

Peer-tutoring Worksheet to Improve Student's Self-efficacies at Department of Educational Sciences, Faculty of Education and Teacher Training, Universitas Lampung

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Abstract: Peer-tutoring Worksheet to Improve Student's Self-efficacies at Departement of Educational Sciences, Faculty of Education and Teacher Training, Universitas Lampung.

Objectives: This quantitative approach research investigated the influence of peer tutoring worksheet to improve student's self-efficacy in learning. **Methods:** This study involved 56 students at primary teacher education, department of science education, Universitas Lampung. This study used N-Gain analysis and paired sample t-test to find the differences and improvement between pre-test and post-test in self-efficacy after given peer-tutoring worksheet treatment. **Finding:** Paired sample t-test indicated that there are the significant differences between pre-test and post-test after given peer tutoring worksheet treatment. N-gain analysis also revealed that there is improvement in student's self-efficacy in learning after using peer-tutoring worksheet method in learning. With peer-tutoring worksheets, students are able to encourage and support each other so it increased student's self-efficacy. **Conclusion:** Peer-tutoring worksheet are effective to improve student's self-efficacy in learning.

Keywords: worksheet, peer-tutoring, self-efficacy, students

Abstrak: *The Peer-tutoring Worksheet to Improve Self-efficacies of Students in the Educational Sciences Department of the Faculty of Education and Teacher Training in Universitas Lampung.* **Tujuan:** Penelitian kuantitatif ini menyelidiki tentang pengaruh lembar kerja peer-tutoring untuk meningkatkan self-efficacy mahasiswa dalam melakukan pembelajaran. **Metode:** Penelitian ini melibatkan 56 mahasiswa Pendidikan guru sekolah dasar, Jurusan Ilmu Pendidikan, Universitas Lampung. Penelitian ini menggunakan analisis N-Gain dan uji t sampel berpasangan untuk mengetahui perbedaan dan peningkatan antara pre-test dan post-test setelah diberikan lembar kerja peer-tutoring. **Temuan:** Uji t sampel berpasangan menunjukkan bahwa terdapat perbedaan yang signifikan antara pre-test dan post-test setelah diberikan lembar kerja peer-tutoring. Analisis N-Gain juga mengungkapkan bahwa terdapat peningkatan self-efficacy setelah diberikan lembar kerja peer-tutoring. Dengan diberikannya lembar kerja peer-tutoring, mahasiswa mampu untuk mendorong dan mendukung satu sama lain sehingga dapat menaikkan tingkat self-efficacy mahasiswa. **Kesimpulan:** Lembar kerja peer-tutoring efektif untuk meningkatkan self-efficacy mahasiswa dalam pembelajaran.

Kata kunci: lembar kerja, peer tutoring, self-efficacy, mahasiswa

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■ INTRODUCTION

Technology has spread to all sectors in the era of the industrial revolution 4.0 and society 5.0, including aspects of education and learning. Currently, lecturers must face challenges to be able to utilize technology as a learning media. Using existing technology should make it easier for lecturers to explain learning material that is theoretical, abstract, and difficult for students to understand.

In the Department of Education, there are several courses that require students to practice theory, so lecturers and students develop peer tutoring-based worksheets. It is expected that students are able to produce media for learning

certain subjects at school. The products are completed in groups, in addition to producing the best quality of media because they are built together with colleagues, also to improve the value of student's cooperation and social attitudes.

Based on documentation from lecturers, most of learning method are just presentation and lecturing using powerpoint media, so students are saturated and passive. This method also might cause low *self-efficacy* and will affect low learning outcomes. This statement can be seen from the UAS results data for the academic year 2021/2022 even semester, which shows that only 4.11% of students get A grades, while 85.89% of students get B, C and D grades (Table 1).

Table 1. The self-efficacies of students of elementary school teacher education (PGSD) in the odd semester of 2022/2023

Classroom	Category			Number of Student
	High	Moderate	Low	
PGSD classroom A	6	8	21	35
PGSD classroom B	5	7	18	30
PGSD classroom C	4	9	19	32
PGSD classroom D	5	9	19	33
PGSD classroom E	3	10	20	33
Total	23	43	97	163
Percent	14.11%	26.38%	59.51%	100%

The data showed that student has low learning result. It might be the impact of less optimal learning media use. Lecture still use presentations and lecturing method based on textbook for learning. There are no active activities in class such as worksheet or other hand activity learning. Whereas hand activity learning method can be an alternative method to build fun learning. It also suits to freedom concept in learning for students that demand in Kurikulum Merdeka. Former research showed that there is a correlation between active learning method and student achievement (Jeong, González-Gómez, Cañada-Cañada, Gallego-Picó, & Bravo, 2019) in every stages, start from early child education to highest education. Most of learning method

that impact to student achievement such as active learning method itself (Khan, Iqbal Majoka, Khurshid, & Hussain Shah, 2017), problem-based learning (Nurlaelah, 2023), and inquiry based learning (Hakim et al., 2023).

Based on that knowledge, the use of worksheet as one of active learning strategies in delivering material is very necessary to build a dynamic and fun class for students and lecturers. Especially when subject require practice comprehension, not only concept and theory comprehension. The focus in this research is to produce peer-tutoring worksheet on developing written/printed teaching materials. Peer-tutoring worksheet is one of the teaching materials for offline learning that can motivate students to learn

actively. Reciprocal peer tutoring strategies are proven can improve student achievement, interest in learning, and self-efficacy (Ekawati, 2017; Febianti, 2014; Uroko, 2012). Although there is also research that showed teaching method are not directly have significant correlation to student achievement (Masaha & Jamaluddin, 2022). Hayat (2020) found that student's self-efficacy has effect student's performance through metacognitive learning and their learning related-emotion. So, there are a medium between teaching method to impact student performance. According to the prior research, self-efficacy became a variable that can boost student performance.

Self-efficacy is a one's beliefs about his ability to achieve goals, complete work, and face challenges that will affect his behavior. Individuals who have high self-efficacy will show confidence and beliefs that he will give the best performance that he can do. He also can make consideration in every action (Marlina, 2022; Pakpahan, 2014; Suroso, 2014). According to the explanation, high self-efficacy in learning is expected to boost student achievement in academic. So, it is necessary to improve student self-efficacy to improve student achievement in academic.

Peer-tutoring is expected to boost student self-efficacy. Peer-tutoring is a learning method which gathering high achievement and ability students a low achievement/ability in one group. The high achievement/ability become a tutor for their friends with low achievement/ability. But still the tutor is under lecturer's supervision. Instruction method in peer-tutoring including independent learning method, because it can develop student's skills such as self-efficacy, academic achievement, social interaction, and responsibility (Nguyen, 2013; Rostiana, 2019)

When using peer-tutoring method, students will be divided into a small group according to

ability and former achievement of student. The groups are consisting of student with high ability/achievement and fair to low ability/achievement. In the group, the members will help and support each other to learn and understand the material. They work together in the group until mastering the material (Muthma'innah, 2017; Yoga Wisudawati, M.A.P,I.M, & Pasek Suryawan, 2018). Therefore, the students not only will get an active learning, but also learn about helping and supporting each other. They know how to solve the problem or obstacle in learning process (Elli Yustina, Suryajaya, 2020; Mulyatiningsih, 2012).

Besides, worksheet is a learning media that encourage students to be more active and interested in learning and material subject that deliver from lecturers (Endang, 2014; Toman, U., Akdeniz, A.R., Cimer, S.O & Gurbuz, 2013). Worksheet is guiding students in conducting demonstrations or experiments learning method to develop some aspects of development including cognitive development (Choo, S.S.Y., Rotgans, J.L, Yew, E.H.J., 2011). Moreover, investigation activities or problem solving can be carried out by student using worksheet as a guidance (Trianto, 2007). So, worksheet should make learning process more effective and active. Then, worksheet based on peer-tutoring method is expecting to give more contributions to boost active learning in student so it will boost self-efficacy and impact student achievement.

■ METHODS

Participant

Participant in this study was 129 sixth-semester students at the primary school teacher education (PGSD) study program, Universitas Lampung. Sample research is chosen using stratified random sampling. The sample in this study was 56 students. The sample and population details are described in table 2.

Table 2. The study population and samples

No	Classroom	Population	Sample
1	PGSD classroom A	23	10
2	PGSD classroom B	29	13
3	PGSD classroom C	25	11
4	PGSD classroom D	35	15
5	PGSD classroom E	17	7
Total		129	56

Research Design and Procedures

This study used a research and development method. There were some stages in this study. The analysis stage was to analyze the need and properness of learning materials in the peer-tutoring worksheet and the student's characteristics, formulate basic competence, and determine the learning material concept. The designing stage was to specify a product based on the material design into the learning material and make a sequence of instructions or flowchart to describe the workflow of the peer-tutoring worksheet. The implementation stage applied the product to a real condition in the classrooms. The evaluation stage was to evaluate the product that had been made (Sugihartini, N., & Yudiana, 2018).

Then, after the product of peer-tutoring worksheet is fixed, the peer-tutoring worksheet is used to find if there was an influence the worksheet to student's self-efficacy. Student's self-efficacy was assessed before and after the worksheet was given. The research design in this study used pre-experimental design with one group pre-post test design.

Instrument

Student's self-efficacy was assessed by questionnaires with Likert scale, The questionnaire was adapted from Schwarzer's General self-efficacy scale (GSES). GSES was adapted to Indonesian version and consist of 10 item which measure one factor of self-efficacy.

The instrument was unidimensional and only measure self-efficacy in general (Novrianto, Maretih, & Wahyudi, 2019). It's means that GSES has not measure self-efficacy in various dimensions and only has one indicator.

General self-efficacy focused on general and stable beliefs in individual to face various situations. General self-efficacy could describe individual behaviors in general in unspecified situations. GSES was translated into 32 languages and used in various study all over the world. Scholz, et al (2022, Novrianto et al. 2019) stated that GSES has internal consistency with alpha Cronbach value between 0,7 until 0,91 when it tested to various sample all over the world. Besides, in longitudinal study was found the consistency of stability for the instrument (test-retest reliability) was fine between 0,47 until 0,75 (Novrianto et al., 2019). So, GSES can be ready to use to measure student's self-efficacy in this study.

There are three categories in this instrument result such as high level, moderate level, and low level. The self-efficacy categorization in this study is shown on Table 3 below.

Data Analysis

After the sample's self-efficacy was measured in pre-post test using GSES, the data result was analyzed by using the Hake Theory concerning normalized gain (N-Gain) and paired sample t-test. N-Gain was used to analyze an improvement in self-efficacy before and after the

Table 3. Self-efficacy categorization

Range of Score	Level
$(\mu+1.0 \sigma) \leq X$	High
$(\mu-1.0 \sigma) \leq X < (\mu+1.0 \sigma)$	Moderate
$X < (\mu-1.0 \sigma)$	Low

treatment was given, in this case is peer-tutoring worksheet. N-Gain also used to find the effectiveness of learning materials by using peer-tutoring methods. Whereas paired sample t-test was used to analyze the influence of peer-tutoring worksheet to student's self-efficacy. The normalized gain score is interpreted to make normalized gain classifications as follows:

Table 4. Gain score classification

g Score	Interpretation
$0.7 < g < 1$	High
$0.3 \leq g \leq 0.7$	Moderate
$0 < g < 0.3$	Low

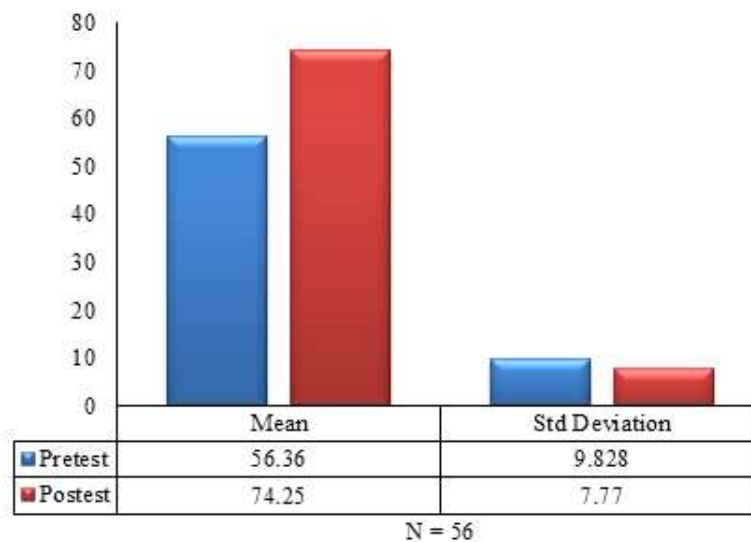
RESULTS AND DISCUSSION

Result

The study results show that the highest and lowest student's self-efficacy scores are 32 and 13. Student's self-efficacy data distribution is analyzed to determine the self-efficacy levels. There are 14 students (25%) with low self-efficacy level, 15 students (27.07%) with moderate self-efficacy level, and 26 students (46.42%) with high self-efficacy level. The self-efficacy distribution is shown in Table 5. Measuring result of student's self-efficacy from pretest and posttest descriptively shown in chart 1 as follows,

Table 5. Students' self-efficacy levels

Level	Number	%
Low	14	25
Moderate	15	27.08
High	26	46.42
Total	56	100

**Chart 1.** Descriptive data of student's self-efficacy

The descriptive data shown that there are the differences between mean of pretest and posttest results. The mean of posttest is higher than the pretest, but the standard deviation are lower. It's means that there is an improvement in self-efficacy during posttest. The standard deviation value also shown that there is a smaller

gap in student's self-efficacy during posttest. So, the values shown that student's self-efficacy was improve equally. The data then was analyzed to find the effectiveness of peer-tutoring worksheet to improve self-efficacy. It was analyzed by using N-gain is shown in chart 2.

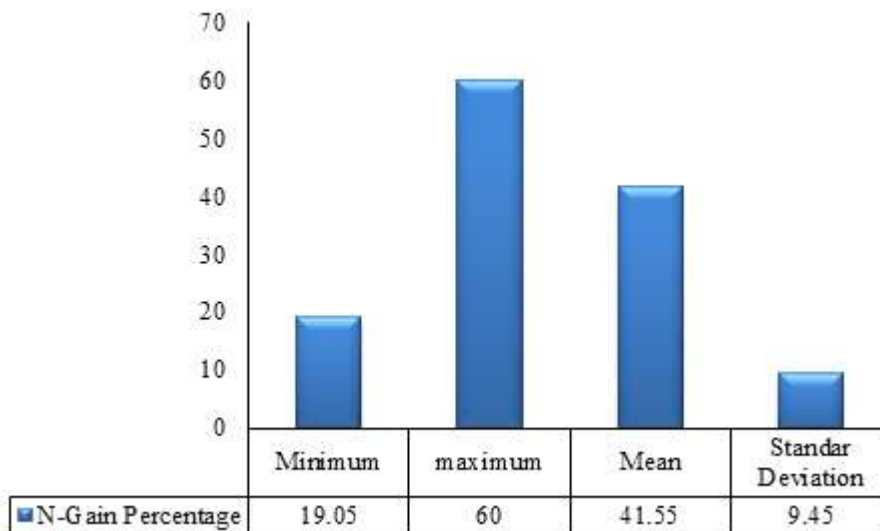


Chart 2. N-Gain percentage

The chart shown that the mean of N-Gain Percentage is 41,56 or it can be said that N-Gain is 0,4156. As follow to the classifications of gain score, The value means that the gain score of the result is categorized as moderate. It's means that the effectiveness of peer-tutoring worksheet in improving student's self-efficacy was classification at moderate level. We can say that peer-tutoring worksheet effective to improve student's self-efficacy.

Paired sample t-test was conducted to analyze an influence of peer-tutoring worksheet to student's self-efficacy. The results of data analysis using paired sample t-test is shown in table 6 and 7.

Table 6 shown that there is a strong correlation between pretest and posttest. It's means that the data of pretest and posttest are bound together and measure the same thing that is student's self-efficacy.

Table 6. Paired sample correlation test

	N	Correlation	Sig.
Pretest and posttest	56	0.861	0.000

Table 7 shows that the score of Sig (2-tailed) is $0.00 < 0.05$ at $t_{\text{count}} -26.508 < t_{\text{table}}$. It means H_a was accepted, H_0 was rejected, and the hypothesis was accepted. This indicates a

significant difference before and after using the peer-tutoring worksheet and it also shows a significant influence of peer-tutoring worksheet to improve self-efficacy at Primary School

Table 7. Paired sample t-test results

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest-Posttest	-17.893	5.051	0.675	-19.246	-16.540	-26.508	55	0.000

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Discussion

Based on the result of the study, we can say that peer-tutoring worksheets has significant impact to student's self-efficacy. Peer-tutoring worksheets also effectively give an improvement in student's self-efficacy. Peer-tutoring worksheets helped and encouraged students to be able finishing the task and understanding the learning materials. With peer-tutoring worksheet, student's beliefs that they can do the task and maintaining the motivation to do the task and overcome obstacles in task. Every student support each other to do the best performance that they can do to finish the task.

When individu feels confidence and has positive belief, this will improve motivation and reduce negative thinking about self-ability. So, it will boost diligence attitude and effort to do something. In this case, student will give the best effort to understand the learning materials and performance (Cassidy, 2015). Self-efficacy can be said as an individual belief to overcome problems in a certain situation to obtain good results. This indicates that self-efficacy is an individual's ability to control a certain situation with motivation, cognition, and resources that he has (Hamill, 2003). Self-efficacy is specific to a context of situation and it will affect when individual experiences a difficulty.

An individual with high self-efficacy will have confidence in his ability and be optimistic

about finishing jobs and overcome any obstacles. An individual with high self-efficacy believes that he can do various tasks and jobs. Individual's beliefs to endure and be strong to overcome any obstacle is referred to strength (Bandura, 1977). The strength could encourage individuals to regulate his emotional condition through information and cognitive processing. He can comfort his feelings and affective and maintaining his motivation to be able finish the task and to overcome any obstacles. It is because he can get rid of negative thoughts. So, he able to maintain his thought to improve efforts, diligence, and give the best performance that he can do. A high self-efficacy will help an individual to do any task better (Hamill, 2003).

Bandura suggests that there are some aspects can impact self-efficacy such as characteristics of a job or types of jobs that may require more complicated performance (Hakim et al., 2023). For example, when individuals face a complicated job/task or a new task, an individual tend to feel doubt about how he can finish the task. If he can finish the task, then he will satisfy and boost his self-efficacy. On the other hand, if he can't finish the task, then it will make his unconfident and down his self-efficacy. So, it is also important to give a student a clear instructional for the task and facilitate the student any learning materials method that make student feel confident to do the task.

Tasks are developed in a worksheet containing varying information and questions designed to understand difficult concepts and to guide students to do activities systematically

(Choo, S.S.Y., Rotgans, J.L, Yew, E.H.J., 2011). The worksheet contains tasks that students must do that guide students to finish the task and to acquire certain competencies. So, students get clear information and guidance to do and finish the task. Whereas the peer-tutoring worksheet is designed to enable students to work in groups. Students with high abilities will tutor students with lower abilities under the lecturers' guidance. Peer-tutoring autonomous learning will improve students' social interactions, responsibilities, self-efficacies, and academic skills (Nguyen, 2013).

Peer-tutoring can be used as a scaffolding in learning where students with high competencies will help other students with lower competencies. This situation will encourage students to do assignments in groups or by active dialogues with other peers with lecturers' guidance. It's in line with Vygotsky theory on scaffolding suggests that students will be in the zone of proximal development (ZPD), where students try to solve problems that they never learned before (Santrock, 2007). When students are divided into a team to do an assignment, there will be a team dynamic that encourage every member of team to finish the assignment. Student with higher capability naturally will guiding another student member. It's Dynamic applies in almost every learning method which required student to do task as a team. It is in line with Munir, et al (2019) study. He stated in his study that There is an effect of student team achievement division (STAD) teaching method on student's achievement. STAD improving English outcome in student effectively than jigsaw method. Both STAD and Jigsaw are demanding student to learn actively. But STAD required student to do an assignment as a team (Munir et al., 2019).

■ CONCLUSIONS

The peer-tutoring worksheet will improve the individual confidence in his ability to succeed and to perform in certain situations. So, it will

boost student's beliefs to his ability and competency. These beliefs called self-efficacy. Confidence and self-efficacy will be determinant factors of students' abilities to motivate themselves and to achieve educational success.

This study recommends that lecturers should use learning materials that enable students to have dialogues, design learning with group works, and pay attention to students' characteristics in grouping them so that the groups will be heterogeneous. Student with high ability and competency will support student with low ability to master the learning material. In peer-tutoring worksheet, every student support each other to do and finish the assignment and task. So, the student will be more optimistic to finish the assignment and task. These feeling will boost self-efficacy in student, especially in student motivation then student achievement.

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