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ANALYSIS OF THE ROLE OF PEER TEACHING IN THE PROCESS OF COUNSELING EDUCATION AND TEACHING

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HIGHLIGHT

- *Peer learning and education raises various pros and cons and emphasizes the importance of teacher monitoring in its implementation, expectations from peer education and teaching, apart from providing freedom and activity as well as student interest, peer learning and education also has an impact on the effectiveness of learning.*

KEYWORD

ABSTRACT

Peer teaching and peer counseling are methods and approaches that can be used in an educational context to enhance the teaching and learning process and provide emotional and social support to students. Peer learning can increase student motivation, social skills, understanding of material, problem-solving skills, and self-confidence. Students learn interactively and mutually support each other, and can get explanations that are easier to understand from classmates who are more experts in certain fields. This study uses the literature study method with a qualitative data approach. The results of the research show that peer learning and peer counseling can be effective approaches in improving the teaching and learning process and providing support to students. Continuous evaluation needs to be done to improve the quality and effectiveness of the implementation of the two methods.

Peer Counseling, Peer Counseling, Teaching and Learning Process

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A. INTRODUCTION

Peer education, also known as peer-to-peer education or education from peers, has significant urgency in individual development and learning (Zubaidah, 2016). Meanwhile, peer counseling is a form of counseling service carried out by individuals with experience or knowledge similar to individuals who need counseling (Arifin & Fahyuni, 2018). These two concepts are included in peer teaching. In peer counseling, individuals who provide assistance or support have the ability to listen, understand, and provide advice to other individuals who experience similar problems or difficulties (Ridha, 2019). Peer counselors do not have the professional expertise of a psychologist or licensed counselor, but they can provide emotional support, information, and perspective based on their personal experiences. Peer counseling is an empowering activity which is an educational goal, namely giving students the ability to think critically and foster interest and direction towards progress in their lives so as to bring out the students' own character (Zakaria & Rachmat, 2022).

The formation of students' character is very important in the learning and education process. In research conducted by Nurhamidah (2018), it is explained that character plays an important role in maximizing an individual's potential. This statement is also strengthened by research conducted by Saputri (2022) which explains that students' character is the basis or fundamental for them to continue to develop their potential. However, in the current digital era, several new problems have emerged in the academic world, these problems are correlated with the character of students who are undisciplined (Hudaya, 2018), lack of respect for teachers (Prayogi et al., 2021), and always want something with instant (Widodo & Rofiqoh, 2020). Ideally, as a learner, students have a good attitude and respect the learning process. Efforts that can be made are by providing intervention in the form of peer counseling education or peer teaching. Research conducted by Rachman & Sari (2019) explains that peer counseling is able to have an impact on self-confidence and potential development, as well as the desire to learn, this happens

because during the activity, they are freer to express what they feel because they feel the same and equal.

Peer counseling is usually carried out in a group or community context, where the individual providing peer counseling can be a source of inspiration and support for other individuals experiencing similar difficulties (Pasaribu et al., 2023). The goal of peer counseling is to provide a safe and supportive environment where individuals can share experiences, seek understanding, and find solutions to their problems (Nunzairina et al., 2023). Within the school scope there is a correlation between peer learning and also includes aspects of peer or peer counseling. This is shown through various races, ethnicities and cultures, for example students who come from outside the island will definitely feel what is called culture shock where they have to adapt, so in this learning context there needs to be someone who is a peer so that the adaptation of students from outside the island can be carried out well and does not cause psychological problems.

Peer learning is a learning method that involves students learning from and with each other, supervised by a teacher or instructor (Uno & Mohamad, 2022). This method allows students to be actively involved in the learning process and can increase their motivation and self-confidence. In the context of Physical Education and Health (Penjas) lessons, peer learning can increase students' understanding of the importance of physical activity and health. Students can gain knowledge and skills from their classmates and build better social relationships, while in other learning the role of peer learning is considered to have implications for students, students will learn through discussions, group work, and presentations, and can develop critical thinking skills and creativity (Setyaningtyas, 2019). To implement peer learning, a teacher needs to carry out careful planning and strategies. This includes choosing the right learning topic, determining the right study group, providing relevant guidance and learning materials, and ensuring there is appropriate monitoring and feedback.

Below we will explain in more detail about peer learning planning and strategies in the context of classroom learning. First, a teacher must choose a learning topic that suits the learning objectives and students' needs. The topic must be relevant to students' lives and easy to understand, and can motivate them to learn. For example, topics such as the benefits of reading, writing and listening practice, or knowledge and understanding about the importance of maintaining a healthy diet could be the right choice. Second, teachers must choose the right study group. Study groups can be formed based on students' interests or abilities, or they can also be based on their experience and knowledge (Afandi et al., 2013).

An effective learning group is a group that has trust in each other, supports each other, and has the same responsibilities in the learning process (Syarifuddin, 2011). Third, teachers must provide relevant guidance and learning materials for study groups. The learning guide can be in the form of assignments or activities that are appropriate to the learning topic, as well as reference materials that can help students in the learning process. These reference materials can be books, journals, or online resources that are trusted and easily accessible to students. Fourth, teachers need to provide appropriate monitoring and feedback to students (Nurdyansyah & Fahyuni, 2013).

The above can help students to measure their progress in learning, as well as provide motivation to continue learning. This monitoring and feedback can take the form of evaluating assignments or activities that students have completed, as well as observing their learning process. The urgency of this research lies in the formulation of the role of peer teaching which will be carried out using the library research research method (Sugiyono, 2017), therefore this research is positioned not to conduct interviews directly but to find out the role of peer teaching through secondary data, namely articles, books, or relevant notes and formulate them so that you can find out the role of peer teaching in counseling education and teaching.

Some research is limited to case studies (Lim, 2014), peer teaching in science and engineering (Ramaswamy et al., 2001), and health learning (Nelson et al., 2013). Departing from the background that the author has explained above, this research wants to discuss peer learning and how it works, explain the advantages of using peer learning in the teaching and learning process and explain how to implement peer learning in the classroom in the context of peer counseling.

B. METHOD

This research is included in the qualitative method which is characterized by in-depth descriptive explanations (Sugiyono, 2017). The approach used in this research is a library research approach or what is called literature study. This research then uses articles, news, magazines and written sources both print and online to answer the role of peer teaching in the counseling education and teaching process. Thus, this research uses secondary data with the validity of the data through triangulation techniques of theory and sources from research results or news, if there are similarities then the validity can be established (Mekarisce, 2020).

C. RESULT AND DISCUSSION

Peer learning is a learning method in which students learn from their classmates who are more experienced or more expert in a particular field. In this method, students act as teachers and as recipients of knowledge, so that they can learn interactively and support each other (Mukhlis, 2016).

The way peer learning works begins with the selection of students who will become teachers. Selected students must have more abilities and expertise than their classmates. Then, the teacher and the recipient of the lesson (other students) will work together to prepare the material to be taught. Teachers will study the material more deeply and plan how to teach it well. Meanwhile, the recipient of the lesson will prepare themselves to receive an explanation from the teacher and be ready to provide a response. Once preparations are complete, peer learning begins. The teacher will teach the material that has been prepared in a way that is easy for

the recipient of the lesson to understand. After that, the teacher will give the lesson recipients the opportunity to ask questions and clarify the material that has been taught. During this session, the teacher will provide guidance and support to the recipient of the lesson. In peer learning, students can learn interactively and support each other. This can increase students' learning motivation, as well as develop social and problem solving skills. This method can also help students who have difficulty understanding the material, because they can get explanations from classmates who are more experts in that field (Sadjati, 2012). In this method there is also a role for peer counseling which is considered effective as a medium for telling stories when a student has problems in their academic or educational scope.

However, it should be remembered that the success of peer learning and peer counseling is very dependent on choosing the right teacher and thorough preparation before the learning session begins (Nurdyansyah & Fahyuni, 2016). Otherwise, this method can be ineffective and even endanger the quality of learning (Wulandari et al., 2023). Therefore, it is necessary to carry out continuous evaluation to improve the quality and effectiveness of peer learning.

Advantages of Using Peer Learning in the Teaching and Learning Process

The use of peer learning methods in the teaching and learning process has several advantages, including the following:

1. Increase learning motivation

In peer learning, students can learn interactively and support each other. This can increase students' learning motivation, because they feel more motivated to learn from classmates who are more experts in a field. Students can also feel more comfortable and open in asking questions and discussing with classmates rather than with teachers (Lestari, 2020).

2. Improve social skills

In peer learning, students can learn together and support each other in understanding material. This can improve students' social skills, because they learn

to collaborate and help each other in achieving learning goals. Apart from that, students also learn to be good leaders and teachers, because they have the responsibility to teach their classmates (Zubaidah, 2016).

3. Improve understanding of the material

Peer learning can help students who have difficulty understanding material, because they can get explanations from classmates who are more experts in that field. In addition, teaching from classmates can be delivered in language and in a way that is easier for students to understand, so that it can increase students' understanding of the material being studied (Mukhlis, 2016).

4. Improve problem solving abilities

In peer learning, students can learn to solve problems creatively and independently. Students can discuss and collaborate to find solutions to a problem, so that they can improve their ability to solve problems in the future (Mukhlis, 2016).

5. Develop self-confidence

When students become teachers in peer learning, they can feel more confident and increase their sense of responsibility in teaching classmates. This can help increase students' confidence in public speaking and teaching in the future. The use of peer learning methods can help improve the quality of learning and increase student learning motivation (Mukhlis, 2016).

Implementation of Peer Learning in the Classroom

Implementation of peer teaching in the classroom can be carried out in several stages, including (Siregar & Hatika, 2019):

1. Determining the material to be taught

Teachers need to determine the material to be taught and divide it into parts that students can learn. Each student will then become a teacher for a specific section of the material.

2. Group division After

the material has been determined, the teacher needs to divide students into small groups consisting of 2-4 people. The groups will work together to learn the specified material and become teachers for their classmates.

3. Independent learning

After students are divided into groups, they need to study independently to prepare the material to be taught to their classmates. Students can study material through books, the internet, or other learning resources provided by the teacher.

4. Teaching by students

After students study the material independently, they will then teach their classmates about the material they have learned. Teachers can provide guidance and guidance on how to teach effectively and how to give constructive feedback to classmates.

5. Evaluation of learning outcomes

After student teaching is complete, the teacher needs to evaluate the student's learning outcomes. This evaluation can be done through tests, assignments, or direct observation by the teacher. Teachers can provide feedback and help students improve their weaknesses in the learning process (Torihoran & Cendana, 2020). Implementing peer learning in the classroom can help increase student participation in the learning process, improve social skills and strengthen relationships between students (Sriwulan, 2017). Apart from that, using this method can help improve students' understanding of the material and help students to learn independently (Amin et al., 2019). Therefore, the peer learning method is an effective choice for improving the quality of learning in the classroom.

D. CONCLUSION

Peer learning is a learning method in which students learn from their classmates who are more experienced or more expert in a particular field. This method requires selecting the right teacher and thorough preparation before the learning session begins so that it is effective and of high quality. The use of peer

learning methods has several advantages in the teaching and learning process, including increasing learning motivation, improving social skills, increasing understanding of material, increasing problem-solving abilities, and growing students' self-confidence. However, it is important to remember that the success of peer learning is highly dependent on choosing the right teacher and thorough preparation before the learning session begins. Continuous evaluation is also needed to improve the quality and effectiveness of peer learning and peer counseling.

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