

## Implementation of Peer Tutoring in Hybrid Learning for Media Literacy Subject: Students' Perception

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### ABSTRACT

This research discussed the application of peer tutoring in hybrid learning in teaching Media Literacy courses at the Faculty of Tarbiya and Teacher Training UIN Prof. K. H. Saifuddin Zuhri Purwokerto. It is a descriptive quantitative study. One of the courses in semester 4 is media literacy and is implemented in a hybrid way. Lecturers apply peer tutoring in media literacy lectures because the material includes the application of Microsoft word, excel, PowerPoint, infographics, LMS, and social media in learning. It isn't easy to implement when the teaching-learning is done online via Google Meet or Zoom. This study uses an interview and questionnaire distributed to 4th-semester students to obtain information related to their perception of the application of this peer tutoring. The questionnaire results stated that peer tutoring was beneficial offline and online. It's just that when offline, students can immediately check whether their friends apply what they are taught. If it is done offline, students can check each other's understanding by seeing their friends practice the material presented directly. At the same time, online, it will be challenging to check student understanding. When implemented online, students can only check the final result of what is taught that day, not the process. The advantages of implementing peer tutoring are to harness and further develop the skills of pupils who are already considered to be highly skilled in terms of providing friendship and support to others, to encourage the continued and ongoing use of 'support teams to ensure the inclusion of all students in the school context, to develop further the social and emotional skills of those students identified as members of the group.

Keywords: *hybrid learning, peer tutoring, perception*

**First Receive:**

08 November 2022

**Revised:**

03 May 2023

**Accepted:**

15 July 2023

**Final Proof Received:**

20 August 2023

**Published:**

01 Oktober 2023

**How to cite (in APA style):**

Wahidiyati, Irta. (2023). Implementation of Peer Tutoring in Hybrid Learning for Media Literacy Subject: Students' Perception. *ELITE Journal*, 5(3), 688-694

## INTRODUCTION

Nowadays, in the Post Pandemic Era, the learning process at UIN Saizu Purwokerto has been carried out offline and online. However, some classes are held fully online because there is no full obligation to conduct full offline classes. And some lecturers implement hybrid learning so that the teaching and learning process continues when a condition makes it impossible to be present on

campus. Students can still take lessons online if they can not attend class. Garnham and Kaleta (Gil et al., 2022) define hybrid courses as "courses in which a significant amount of the learning activities has been moved online, and time traditionally spent in the classroom is reduced but not eliminated. The hybrid definition indicates that there are two distinct worlds: one in which learning Hybrid Learning occurs face-to-face and the other in which learning occurs through digital means, distance learning and in the online environment.

Higher education must also adapt to a rapidly changing world (Herrera Bohórquez et al., 2019). In this context, there is no doubt that hybrid learning strategies are highly recommended to maximize student engagement and learning performance. It is mainly for the emergence of wider participation and open access, with students entering the academy with various qualifications, skills, expectations, preferences, and aspirations. Although hybrid learning strategies have been used in distance learning delivery for some time, this kind of hybridization is only beginning. It begins to have a significant impact on the life and experiences of the students and also lecturers.

Studies conducted by (Kwan et al., 2009) found that students who benefited from hybrid learning to know more, write better documents, get better test results, and discuss the course material in a more meaningful way complete top-class projects. Hybrid learning is also applied in the learning process in UIN Saizu Purwokerto for Literacy Media subject. In this learning, 50 % of the students joined the online class, and 50 % joined the offline class. So the lecturer should come to the class and hold the conference using Google Meet or Zoom Cloud Meeting. The lecturer also implemented peer tutoring in this class. And it is according to Kloppe & Drew (2015) that over the past two decades, the landscape of higher education teaching has been changing from the historical paradigm of a teacher-centric to a more student-centric experience.

Peer tutoring is not a unitary concept. Peer tutoring is applied to various learning situations and the term encompasses many different ways of constituting learning pairs. Undergraduate students tutor school students, advanced undergraduates tutor less advanced colleagues, or equal-status students work in reciprocal dyadic relationships taking turns to be tutor and tutee. Peer tutors are not teachers. They do not have professional qualifications. They do not have the power to award final grades. In many traditional educational settings, peer tutors do not have control over the curriculum or the materials used. It is, therefore, tempting to assume that peer tutors are more or less identical to their tutees.

In the higher educational context, the concept of the tutor as equal stems from the fact that the near-peer tutor is still an undergraduate and is seen as such (even though the tutor may be a more advanced undergraduate) and is more likely to be able to create an open, communicative atmosphere than a teacher. Student tutors' credibility often stems from their previous success in 'the system'. The tutee may respond without fear of ridicule or reprisal and may be less reticent about asking 'stupid' questions of a peer tutor than they would of a teacher. Peer teaching is a variety of peer tutoring in which students take turns in the role of teacher. The kind of activities engaged during peer teaching can be as varied as the act of teaching itself (Falchikov, 2002). There is also peer review in peer tutoring activity. Peer review can be defined as responding to one another's writing to improve writing (Breuch, 2004).

The advantages of implementing this peer tutoring are to harness and further develop the skills of pupils who are already considered to be highly skilled in terms of providing friendship and support to others, to encourage the continued and ongoing use of 'support teams to ensure the inclusion of all students in the school context, to develop further the social and emotional skills of those students identified as members of the group (Breslin, 2014).

And the Implementation of Peer tutoring in Hybrid Learning for Media Literacy Subjects is an interesting thing to discuss. Because this subject is one subject that teaches some applications that can be used in the teaching-learning process, for example, office applications, social media applications, infographic applications, etc., the students could learn some information that they did not know before. The interesting thing is that the students could teach their friends to use those kinds of applications in online or offline classes. So the researcher decides to research students' perceptions towards implementing Peer tutoring in Hybrid Learning for Media Literacy Subjects.

## **METHOD**

A descriptive quantitative study will be conducted to answer the research questions. This study will describe the students' perception of peer tutoring in hybrid learning in media literacy. The study will use questionnaires, interviews, and document reviews. The questionnaire is distributed to identify their perception of the use of peer tutoring in the class. The interview will be done by interviewing some students in the fourth semester of 2022.

A descriptive quantitative study is used to analyze the data from the questionnaire, in which each item is analyzed individually. The student's answers to the questionnaire are grouped and analyzed to identify their perception of peer tutoring in hybrid learning. The data is

evaluated descriptively based on the percentage of student responses to the questionnaire. After collecting the data, the researchers will classify the data according to the fundamental theory to support the questionnaire data. Next, the non-contiguous data from the sources is reduced. Finally, the results of the student perception are generated and presented

## **RESULT AND DISCUSSION**

The implementation of Peer tutoring in hybrid learning for Media Literacy Subjects is done by dividing the students into groups. One group of students got one material to master before they performed as a tutor for their friends. Each group will get one piece of material to be presented as a tutor in the hybrid class. In each group, one student will be the presenter, and 4 will go around the class to check the other class's understanding of the material given. They check whether the other students practice the material presented or not. And they will help their friends if they have difficulties applying the instruction given by the tutor in front of the class. In peer tutoring, the students' perceptions are analyzed based on the advantages of peer tutoring. It describes below.

### **Peer Tutoring harnesses and further develops the skills of pupils who are already considered to be highly skilled in terms of providing friendship and support to others**

Based on the questionnaire result, the students agree that peer tutoring helps them to understand their friends' ability to master the material. They tutor their friend about one material and ask their friend to follow what they instruct them. For example, in infographic material, the tutor uses the Canva application to create a restaurant brochure. They give the instruction step by step to finish their brochure using Canva. Start with login into the Canva application, searching the template/creating the template, adding the decoration, adding the text, adding the picture, and adding the frame. It is an interesting activity for the students cause they feel that other students can catch what they present in front of the class and they do the instruction, and they could finish the brochure. They feel proud because they can teach their friend to create brochures.

And they feel it is a challenge to check their friend's understanding. They could do some reviews of their friends' work too. When their friends did not understand how to place the decoration or the text in the Canva application, they were ready to help them. And if it succeeded, they would be proud of them. Although it is done in hybrid classes, they could check their online friend by sharing the screen and showing where the problem is. But it will work for some students, and for others will not. They keep opening their Google Meet or Zoom Cloud Meeting, but they ask nothing of the tutor.

They said they understood the material. It will be different if the tutor checks their friends' understanding in the face-to-face class. The tutor could go anywhere from one student to another to check their mastery of the material delivered.

### **Peer Tutoring to encourage the continued and ongoing use of 'support teams to ensure the inclusion of all students in the school context**

Based on the questionnaire and interview results, the students feel they could utilize and develop their ability to support their friends. They can utilize peer tutors and further develop their skills to support friends. Examples include the use of TikTok in creating learning media in teaching. Some students think the TikTok Application is only for music, dancing, and having fun. This application can be used to teach students. The tutor guides their friends by creating one background first, then choosing the back sound, and finally creating the video they use to be the learning media using TikTok.

Peer tutors support an ongoing support team to ensure peer involvement in the context of mastering practical material. When it was done hybrid, the tutor could only check the offline students, while the online students just said, 'yes, I have followed the instruction, I have finished' if the tutor checks the online students one by one, it will take time.

Peer tutoring supports an ongoing support team to ensure peer involvement in the context of mastering material. In doing the tutorial, the students should work in a group. Each group will tutor another group in practising the material, for example, practising some applications like Learning Management Systems, infographics, and social media. All the group should practice using the material given by the tutor. And of course, the tutor will learn it before the present and teach their friends in front of the class. The tutor should check step by step in practising the instructed material. And finally, the tutor checks the result of the practice to see whether their friends can finish it.

### **Peer Tutoring to develop further the social and emotional skills of those students identified as members of the group**

The questionnaire's result states that the students feel that they could develop their social skills through peer tutoring. They could interact more with their friends as a tutor and tutee. They could teach some material to their friends because the tutor knows more about the material they

present in the class. Although in hybrid learning, they enjoyed being a tutor in the media literacy subject. They feel they would be more acquainted with their friends. They will wait for their friend cannot implement the material given. They will do some pauses to wait for another. After all, friends finish one step and continue to another. It will be done many times until all the students finish the practice given by the tutor.

## CONCLUSION

The research results stated that peer tutoring was beneficial for the students. It's just that when offline, students can immediately check whether their friends apply what they are taught. If it is done offline, students can check each other's understanding by seeing their friends practice the material presented directly. At the same time, online, it will be challenging to check student understanding. When implemented online, students can only check the final result of what is taught that day, not the process. The advantages of implementing this peer tutoring are to harness and further develop the skills of pupils who are already considered to be highly skilled in terms of providing friendship and support to others, to encourage the continued and ongoing use of 'support teams to ensure the inclusion of all students in the school context, to develop further the social and emotional skills of those students identified as members of the group.

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