Application of Peer Teaching in Training Students to Teach Japanese (*Mogi Jugyou*) in Microteaching Courses

Herniwati[1]*, Melia Dewi Judiasri[1], Noa Funaki[2]
Universitas Pendidikan Indonesia[1]; Tokyo Gakugei UniversityJapan[2]
herniwati1972@gmail.com*; meliadj@upi.edu; non03031610@gmail.com

ABSTRACT

This study aims to describe students' use of the peer teaching method in carrying out Japanese teaching practice (mogi jugyou) in microteaching courses. The peer teaching-learning method is a cooperative learning strategy for mutual respect, mutual understanding of the role given, having active and cooperative tendencies, and provides an assessment or evaluation after the teaching process is complete. This study aims to apply peer teaching in Japanese teaching practice (mogi jugyou) for third-year Japanese language education students in microteaching courses. The research method used was quasi-experimental research carried out on 3rd-degree (6th Semester) students with a total of 32 people. The initial stage is to plan teaching practice activities (mogi jugyou), implementation, and process observation of Japanese language teaching activities (mogi jugyou) in class and from teaching videos. The results of the study conclude that peer teaching is expected to make it easier for students to practice teaching Japanese in front of their classmates. Students were able to participate actively and are able to solve problems together using Japanese language teaching practice (mogi jugyou) during lectures. With peer teaching, students are able to practice teaching effectively, and the objectives and goals of the Japanese language learning materials provided can be achieved. It was also concluded that students have higher confidence when teaching students at schools, especially during PLSP.

Keywords: Teaching Practice (Mogi Jugyo); Microteaching; Peer Teaching

INTRODUCTION

The Japanese Language Education study program students are seen as imminent Japanese language teachers for high schools, vocational schools, and other educational institutions; they ought to have mastery in teaching Japanese. Getting to be an imaginative, inventive, and fun Japanese teacher required educating aptitudes that ought to be prepared beforehand. However, to have competency in teaching is not as easy to achieve as it is necessary to understand the basic theories of teaching besides application teaching practice (*mogi jugyo*) during lectures. In 2021, *Universitas Pendidikan Indonesia* required its educational students to contract microteaching

lectures for four university credit units. Microteaching courses are practicum-subject status lectures mandatory to be taken for all educational students. This course aims to develop basic teaching skills, namely by practicing teaching skills in the smallest units, such as how to open and start lessons, ask questions, lead discussions, end lessons, and provide lesson reinforcement (Supriatna, et al., 2021:6).

Microteaching is a lecture where its implementation is hoped to be able to provide real teaching experience by providing a number of teaching skills before students enter a formal educational institution (Tika, 2021; Hikmawati et al., 2020). Microteaching is a practical teaching ability that is obtained, among other things, through teaching experience, not in actual classes but by practicing with classmates. Microteaching is teaching in a small scope, with the number of participants ranging only from 5 to 10 people, the class space is limited, the implementation time is between 10 and 15 minutes, focused on certain teaching skills, and the subject matter is simplified (Asril, 2017; Rachmadyanti, 2021). In microteaching, students as prospective teachers are prepared to be able to master teaching by having the knowledge, skills, and attitudes of professional teachers. In order to train students to become professional teacher candidates, a field introduction learning process is needed, but previously, micro-learning was carried out to practice basic teaching skills (Tika, 2021; Azrai et al., 2020). Remesh (2013), in his research, stated that the ability requires the habit of practicing in groups with careful planning by students before appearing and presenting in front of the class.

Micro-learning has proven to be an effective diagnostic tool for identifying the specific needs of students and teachers, as well as a preparation tool for real-life assessment (Ledger & Fischetti, 2020). In the micro-learning process, students are introduced to eight basic teaching skills consisting of questioning skills, reinforcement skills, variation skills, explaining skills, starting and finishing lessons, small group discussion guiding skills, class management skills, and small group/individual teaching skills. (Tika, 2021, Nurwahidah, 2020; Rezania et al., 2020; Sufiati & Afifah, 2019). By understanding and implementing the eight basic teaching skills above, the teacher will deliver an effective learning and teaching process with students in the classroom. One of the ways to realize effective teaching and learning activities requires teaching practice together with classmates.

Microteaching is a very effective strategy used to train the performance skills of future teaching candidates, especially related to the ability to apply basic teaching skills before they enter and teach actual classes. In microteaching, every student as a future teaching candidate, through intensive guidance from a responsible lecturer, is able to train in every aspect of teaching skills that require mastery, from how to start a lecture to evaluating and assessing learning activities in the classroom, as well as mastery of teaching the Japanese language.

Microteaching acts as a laboratory for students and future teacher candidates to understand complex teaching tasks and as a way to train them gradually and continuously by focusing on certain basic teaching skills. Thus, all basic teaching skills can be mastered properly and correctly, and in the end, students are ready to become professional teachers. However, in its implementation, students are more often than not afraid and scared of teaching in front of their peers and lack confidence. A solution for the problems encountered is to apply Peer Teaching (Peer Tutor) as a learning method based on active learning. Some experts believe that a subject

can be truly mastered only if the learner is able to teach it to others using the peer teaching method.

Microteaching is an activity laboratory for prospective teacher students to facilitate complex teaching practice tasks and try to train them gradually and continuously focus on certain types of basic skills. Future Teachers must understand how to make lesson plans, teaching media, evaluation of learning outcomes assessment, and teaching methods that are made independently. With so many preparations that prospective teachers must make, students find it challenging to teach in microteaching. In other words, the readiness of students to practice teaching in front of the class is scary, and they lack self-confidence. To reduce self-confidence, Peer-teaching can be applied as a solution to active learning-based learning methods, where students can help each other and discuss preparation for teaching so that it is easier. Some experts believe that a subject can be said to be truly mastered only if the learner can teach it to others using the peer tutoring method.

The peer tutor method (peer teaching) is a learning method in the form of providing guidance, assistance, instructions, directions, and motivation so students are able to learn effectively and efficiently. Hamalik (1990:73). Subjects who guide learning and teaching activities are known as tutors. Arikunto (1986:77) states that peer tutoring is a person or several students appointed by the teacher to help guide fellow peers or classmates. Peer teaching gives students the opportunity to make the most of what they can learn and, at the same time, become a source of learning for one another. Hertiavi, 2020) and Febianti 2014, argue that with peer teaching, a pleasant atmosphere is created, and all the attention and concentration of the learner is focused on the learning process so that a serious but relaxed learning atmosphere can be realized.

The peer-teaching method has advantages over other learning methods, such as increasing student self-confidence, being able to develop social science and disciplinary and responsible behavior, improving speaking skills, practicing group skills in creative thinking, and being able to improve academic achievement.

The peer-teaching method has advantages such as increasing students' confidence, able to develop social, disciplinary, and responsible behaviors, improving speaking skills, training teamwork skills in creative thinking, and being able to improve academic achievement. According to Suherman (2003: 277), "Study assistance by peers can eliminate ineptness. Remesh (2013) previously researched the efficacy of microteaching in teaching practice within health education, while this study emphasizes the application of peer teaching in training students to teach Japanese during microteaching lectures. In research by Tika & Maryam (2021) they were carrying out Microteaching learning during the covid 19 period based on project assignments for chemistry education under students through video observations made by students, assessing the components of teaching skills. Furthermore, Febianti (2014) applies peer teaching as a learning method to train students to teach. In contrast, the result of the research concludes a cooperative learning strategy where mutual respect and understanding are fostered among students who work together. This peer tutor method (peer teaching) facilitates learning, pushing students to participate actively, and students are also able to solve problems together so that there is an even distribution of understanding of the learning material provided.

Microteaching is an event where students present their mastery of Japanese language knowledge to their peers in class. Fellow peers shall be acting as students to help carry out Japanese language learning activities.

Microteaching based on the peer teaching method is expected to make Japanese language teaching practice more effective and efficient. Students, as future teacher candidates, are expected to be able to express their ideas so that teaching Japanese becomes innovative, creative, and intriguing. Based upon the elaboration above, this study applies peer teaching as an effort to train students to teach Japanese (*mogi jugyou*) during microteaching lectures. By using peer teaching, it is questioned whether students are able to plan and create lesson plans and learning media prior to carrying out Japanese teaching practice (*mogi jugyou*) during microteaching activities. This study seeks to recognize the process and teaching abilities necessary in carrying out Japanese teaching practice (*mogi jugyou*) and to recognize students' responses to the application of peer teaching methods during Japanese teaching practice (*mogi jugyou*) within microteaching activities.

MATERIALS AND METHOD

The research method that will be used in this study is quasi-experimental. The quasi-experimental method was used to obtain an explanation regarding the causal relationship between the appearance of the symptoms in the study. The sample was carried out on 6th-semester students, as many as 32 of 78 students in the Microteaching course. The initial stage is planning teaching practice activities, implementation, and observing the process of Japanese language teaching activities of face-to-face real-time lectures and online lectures via Zoom Meetings. Assessment in teaching practice activities (*mogi jugyou*) consists of eight components: 1) opening and starting lectures, 2) managing classes, 3) providing reinforcement, 4) asking questions, 5) explaining lectures, 6) using learning media, 7) conducting variations, and 8) closing and finishing lectures. Analysis of the research data was carried out using the N-gain formula, which was then converted to a table. The table given to students contains the effectiveness of the peer teaching method in mogi *jugyou* Japanese language teaching practice, which consists of 1) Student preparation in making lesson plans for teaching mogi jugyo using the peer teaching method, 2) the peer teaching method can increase student confidence when teaching language Japan and the benefits of implementing the peer teaching method in microteaching lectures. Microteaching is one of the activities to train students in teaching Japanese to classmates. However, there are problems in teaching microteaching, such as difficulties in making lessons. The table given to students contains the effectiveness of the peer teaching method in teaching practice (*mogi jugyou*) Japanese, which consists of 1) Student preparation in making lesson plans for teaching mogi jugyo using the peer teaching method, 2) the peer teaching method can increase student confidence when teaching Japanese and the benefits of implementing the peer teaching method in microteaching lectures.

RESULTS & DISCUSSION

Japanese microteaching lectures are carried out in order to train students in preparing for PLSP teaching for Junior High School and High / Vocational School levels in the 8th semester of university. Peer teaching is a learning model that allows students to share their knowledge with their peers or teach their peers (Haris, 2018). Peer Assisted Learning (Burgess, 2014) is a learning method that allows students to actively and cooperatively discuss. Peer teaching itself is a procedure consisting of students teaching other students. It has two types, namely, the first type: teachers and learners are of the same age. The second type is a teacher's age is older than the learner. Students acting as lecturers teach and provide assessments. Peer-teaching planning is necessary before carrying out teaching practice (*mogi jugyou*) during a microteaching activity. Lecturers divide students into several groups, create lesson plans, provide materials for the students, and assign each student time to present their understanding of the provided materials, which shall be presented during microteaching activities.

A student's readiness in preparing for *mogi jugyou* began to show during the planning and creation of lesson plans, teaching materials, and teaching media. Students have been able to create lesson plans in accordance with the core competencies (KI) and basic competencies (KD) that have been determined in the national curriculum for the Japanese language study program. Students are also able to explain the materials well during the activities that will be carried out in *Mogi Jugyo* through the learning achievement indicators (GPA) for each predetermined basic competency (KD).

Table 1. The results of student preparation in making lesson plans for teaching practice (*mogi jugyou*) using the peer teaching method

The results of student preparation in making lesson plans for teaching practice (*mogi jugyou*) using the peer teaching method	Total Students
Great understanding of the basic competency	20 (62,5%)
Good understanding of the basic competency	12 (37,5%)
Not yet understanding of the basic competency	0

The result shows a high percentage in both categories of great understanding (62%) and good understanding over the basic competencies (37.5%). This is because prior to the creation of lesson plans, students were taught the knowledge of Japanese language lesson plan preparation and creation through various workshop activities available by inviting Japanese language tutors as Japanese practitioners. Students received an explanation of how to prepare Japanese lesson plans for both offline and online learning activities. During peer teaching activities in class, students begin to compose Japanese lesson plans according to the themes that have been determined by KD 1, KD2, KD3, and KD4 for grades 10, 11, and 12 in the National curriculum.

Table 2. The results of the preparation for making teaching media for teaching practice (*mogi jugyou*) using the peer teaching method

The results of the preparation for making teaching media for teaching practice (*mogi jugyou*) using the peer teaching method	Total Students
Difficulties in creating a teaching media	3 (9,38%)
Already used to creating teaching media	15 (46,8%)
Able to create teaching media easily	14 (43,7%)

From the results of the questionnaire above, it can be explained that the achievement of teaching and learning activities in the classroom makes teaching media an important part, so future teachers must be able to make Japanese language teaching materials well and interestingly. From the results of peer teaching activities, the questionnaire values obtained were that students did not experience difficulties as much as 46.8%, 43.7% of students found it easy to make teaching media due to the availability of various E-Learning applications as technological facilities that are familiar to students, such as Canva, Quizizz, Padlet, and others.

The process of peer teaching-learning activities in carrying out Japanese teaching practice (*mogi jugyou*) during microteaching activities are as follows: each group of students determines the theme of the material to be taught in the online teaching simulation practice. Lecturers monitor discussion activities carried out in each breakout room. In one meeting, three students carried out teaching simulations, and the rest acted as students and observers who provided assessments and input.

It was shown afterward that students who acted as teachers showed great confidence and were more creative in using various kinds of teaching materials in the implementation of teaching practice. Students have diverse, creative, fun teaching abilities that make it easier for them to learn how to speak Japanese.

The ability to start and finish lectures is delivered well. It also helps to motivate and remind students with constructive messages. Students are able to teach according to the lesson plans that have been made, use teaching media such as *PowerPoint*, use audio pronunciation practice for Japanese vocabulary learning, practice together, and practice holding a conversation in Japanese. In addition, students are also able to teach Japanese teaching materials beginning from the easiest and then progressing towards introducing the Japanese culture. The ability to start and finish lectures is conveyed well. It also helps to provide both motivation and reminders with constructive suggestions so that students are more enthusiastic and diligent in learning Japanese. Input from observers found that the students had great outcomes due to them receiving motivating inputs as well as constructive suggestions on where they can further improve.

Attitudes, expressions, and behaviors shown during teaching become important aspects of the assessments, as cheerful and wise teachers are role models for students. Creative, fun teaching can make it easier for students to learn Japanese.

Student peer teaching activities during microteaching lectures for Japanese language teaching practice (*mogi jugyou*) have very good implications; this is evident from

the results of teaching simulations, as it is shown that students are actively participating during both teaching and learning activities in class and are able to provide input on one another's performances.

Table 3. The results of the peer teaching method will be self-doubt when teaching practice (*mogi jugyou*)

The results of the peer teaching method will be self-doubt when teaching practice (*mogi jugyou*)	Total Students
Yes	5 (15,63%)
Neutral	10 (31,25%)
No	17 (53,13%)

The initial experience of students carrying out teaching practice (*mogi jugyou*) in class gave positive results, where psychologically, as many as five students answered yes to feeling nervous when presenting *mogi jugyou* (15, 63%), with ten people (31, 25%) answering neutral, and as many as 17 people (53.13%) answering that they felt confident and not nervous at all when presenting *mogi jugyou*. Although it can be seen directly by lecturers and classmates acting out as students and observers, some students still feel nervous and inept when teaching.

Table 4. Are all the teaching materials taught in teaching practice (*mogi jugyou*) activities delivered as a whole according to the lesson plan?

Are all the teaching materials taught in teaching practice (*mogi jugyou*) activities delivered as a whole according to the lesson plan?	Total Students
Yes, everything was presented well	30 (93,75%)
No, some parts were not presented	2 (6,25%)

In delivering Japanese language teaching materials during *mogi jugyou*, students stated that the material prepared had been delivered well. This was evident from the results of a questionnaire where as many as 32 people (93.75%) felt that all teaching materials were able to be delivered and presented well. From the results of the implementation of microteaching activities, students are also able to develop teaching materials that are in accordance with the basic competencies (KD) determined for grade 10, grade 11, and grade 12. The materials used from *Kira Kira Nihongo* books, *Sakura* books, *Irodori* books, and others are then innovated into something better and more interesting, resulting in learning Japanese becoming much more fun.

Table 5. Does the peer teaching method help in Microteaching lectures?

Does the peer teaching method help in Microteaching lectures?	Total Students
Very Effective	25 (78,13%)
Effective	17 (53,13%)

Less Efektif	0

Peer teaching has helped in the implementation of microteaching lectures in the classroom, which are carried out in a mix of online and offline lectures. Students stated that it was very effective (78.13%) and effective (53.13%). This is due to students being able to discuss subjects freely with their friends in their group without having to feel any embarrassment or awkwardness between them. Students can prepare lesson plans better and be more creative in making Japanese language teaching materials according to the themes that students have determined because they can work together and provide input.

Table 6. What benefits are obtained from peer teaching activities

What benefits are obtained from peer teaching activities	Yes	No	
Able to work together	32 (100%)	0	
Able to give feedback to each other	29 (90,63%)	3 (9,38%)	
Able to discuss freely	27 (84,38%)	5 15,63%)	
Improves confidence	30 (93,75%)	2 (6,66%)	

The benefits obtained from peer teaching activities during microteaching lectures are as follows: students are able to cooperate and work together (100%), students are able to provide input and feedback to each other (90.63%), students can discuss freely and comfortably (84.38%) and helps in increasing self-confidence (93.75 %). This proves that peer teaching is able to help prepare students to become future Japanese language teachers, with high confidence, students are able to teach Japanese well.

Table 7. Average value of student teaching skills per component

No	Average value of student teaching skills per component	N-Gain	Criteria
1	Starts lessons	90	High
2	Manage lessons	69	Moderate
3	Provide reinforcement	84	High
4	Asking questions	78	High
5	Explaining lessons	89	High
6	Use of teaching media	82	High
7	Making and Providing variations	66	Moderate
8	Finishing and closing lessons	85	High
	Median	80,375	High

The average results of student teaching scores in carrying out *mogi jugyou* teaching practice were obtained. It was found that students were very good in apperception activities such as opening and starting lessons (90), explaining the subject matter being

taught (89), closing and finishing lessons by providing feedback and reflection (85), providing reinforcement in the form of practice (*renshuu*) (84). Good mastery of Japanese language materials shows students are able to relate the Japanese material being taught with other relevant knowledge, conveying material in accordance with real-life realities either at school or at home. Reinforcing various practices (*renshuu*) increases students' interest in trying to practice both written and spoken Japanese. Reflection at the end of the lesson provides room for students to give feedback on the learning outcomes that have been carried out during teaching activities (*mogi jugyou*).

Other aspects that need to be improved in classroom activities include classroom management techniques. Every student should be given the opportunity to speak Japanese as well as the opportunity to ask questions. In *mogi jugyo* activities, students may feel they are adequate and capable because the material has been mastered. In contrast, in this activity, it is expected that students acting as learners must actively ask their teachers. Furthermore, variations in learning methods and strategies used need to be improved to avoid the feeling of monotonous and repetitive learning. Students who act as teachers can provide icebreaking and brainstorming both before and during core activities in learning Japanese.

CONCLUSION

Microteaching is one of the activities to train students in teaching Japanese to classmates. However, there are problems in teaching microteaching, such as difficulties in making lesson plans, making teaching media, and lack of confidence when teaching practice (*mogi jugyou*). As well as teaching material that was not conveyed as a whole according to the lesson plan when teaching Mogi *Jugyou*. Using the peer teaching method turns out to be able to help solve solutions in Mogi *Jugyou*'s microteaching lecture activities. The Peer teaching method is effective in preparing tools for learning and teaching Japanese. Increased self-confidence, being able to work together, mutually assess and evaluate the results of teaching Japanese, and helping each other make a high contribution to improving student readiness to teach Japanese in Mogi *Jugyou*.

Adequate and excellent teaching skills within the classroom for future teachers are competencies that must be mastered prior to actually teaching in schools and formal educational institutions. Microteaching is one of the activities available to help train students to teach Japanese to their classmates. Peer teaching is one of the effective methods in preparing Japanese learning and teaching tools. High confidence, cooperation, mutual assessment, and evaluation of the results of Japanese language teaching alongside mutual assistance can contribute highly to improving students' readiness to teach Japanese in *mogi jugyou*.

REFERENCES

Arikunto, S. (2008). *Penelitian Tindakan Kelas.* Cetakan Ketujuh. Jakarta. Bumi Aksara.

Asril, Z. (2017). Microteaching disertai dengan Pedoman Pengalaman Lapangan, Jakarta: PT. In *Raja Grafindo Persada*.

Azrai, E. P., Rini, D. S., & Suryanda, A. (2020). Micro-teaching in the Digital Industrial Era 4.0: Necessary or not? *Universal Journal of Educational Research*, *8*(4A), 23–30. https://doi.org/10.13189/ujer.2020.081804.

Burgess A, Mcgregor D, Mellis C. (2014). Medical students as peer tutors : a systematic review. BMC Med Educ. 14(1).1–8.

Djalil, A. dkk. (1997). *Pembelajaran Kelas Rangkap.* Jakarta: Depdikbud. *Tutor   Teman Sebaya.*

Febianti, Y. N. (2014). Peer teaching (Tutor Sebaya) Sebagai Metode Pembelajaran Untuk Melatih Siswa Mengajar. Jurnal Edunomik, 2(2). 80-87.

Hamalik, O.(1990). *Psikologi Belajar dan Mengajar*. Bandung; Sinar Baru. Algensindo.

Haris, I. N. (2018). Model Pembelajaran Peer Teaching Dalam Pembelajaran Pendidikan Jasmani. Jurnal BIOMARTIKA, 4(1).

Hertiavi, M. A., & Kesaulya, N. (2020). Peer Teaching sebagai Upaya Meningkatkan Hasil Belajar Mahasiswa Program Sarjana Pendidikan Fisika. *PSEJ (Pancasakti Science Education Journal)*, *5*(1), 28-34. https://doi.org/10.24905/psej.v5i1.17.

Hikmawati, Sahidu, H., & Kosim. (2020). Tugas Berbasis Proyek untuk Melatih Keterampilan Mengajar Mahasiswa Calon Guru Saat Pandemi Covid-19. *Indonesian Journal of Teacher Education*, *1*(2), 103–110. https://journal.publication-center.com/index.php/ijte/article/view/151.

Ledger, S., & Fischetti, J. (2020). Micro-teaching 2.0: Technology as the classroom. *Australasian Journal of Educational Technology*. https://doi.org/10.14742/ajet.4561.

Nurwahidah, I. (2020). Kemampuan Keterampilan Dasar Mengajar Mahasiswa Calon Guru IPA Program Studi Pendidikan IPA. *EduTeach : Jurnal Edukasi Dan Teknologi Pembelajaran*, *1*(2), 22–33. https://doi.org/10.37859/eduteach.v1i2.1957.

Rachmadyanti, P. (2021). Persepsi Mahasiswa PGSD tentang Penggunaan Padlet pada Pembelajaran Microteaching. *Jurnal Penelitian Dan PengembanganSekolahDasar*,*9*(2). https://doi.org/10.22219/jp2sd.v9i2.17105.

Remesh (2013) Microteaching, an efficient technique for learning effective teaching. Journal of Research in Medical Sciences. 158-163.

Sufiati, V., & Afifah, S. N. (2019). Peran perencanaan pembelajaran untuk performance mengajar guru pendidikan anak usia dini. *Jurnal Pendidikan Anak*, *8*(1), 48–53. https://doi.org/10.21831/jpa.v8i1.26609.

Suherman, E. (2003). *Strategi Pembelajaran Matematika Kontemporer*. Bandung: PT Remaja Rosdakarya.

Sukirman, D. (2012). *Microteaching*. Jakarta: Kemenag.

Supriatana, A. (2021). *Paduan Perkuliahan Microteaching Universitas Pendidikan Indonesia*. Bandung: UPI.

Tika, I. N., & Maryam, S. (2021). Pembelajaran Microteaching Selama Massa Covid-19 Berbasiskan tugas Proyek bagi Mahasiswa Pendidikan Kimia. Jurnal Pendidikan Kimia Indonesia.*Vol.5,No.2,Tahun,pp.85-93.*
https://ejournal.undiksha.ac.id/index.php/JPK/article/view/38465/20972.