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Research Paper

Collaborative Learning Innovation Based on Peer Tutoring to Enhance Elementary School Students' Literacy Skills

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Abstract

Learning innovation refers to the development or application of new methods, technologies, or approaches in the learning process. These innovations aim to enhance the effectiveness, efficiency, and relevance of learning in order to meet students' needs. In anticipation of the Merdeka Curriculum, teachers are eager to innovate, one of which is the use of collaborative approaches in early literacy learning. This study aims to understand the importance of collaborative learning, the process of collaborative learning, and the positive impacts of using collaborative approaches in education. This research employs a qualitative case study approach, conducted at SDN 2 Kuta, Central Lombok. Data collection was carried out through observations and interviews. The results indicate that the use of collaborative approaches is essential, as it enriches students' learning experiences and prepares them to face the demands of an ever-evolving world. It also enhances social skills, improves communication skills, increases student engagement in learning, and empowers students to take an active role in their own learning. Collaborative learning approaches are implemented through peer tutoring, where students help each other understand lesson materials or overcome learning difficulties. Peer tutoring can be a highly effective approach, as it allows students to learn in a relaxed manner, increases student involvement, boosts self-confidence, and supports the development of individual learning. The outcomes of using peer tutoring include improved literacy skills among early-stage students, increased self-confidence, better relationships between students, and heightened student motivation to learn.

Keywords *Learning innovation; Literacy skills: Peer tutoring; Early stage; Elementary school*

INTRODUCTION

Literacy in elementary school is the foundation for continuity academic student. When literacy in school base face constraint so can confirmed development academic students at level furthermore will hampered (Varghese et al., 2019). Literacy at school base own role important in formation base skills and understanding required by students (Stipek et al., 2010) . Literacy give access to knowledge and information (Johnson & Keane, 2023). Reading and writing is Skills necessary basis in almost all eye lessons and aspects life daily (Meece & Miller, 2001) . Literacy help student understand and respond various type text, from book story until text informative, expanding outlook they about the world. Literacy help student develop Skills communication spoken and written, which is very important in various situation , good at school or outside school (Lara et al., 2023). Literacy skills contribute significantly to students' success across other subjects, such as mathematics, science, and history, as literacy is often integrated into the curriculum.

Literacy No only refers to skills reading and writing, but also on ability for understand, analyze and apply information in various context. Literacy become crucial foundation For success students at the level more education height and life daily (McVee et al., 2023). However, in the early stages, aspects of literacy in schools are only limited to basic reading, writing, and comprehension skills, which are necessary for children's academic and personal development. At stage ability read Early a child learns to read letters, words and sentences. They develop the ability to read with comprehension, from simple passages to more complex texts over time (Chotitham & Wongwanich, 2014) . Development Skills write started with write starting letters and words with Study write letters and simple words , then expand ability write sentences that are coherent and can be understood (Cockerill et al., 2023) . Ability This in a way gradually will Keep going improved so that can control all over expected competencies in literacy.

Learning literacy in schools is a fundamental process that cannot be overlooked. Literacy at school base besides as foundation science as well base For learning lifetime live , give student ability For Keep going learn and develop (Wu et al., 2023) ; (Shimbo & Tendo, 2022). The importance of mastering literacy, especially during the early stages in school, lies in ensuring that students develop essential literacy skills as a foundation for learning. Moreover Again in Merdeka curriculum which emphasizes improvement ability literacy national then in phase early in school base learning literacy be one priority main in learning (Kurniati et al., 2022). However, in its implementation in schools, literacy learning does not always proceed as expected. There is Lots problems faced by teachers in learning literacy , especially in phase the beginning , for one is differentiation ability literacy student (Herwina, 2021) .

Differentiation ability student in ability literacy forcing teachers to do innovation in learning. Problem sort of this is what the phase teacher achieves starting at SDN 2 Kuta. Based on the initial assessment results, it is known that students' literacy abilities are quite varied: some can read sentences fluently, some can only read words, some can only read letters, and there are even those who do not yet recognize letters. The variation in students' initial abilities is caused by various factors, including parental care patterns, attention towards education, cognitive obstacles, and the absence of kindergarten for some students, resulting in a lack of foundational literacy skills. To address this condition, teachers implement innovative learning strategies, which inspired the researcher to conduct a case study. This research will examine the forms of innovation, their implementation, and the positive impacts of innovative learning strategies implemented by teachers. The results of this research are expected to inspire other teachers to adopt innovative learning strategies in addressing literacy challenges during the early phases of education.

RESEARCH METHOD

Study This use approach studies case. Case study is method involving research analysis deep to something case single or a number of related cases , with objective For understand and provide complete picture about something phenomenon , context , or situation certain (Creswell, 2013) . Through a case study, the researcher conducted a holistic and in-depth investigation by considering various aspects that might influence or be involved in the case. Data were collected through observations and interviews. The research was conducted at SDN 2 Kuta, Central Lombok Regency. The informants in this study were two class teachers who taught in the early phases of elementary school. Data analysis was conducted continuously throughout the study by grouping findings, coding, and developing main themes from the collected data. To ensure that the findings are trustworthy and reliably applicable, the researcher conducted verification through expert discussions and reconfirmed the data with the informants. In the final stage, the results of the research were interpreted and connected back to the research questions.

FINDINGS AND DISCUSSION

Based on the results of interviews with the early phase class teacher, it was found that the selected innovation in literacy learning is collaborative learning. The use of a collaborative learning approach by teachers has been tailored to the needs, learning environment conditions, and educational goals to be achieved. The main purpose of this innovation is to improve the quality of literacy learning and to prepare students with adequate literacy skills, particularly for low-achieving students, so they have equal opportunities to excel academically and in their daily lives.

Base theoretical innovation learning collaborative

Collaborative learning was chosen as an innovation in learning because it offers several benefits that can enrich students' learning experiences and improve their literacy skills. This aligns with the opinion of experts who state that collaborative learning is considered important due to its many advantages. Collaborative learning provides students with opportunities to interact, work together, and communicate with their peers (Huang & Lajoie, 2023). This matter help they develop Skills social, incl Work team, negotiation, and resolution conflict. Collaboration create experience learn more interesting and relevant for student (He et al., 2023) . Student feel more involved Because own role active in the learning process, right? only become listener passive. Through collaboration , students can get diverse corner views and ideas from Friend class they (Ramadevi et al., 2023) . This matter can open door for thinking creative and more solutions innovative Because every student can contribute with its uniqueness Alone. Through discussion and solution problem together , students can develop Skills think critical and analytical (Wilmer et al., 2022) . They Study How evaluate ideas, put forward argument, and reach understanding together. Learning collaborative give chance for student for take role active in learning they Alone. They No only accept information , but also engage in the construction process knowledge .

Another benefit of learning collaborative that is contribute in lower level anxiety and stress in students capable low (Mali et al., 2023) . Collaboration can reduce individual pressure due to student can support One each other and feel more comfortable in supportive environment . Through collaboration , students can increase Skills communication they 're nice oral and writing (Lyu et al., 2023) . This is important in various aspects of life, including work and interpersonal relationships. Collaborative learning allows students to work with individuals from diverse backgrounds, with different expertise and understandings. This helps them acknowledge and accept diversity, which is an important skill in an increasingly global society. With all its benefits, collaborative learning can be an effective strategy in improving literacy learning outcomes and helping students develop the literacy skills they need for success in the future.

Implementation learning collaborative based on peer tutoring

The implementation of collaborative learning to enhance students' literacy skills in the Merdeka curriculum at SDN 2 Kuta uses the peer tutoring model, utilizing storybooks as a learning medium. Peer tutoring is a learning process in which students help each other understand lesson material or overcome learning difficulties related to literacy. Students who are fluent readers are empowered by the teacher to help teach reading to students with lower reading abilities. Each student is provided with one storybook, guided by a peer tutor.

Figure 1. Documentation implementation learning collaborative peer tutoring based

Peer tutor can become enough approach effective in learning literacy , because There is a number of related benefits with a learning model This . Peer tutor according to a number of results study own superiority in build close relationship with students who they are help , because difference possible age No too distant , peer tutor can become more of a role model easy accessible and approachable by students (Byl & Topping, 2023) . Peer tutor can help student develop Skills social , incl communication effectiveness , empathy , and work team (Nwaesei & Liao, 2023) . Positive relationship This can create environment comfortable and supportive learning . Peer tutor can convey information with way more easy understood by students than a teacher or tutor more old , so students who get help from peer tutors can experience increased sense of trust self Because they feel supported by friends peer they (Foulkes & Naylor, 2022) . This matter can give encouragement positive for students more involved active in learning .

Peer tutor can give more support Specific For individual student needs . They can focus on areas of need attention more without must share attention they with a number more students big . Students who act as a peer tutor can feel more involved in the learning process they Alone . They can develop Skills valuable teaching and leadership (Svellingen et al., 2021) . Besides that students who are given tutors feel more comfortable ask or request help to a Friend peer than to a teacher. This can create environment more learning relaxed and open . Students who get Tutor help can be done increase ability literacy whereas students who become tutors feel respect and ability literacy is also increasing increase .

The success of peer tutoring depending on skill communication , understanding material , and the approach taken by the tutor . Therefore that , you can be a good idea For give training or support addition to students who become peer tutors so that they can give effective assistance to Friend class they (Blanch et al., 2012) ; (Benckwitz et al., 2022) . For support The teacher provides tutorial activities book story as material reading . Provision material reading This customized with ability students , if student Still in stage beginning then the teacher provides material containing reading introduction letter . Adjustment material reading This is form learning differentiation at school .

Book media story own role important in development literacy , especially among children . There is Lots benefit use book story as internal media literacy (Smith et al., 2023) . Story with Interesting narrative and appropriate language with level age help children increase Skills read they . Through various words and phrases in book story , kids can increase vocabulary they . Read stories also help they understand structure sentences and grammar with more Good (Kao et al., 2016) . A lot of books story contain moral message or possible values help in formation character children . They can Study about kindness , empathy , and other moral concepts through story . Book story presents a diverse world , good in matter culture , environment , or experience . This matter can help children understand and appreciate diversity all around they . The most important thing with

use book story in literacy can help form habit read since early . Kids are used to it read book story tend own interest read more high later day (Marmoah & Poerwanti, Suharno, 2022) . Based on description the can concluded that book story No only as an effective medium For increase Skills read , but also give impact positive in development literacy and aspects cognitive and emotional children.

Impact innovation learning collaborative

The results obtained from the use of peer tutoring include an increase in the literacy abilities of early-phase students, an increase in students' self-confidence, stronger bonds between students, and an increase in students' motivation in their studies. Peer tutors can help students develop reading and writing skills through personal and in-depth tutoring sessions (Völlinger et al., 2023) . Interaction between peer tutors and students can increase engagement and motivation student to learning literacy. Peer tutor give chance to student For interact social , developing Skills communication , and learning together (Zeneli et al., 2016) . Peer tutors can better understand the needs and challenges of their fellow students, creating a more supportive and understanding environment. Peer tutoring can also facilitate team-based learning, helping students understand the benefits of collaboration and work together, both for tutors and those receiving the tutorials (Thurston et al., 2019). Innovation learning collaborative peer tutoring based not only support development Skills literacy student but also form Skills social and cognitive requirements for success in the real world.

An overview of the effectiveness of peer tutoring in learning has studied a number of researcher (Hart & King, 2007) . In the article the served description general about effectiveness of peer tutoring with review various literature in various level education. Peer tutoring can also be done help student For build knowledge they Alone through the learning process , which can be give outlook about how to peer tutor can effective help student other (Zhang & Liu, 2022) . Byl & Topping, (2023) serve a strategy for designing learning based group , which can covers tutoring peer , and give base theoretical For peer tutoring approach . Zeneli et al., (2016) do analysis about trends and research related learning peers, incl tutoring peer in context education. The results show that peer tutors Still Lots applied in learning. Base theoretical about peer tutoring has served in Vygotsky's book , LS (1978) which can give base theoretical for internal teachers implement peer tutoring inside class (Shvarts & Abrahamson, 2019) . With notice literature that, you can more understood about impact positive and underlying theory use of peer tutoring in increase ability literacy student.

CONCLUSIONS

Based on the research results and discussion, it can be concluded that the use of the collaborative approach is important because it can enrich students' learning experiences and prepare them to face the ever-evolving demands of the world. It improves social skills, enhances communication skills, increases student involvement in learning, and empowers students to take an active role in their learning independently. The collaborative learning approach is implemented through peer tutoring, where students assist each other in understanding lesson material or overcoming learning difficulties. Peer tutoring can be a very effective approach because, through this learning model, students can study in a relaxed manner, leading to increased student involvement, greater self-confidence, and the support of individualized learning. The results obtained from the use of peer tutoring include an increase in the literacy abilities of early-phase students, improved self-confidence among students, stronger bonds between students, and greater motivation in their studies.

LIMITATION & FURTHER RESEARCH

The research on learning innovation through collaborative approaches at SDN 2 Kuta, Central Lombok, has several limitations. The limited location of the study makes it difficult to generalize the results to other schools with different conditions. The use of a qualitative approach provides in-depth insights but is restricted to a specific context, potentially not reflecting broader experiences. Data collection methods through observations and interviews are subjective and reliant on the interpretations of both the researcher and respondents, which can affect the validity and reliability of the data. The limited number of participants may result in findings that are highly specific and not representative of a broader population. The variables controlled in this study might not include all factors influencing the outcomes, such as socioeconomic background and other learning environment conditions. If the study is conducted over a relatively short period, the long-term impacts of the collaborative approach may not be adequately measured. Lastly, qualitative research results are often not widely generalizable. For future research, it is recommended to expand the study location by involving multiple schools in various regions to enhance the generalizability of the findings. Researchers could also consider using a mixed methods approach by incorporating quantitative data to strengthen the validity and reliability of the results.

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