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Remedial Learning Implementation Through the Peer-Tutor Method in The Entrepreneurship Course

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Abstract : The global issue appears on the students' problem, especially in remedial learning. The purposes of this study are: (1) to describe the activities of lecturers in classroom management and remedial activities, (2) to describe the activities of students in peer-tutor learning method, (3) to describe students' learning mastery after having remedial activity with the peer-tutor method. The type of this research is action research, consisting of planning, action and observation, reflection, and revision. The action was given in three rounds in the classroom (Classroom Action Research). This research was conducted in Universitas PGRI Jombang, Economic Education Study Program. This research was conducted from August to September 2022. The subject of this research is 44 students of Universitas PGRI Jombang. The object of this study is Break-Even Point (BEP) material. Findings show that the average skill of the lecturer in managing the class and remedial activity in 3 rounds of Classroom Action Research is 3.29% which indicates that the lecturer has succeeded in improving students' achievement.

Keywords : Remedial Learning, Peer-Tutor Method, Entrepreneurship

INTRODUCTION

The teaching and learning process is an integral activity between students as learners and lecturers as teachers. The implementation of the remedial program using the peer-tutor method leads students to improve their learning outcomes and achieve the minimum passing grade in solving Break-Even Point (BEP) problems in the entrepreneurship course. Improvement of teaching model and teaching method implemented can improve the learning mastery of students. Therefore, in the teaching and learning process, the active role of the lecturer is required; instructional design can lead to satisfying and better learning style, student involvement, motivation, communication, and thinking skill (Fauzi & Hussain, 2016).

In teaching and learning activities, every student has the right to achieve a satisfactory learning achievement, but in reality, each student has a different ability. Thus, remedial learning

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is commonly used as an alternative that aimed to raise students' competencies (Luoch, 2014). Even though some issues dealt with the remedial program have come up (teachers' workload, lack of funds, lack of support from school, and non-conducive learning environment) (Kasran et al., 2012), several studies confirmed the benefit of the remedial program. The positive result was found by (Selvarajan & Thiyagarajah Vasanthagumar, 2022); their study shows that remedial teaching program is proven to be effective in improving student's achievement; it also explained that remedial teaching is defined as an activity in the learning process designed to meet the needs of students unable to follow the learning process in normal class to achieve the expected performance. It involves diagnosing certain difficulties, providing appropriate remedial measures and providing support to prevent reoccurring from them again in the future. Another study by (Maruyama & Kurosaki, 2021) mentions that the remedial activity assists students to improve their math learning, although the larger impact was found in students with lower capability. A similar study also found that remedial programs had positive effects on students' test scores of Japanese language arts (Bessho et al., 2019).

In conducting remedial, the lecturers or teachers need to use a special method to improve the students' achievement. One of the methods is peer tutoring which is assumed to be beneficial in assisting the students (Kim et al., 2021). Peer tutoring is defined as a cooperative learning method constructed from the conception of pairs, with an asymmetrical relationship, derived from the work of the respective roles (Miravet et al., 2014). Furthermore, (Topping et al., 2013) stated that peer tutoring is the condition in which students learn from and with each other in a structured way, supervised by a professional researcher or practitioner. (Demak et al., 2021) have applied peer tutoring in learning pharmacology; they conducted an experimental study with post-test only design. The result showed that several factors need to be paid attention to obtain an effective peer tutoring program such as quality control, monitoring, and evaluation.

The Peer-tutoring method is also applied in (Svellingen et al., 2021) that focused on reciprocal peer tutoring in Simulation-Based Learning. Based on this study, the application of reciprocal peer tutoring increased students' knowledge transferability. Moreover, several researchers have used peer tutoring with various research designs, such as (Grubbs & Boes, 2009) who conducted action research on peer tutoring in Georgia students; who did experimental research on peer tutoring in learning past tense; and (Ullah et al., 2018) conducted a research on peer tutoring in learning biology. The thing that has not been discussed by the previous researchers are about the implementation of remedial learning implementation through the peer tutor method and it is explained in detail in this research.

The learning process in the classroom requires the active role of the lecturer by giving a cognitive explanation, giving questions to the students then the students answer the question, the students ask the lecturer, the lecturer answers students' questions, the other students give response to the answer; therefore, question given by lecturer can generate verbal interaction between lecturer and students and verbal interaction among students. (Li & Arshad, 2015) However, learning from the peer is viewed as one alternative to reduce the time and effort burden on the lecturer (teachers) while improving efficiency in accomplishing learning goals and student learning results (Walsh et al., 2011). (Kim et al., 2021) also found that regular participation in peer-tutoring programs appears to improve exam scores and decrease course failure rates. Not only the increase in students' achievement, but peer tutoring also increased students' social relationships in and out of school. While (Topping et al., 2013) divide two types of tutoring according to the participants' age, they are same-age and cross-age tutoring. At the university level, cross-age tutoring mostly can be applied.

The result of the last information discovery in the case study of the implementation of entrepreneurship learning in the classroom on Break-Even Point conducted by Indonesian lecturers shows some entrepreneurship learning problems that most of the lecturers used direct teaching model: the lecturer explained Break Even Point material from, theoretically and practically, by solving problems. It was obtained that 40% of the students could not solve the problems of Break Even Point material; less than 30% of them stated that they did not understand the meaning of Break Even Point formula well, and the rest (10%) did not understand the content of Break Even Point problems well.

As an alternative solution, remedial learning using the peer-tutor method is required to have more intensive learning communication to improve BEP calculation practice in the learning process, following the experimental research that (Demak et al., 2021) conducted. The research shows that the peer-tutor method helps students by proximal development to improve the students' understanding and cognitive development. Furthermore, (Pugatch & Wilson, 2018) found that peer tutoring contributes to improving the learning outcome of students in higher education level. The peer-tutor method implemented in this research consists of teaching steps, namely: 1) Provide assistance by making students partnership through the selection that the better high ability students can help other students who have not succeeded in getting a good score, 2) Ask the peer-tutor to help other students understand the material by answering questions arise, 3) Give task again to test how good the students understand the material, 4) Give motivation for the students who follow remedial activities. The purposes of this study are:

1) To describe the activities of lecturers in classroom management and remedial activities, 2) To describe students' learning mastery after having remedial activity with the peer-tutor method, and 3) To describe the response of the students of entrepreneurship class toward the implementation of remedial learning with the peer-tutor method.

RESEARCH METHOD

The type of this research is action research. According to (Kemmis, 2009), action research activities consist of planning, action and observation, reflection, and revision. This study was conducted in three rounds in the classroom (Classroom Action Research). This research was conducted to find whether mastery of student learning can be improved by providing remedial activities with the peer-tutor method or not. This research was conducted in Universitas PGRI Jombang, in the economic education study program. This research was conducted from August to September 2022. The subject of this research is 44 students of Universitas PGRI Jombang. The object of this study is material on calculating Break-Even Point. This research's teaching method was implemented in 3 rounds; each round consists of four stages, namely planning, action and observation, reflection, and revision.

Data analysis was done in three ways: (1) Analyzing the learning management of remedial programs and student activity. It was conducted to analyze the result of observation of the ability of lecturers in managing learning and student activities during teaching and learning activities. The criteria used are: bad (the score is 1), moderate (the score is 2), good (the score is 3), and very good (the score is 4). (2) The test result data was analyzed using criteria; a student can pass this class if they get a score of at least 75 out of 100 or learning achievement of at least 75%. The class can be said to pass if 85% of students have reached the minimum passing grade. (3) Analyzing the data of students' responses. The students' responses were analyzed using percentage analysis to conclude, based on the percentage: the number of students who responded divided by the number of students and then multiplied by 100%.

RESULTS AND DISCUSSION

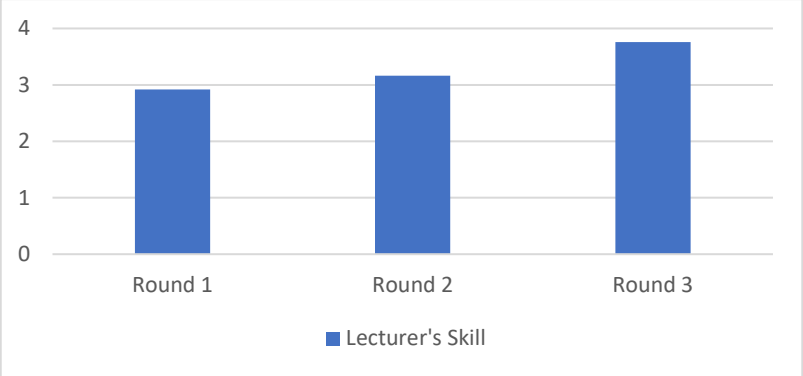
The analysis results are presented based on the research questions proposed in the research. They involve the learning process, lecturer's activity, student's activity, student's learning completeness and student' response toward the remedial learning. First Round. The lecturers carried out the teaching and learning process in the first round. The barriers faced are: Lecturers could not assist students with learning difficulties well. This is because the number

of students in one class is quite big, of 44 students. The lecturer did not explain the material that tutors have not understood due to limited time. The lecturer could not organize students with their tutors in study groups well. In the particular remedial group, some students found difficulty cooperating in solving problems given by lecturers. Classically, the percentage of students passing the class is 62.8%, which means that it has not met the requirement yet. To overcome this barrier, efforts made by lecturers include: 1) Trying to assist students who need guidance in working on the problem, 2) Asking the student who is selected to be a tutor about the material which they did not understand well to let the tutor understand the material to be delivered, 3) Announcing the group learning first before conducting the learning process using the peer-tutor method, 4) Motivating the students who follow remedial activities, and 5) Providing a remedial program to students who have not reached the minimum passing grade.

Second Round. At the second round, the lecturers carried out the teaching and learning process by applying remedial program using peer-tutor method. The progress achieved in the second round is: In the remedial activity, the lecturer encouraged (motivated) students to ask the tutor if there is a problem/ material that they do not been understood more often. There is an increase in the number of students passing the criteria; however, it still needs to be improved because it has not fulfilled the classical learning completeness. Third Round. The lecturer carried out the teaching and learning process in the third round by applying remedial learning using the peer-tutor method. The progress achieved in the third round is: The ability of the lecturer in classroom management, both in teaching and learning activity in remedial activity using peer-tutor method and student activity, is improved. In remedial learning, the lecturer encouraged and motivated students to be involved and actively participate in the class. The lecturer also encouraged students to ask the tutor if there is any problem/ material they have not understood. It led students to solve BEP problems compared to the previous rounds.

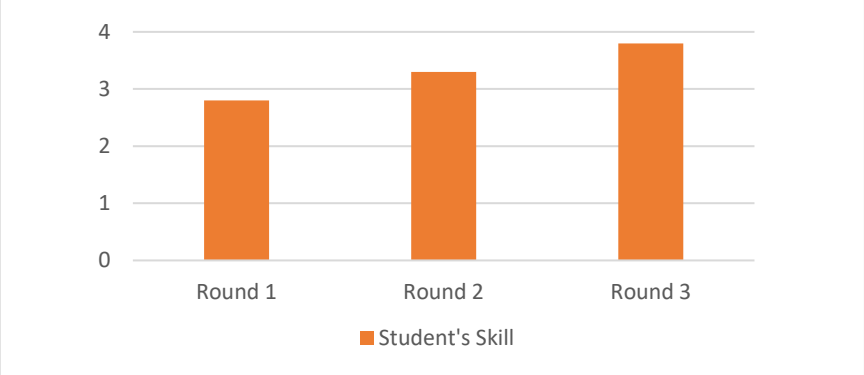
Lecturer's Activity in Class Management and Remedial Activity. Based on the results of research and discussion, it can be seen that the lecturer's activity in classroom management and remedial activity using the peer-tutor method is improved. Based on the Table 1 above, it can be seen that at round I, the average overall ability of the lecturer of 2.89, which is good. At the second round, the ability of the lecturer as a whole has increased to 3.20 with good qualification, while at round III the ability of the lecturer increased again to 3.80, which is excellent. This is because the lecturer has improved the weakness found in every round. Remedial learning is closely related to the ability of a lecturer to create creativity and strategies in the learning process.

Table 1. Lecturer's Activity in Class Management and in Remedial Activity



Student's Activity during Peer-Tutor Learning. Based on the findings and discussion in this research, it can be seen that there is an increase in student activity during remedial learning with the peer-tutor method. It can be seen in Table 2 (two) below.

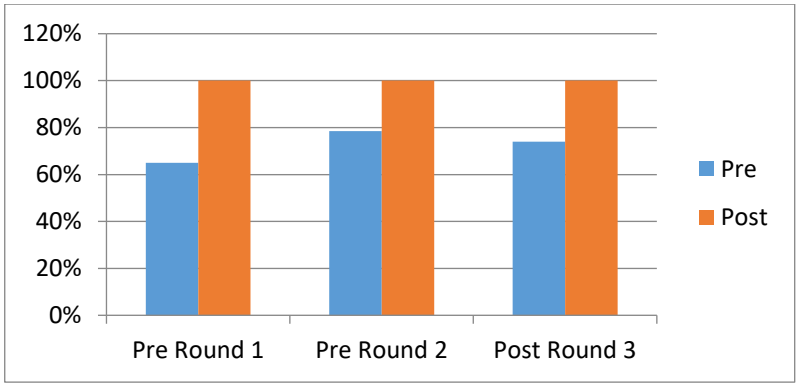
Table 2. Student's Activity during Peer-Tutor Learning



Based on the Table above, it can be seen that at the first round, the average of student activity of 2.85. At round II, the average of student activity amounted to 3.35, and at round III, the average of student activity of 3.84. The increase in student activity in each round is because students have become accustomed to implementing remedial learning with the peer-tutor method. Student activities during the learning and teaching process include: students can interact with others in the form of mutual help; they work together in solving problems during peer-tutor learning; they motivate and encourage each other; tutors can guide their friends, and students interact with others in the form of communication or exchanging opinions.

Student's Learning Completeness. The implementation of remedial learning with the peer-tutor method can help students achieve the minimum passing grade. The students' learning completeness before and after the remedial program can be seen in table 3 (three) below.

Table 3. Student's Learning Completeness



Based on the Table above, it can be seen that students' classical learning completeness amounted to 65% at the first round. Students' classical learning completeness amounted to 78.5% at the second round. At round III, students' classical learning completeness amounted to 74%. After the remedial program was conducted, students' classical learning completeness reached 100% because students have the opportunity to learn according to their own personality; and they can learn with active and intensive interaction with peer-tutor method to achieve optimal results and pass the minimum passing grade.

Student's Response. A questionnaire of students' responses to the implementation of remedial learning with the peer-tutor method was distributed at round III. A questionnaire of students' responses was given to all students of the learning groups in an entrepreneurship class to know the students' response to the implementation of remedial learning with the peer-tutor method.

Table 4. Questionnaire of Students' Responses to the Implementation of Remedial Learning

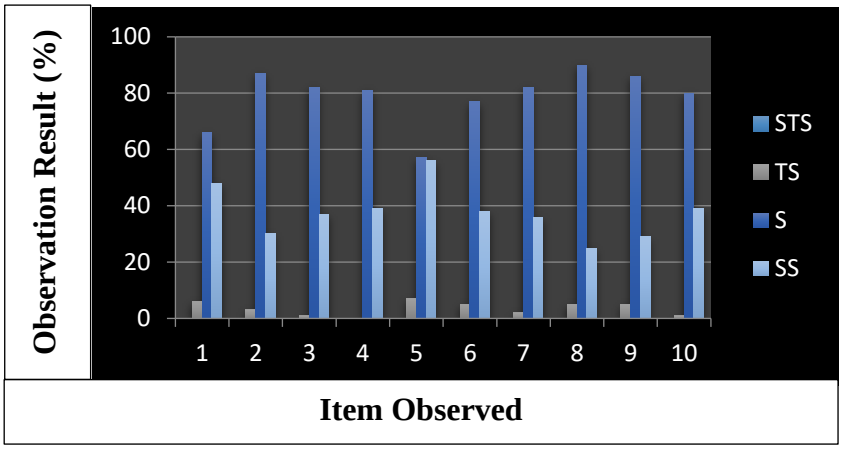
No.	Indicator	Statement	Score %			
			1 (STS)	2 (TS)	3 (S)	4 (SS)
1	Increase students' learning motivation	Remedial learning with the peer-tutor method on "Break Even Point" material in the classroom is very fun	-	6	66	48
			-	5%	55%	40%
2	Increase students' learning motivation	Remedial learning with the the peer-tutor method makes me motivated to learn entrepreneurship more actively	-	3	87	30
			-	2.5%	72.5%	25%
3	Build better relationship (closer)	Remedial learning with the peer-tutor method leads to a better relationship among classmates.	-	1	82	37
			-	0.8%	68.3%	30.8%
4			-	-	81	39

	Build a better relationship (closer)	Remedial learning with peer-tutor facilitates to communicate/ exchange opinions with others more easily and more open.	-	-	67.5%	32.5%
5	Improve the students' understanding of the material discussed	Remedial learning with the peer-tutor method makes it easier for me to understand the material that is difficult to understand.	-	7	57	56
			-	5.8%	47.5%	46.7%
6	Improve the students' understanding of the material discussed	Remedial learning with the peer-tutor method can help me understand the material taught better and in more detail.	-	5	77	38
			-	4.2%	64.2%	31.7%
7	Improve students' understanding of the material.	The remedial learning with the peer-tutor method makes it easier for me to solve the cognitive, affective, and psychomotor problems.	-	2	82	36
			-	1.7%	68.3%	30%
8	New experience in learning and teaching activity	Remedial learning with peer-tutor methods is new and needs to be applied to other subjects.	-	5	90	25
			-	4.2%	75%	20.8%
9	Peer-Tutor	Remedial learning with the peer-tutor method needs to be maintained more intensively.	-	5	86	29
			-	4.2%	71.7%	24.2%
10	Get better learning outcomes	Remedial learning with the peer-tutor method can help students pass the minimum passing grade.	-	1	80	39
			-	0.8%	66.7%	32.5%

Based on the data of students' response to remedial learning, it can be concluded that students agree with the implementation of remedial learning with the peer-tutor method. It can be observed from the percentage of students; responses. Remedial activities can help students in achieving learning mastery. Most of the students agree that remedial learning with peer-tutor method makes the learning and teaching activity in the classroom very enjoyable (55%); makes students motivated to study harder (72.5%); makes students have better relationship with others (67.5%), makes students understand the material which is difficult to understand more easily (68%); therefore, it can help students achieve the learning mastery (66.7%).

The result of the student's response to the application of remedial learning with the peer-tutor method on Break Even Point can be seen in table 5.

Table 5. Students' Response



On the table above, it can be seen that students agree that remedial learning with peer-tutor method makes students have a better relationship with others (67.5%); makes students understand the material which is difficult to understand more easily (68%); makes students motivated to study harder (72.5%); therefore, it can help students achieve the learning mastery (79.5%. Interactive dominance is defined as collaborative collaboration. The role of peer-tutor is articulated in collaboration, with its various forms, ranging from the most collaborative (students ask for tutor's help; it is a development of knowledge) to the most tutorial (offering help, using instruction or guiding teaching and learning activity).

Based on the result, the action research cycle is consistent with the research results conducted by (Hine, 2013). It shows that the implementation of classroom action research can improve the percentage of the number of students passing the minimum passing grade and facilitate students in solving the problems; it also provides teachers with the technical skill and specialized knowledge needed to make positive changes in the classroom, school, and society. Similarly, the research result also confirms (Hong & Lawrence, 2011), which shows the importance of action research reflection. The reflection should meet students' individual needs, and it can foster students' active participation, students' responsibility, and students' independence in learning, identifying, and meeting the individual needs of students.

The result of implementing remedial learning is in line with the study conducted by (Svellingen et al., 2021) who stated that remedial program in mathematics through multisensory strategies is effective. It brings the concept into reality, presents math problems in the 3D cartoons, helps teachers to provide strong guidelines in making choices about pedagogical approach and classroom organization, helps students access, select, and interpret information, helps students recognize patterns, accuracy, review and modify work, improve quality, helps students communicate with others. This information, helps students evaluate their work,

improve efficiency, creativity, and the brave in taking risks, and helps students gain more confidence and independence.

The increase of students' activity during remedial learning by using the tutor method support the result found by (Kim et al., 2021) who mention that peer tutor has a significant impact on the students' academic performance. It also in accordance with the results of the research which was conducted by (Duran, 2010) that explores interaction in the peer-tutor method shows that the peer-tutor method is appropriate for the cooperative learning method. It gives a new argument that the peer tutor method can also help remedial learning implementation, shown with the result of the Questionnaire of Students' Responses to the Implementation of Remedial Learning in table 4.

Benefits of the implementation of the peer-tutor method obtained are also in accordance with the results of the research which was conducted by (Calma & Eggins, 2012), stating that positive feedback from tutors leads to peer-to-peer communication that supports the value of pedagogical connection; they are ready to face the challenge to improve their skill and boost their confidence. It is shown from the students' response through the questionnaire, especially statement number two, in which most students feel that they are motivated to learn entrepreneurship more actively. Furthermore, the student's response to peer tutoring to build better relationships confirms (Thurston et al., 2020). It can be seen from their response toward peer tutoring that can maintain social relationships among students.

CONCLUSION

Based on the result of the research, it can be concluded that: 1) The activity of lecturer in class management and in the learning activity of remedial program with peer-tutor method shows that the lecturer can manage the class well, and the student's average score of learning activity at each cycle increased. 2) All of the students pass the minimum passing grade in Break-Even Point material through the implementation of the remedial program with peer-tutor method (100%), 3). The result of questionnaire of students' response to the implementation of remedial program with peer-tutor method in Break-Even Point material shows that students agree if remedial program with peer-tutor method makes students have better relationship with others; makes students understand the material which is difficult to understand more easily, makes students motivated to study harder; therefore, it can help students achieve the learning mastery.

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