analysis. Such analysis is also referred to as thematic analysis in that it is the basic method for qualitative content analysis that allows

researchers to describe and identify collaborative learning processes through teaching micro-teaching processes in the classroom by each group.

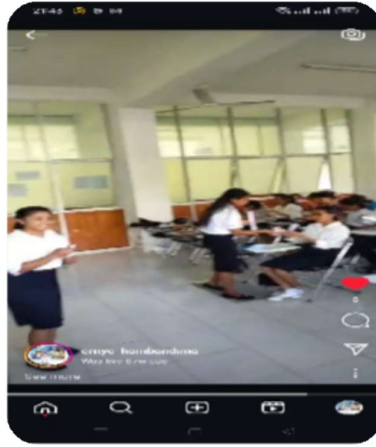
Results

The data has been analysed by the researcher and found the findings are as follows:

1. Provide more language practice opportunities
 - CL engages peer teachers in the learning process
 - CL engages teaching-learning goals well and stimulates the learners
 - CL made the peers effort to solve the problem
 - CL allows peers to speak English
2. Improve the quality of peers' talk
 - CL creates a social setting that is similar to a real-life situation.
 - CL helps the peers to produce the conversation
 - CL encourages the peers to speak in different ways to ensure others
 - The peers are subconsciously accustomed to using appropriate language.
3. Create a positive learning climate.
 - CL creates a convenient and relaxed atmosphere.
 - CL creates flexibility in teaching.
 - CL allows the peers to be free to talk and discuss.
4. Promote Social Interaction
 - CL improves the peers' linguistics competence
 - CL improves the peers' communicative skills.
 - CL Promotes social interaction
5. Allow for Critical Thinking
 - CL enhances peers to think critically
 - CL encourages peers to solve problems. CL lets peers engage actively in the discussion.
 - CL improves Peers' quality of speaking.

Discussion

1. Providing more language practice opportunities



CL involves peer teachers in the learning process as they collaborate toward a common learning goal. It instantly allows children to practice their linguistic skills. They provide a clear teaching-learning aim and motivate students by employing various learning material and allowing them to participate and surround their classmate in class. The learners attempted to tackle the problem by responding to the task assigned by their peers. The CL also permits students to speak English as a foreign language as their primary goal.

2. Improving the quality of Student Talk



CL presents a social context that is analogous to real-life situations in terms of language usage. It enables peers to generate not just in number but also in quality by engaging in requesting, clarifying, and negotiating communication during

collaborative learning. This encourages peers to talk in a variety of ways to guarantee that people listen to and comprehend what they say. The peers are unconsciously habituated to adopting acceptable words.

3. Creating a Positive Learning Climate



CL generates conditions in which peers feel more at ease and relaxed because there is no strict regulation of how they should learn. The peer teachers are extremely adaptable in their teaching methods and interactions with students. They teach without any burden. The usage of media is also highly beneficial since it encourages kids to be more active in learning and responding. Collaborative learning allows peers to freely discuss challenging aspects from the teacher's material. It also enables for the negotiation of meanings, which reshapes learners' knowledge and create positive affective situations, ultimately boosting students' learning and accomplishment.

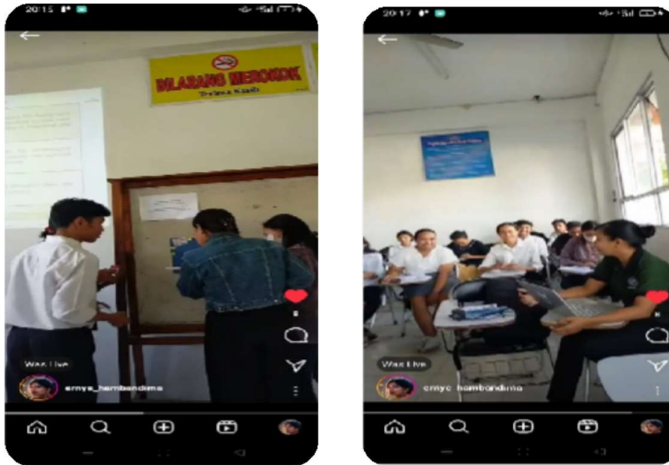
4. Promoting Social Interaction



In collaborative learning, learners, and peers interact by discussing and

exchanging ideas. The collaboration helps learners develop their linguistic competence and communication abilities. It encourages social interaction among learners by discussing, questioning, responding, and structuring the learning process.

5. Allowing for Critical Thinking



CL is thought to improve learners' critical thinking skills (discussing, clarifying, and assessing peer perspectives). Peer teachers perform far better in providing information using critical thinking and using plain language that students understand. It promotes critical thinking during the problem-solving process. It also allows learners to participate actively in the discussion, which encourages them to think critically about the topics being discussed. It develops peers' speaking skills through discussion, negotiation, questioning, answering, and managing the learning process.

These findings suggest that collaborative learning aided peers in debating using acceptable language and working as a team to resolve any points of contention during the debate. Collaborative learning fosters a positive environment in which colleagues work together and there are no rigid rules that stifle their creativity. They are welcome to offer their views. This writing provides some insight for readers, particularly teachers. They should deliberately choose which learners will collaborate, size the groups for maximum effectiveness, choose which students will listen to one another, make goals and expectations clear, assign roles to members of each group, use real-world problems rather than imaginary ones, consider assigning each group a different task, and evaluate each group based on its merit.

Conclusion

These results conclude that collaborative learning helped the peers in

discussing by using appropriate language and working in a team by deciding any point of challenging of discussion. Collaborative learning creates a good climate where the teammates work together and there are no regular rules that block their creativity in team working. They are free to share their ideas. This writing contributes some input for readers, especially teachers. They should deliberately select which learners will work together, Size the groups for maximum effectiveness, select which students how to listen to one another, make goals and expectations clear, assign roles to the members of each group, use real-world problems not imaginary ones, consider giving each group a different task, and evaluate each group of its merit.

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