

Model of Everyone is a Teacher Here

by Idi Warsah Fuad Nashori

Submission date: 09-Feb-2021 11:50AM (UTC+0700)

Submission ID: 1505174504

File name: Model_of_Everyone_is_a_Teacher_Here.pdf (409.84K)

Word count: 6415

Character count: 36776

Model of Everyone is a Teacher Here: Solution to Build Up Students' Self-Confidence

Idi Warsah¹, H. Fuad Nashori²

¹Program Studi Pendidikan Agama Islam (S2), Program Pascasarjana,
Institut Agama Islam Negeri Curup, Bengkulu

²Program Studi Psikologi Profesi (S2), Fakultas Psikologi dan Ilmu Sosial Budaya,
Universitas Islam Indonesia, D.I. Yogyakarta

e-mail: ²fuadnashori@uii.ac.id

Abstract. *Self-confidence is an important aspect in dealing with learning processes at the university level. The current study aimed to qualitatively investigate the contributions of learning model namely "Everyone is a Teacher Here" (EITH) toward the improvement of tertiary students' self-confidence in learning. 30 students from Islamic Education Department at IAIN Curup were purposively engaged as the participants. Their self-confidence improvement was examined using observation and in-depth interviews. The data revealed that EITH model positively contributed to the improvement of students' self-confidence in learning. In this respect, the students experienced improvements in terms of their courage to argue, ask, and answer questions. They also experienced improvements in terms of abilities to elaborate learning materials resting upon their confidence. The improvements of their confidence were also associated with the increases in learning responsibility and achievements.*

Keywords: *Learning, model of everyone is a teacher here, self-confidence,*

Abstrak. Rasa percaya diri adalah aspek penting dalam menghadapi proses pembelajaran di tingkat universitas. Penelitian saat ini bertujuan untuk menginvestigasi secara kualitatif kontribusi model pembelajaran "Everyone is a Teacher Here" (EITH) terhadap peningkatan kepercayaan diri mahasiswa dalam belajar. 30 orang mahasiswa dari Program Studi Pendidikan Agama Islam di IAIN Curup dilibatkan sebagai partisipan. Peningkatan kepercayaan diri mereka diteliti dengan menggunakan observasi dan wawancara mendalam. Data mengungkapkan bahwa model EITH memberikan kontribusi positif terhadap peningkatan kepercayaan diri mahasiswa dalam belajar. Dalam hal ini, para mahasiswa mengalami peningkatan dalam hal keberanian mereka untuk berargumen, bertanya, dan menjawab pertanyaan. Mereka juga mengalami peningkatan dalam hal kemampuan dalam menguraikan materi pembelajaran yang didasarkan pada kepercayaan diri mereka. Peningkatan kepercayaan diri mereka juga berasosiasi dengan peningkatan tanggung jawab dalam belajar dan hasil belajar mereka.

Kata kunci: Pembelajaran, model pembelajaran everyone is a teacher here, kepercayaan diri

Anchored in Article 3 of the National Education System Law concerning the goals of national education, it was stated that ¹ national education functions to develop capabilities and shape the character as well as civilization of a dignified nation in an effort to educate the life of the nation, aiming at developing students' potential to become human beings who believe and fear the Almighty God, to become noble, healthy, knowledgeable, capable, creative, and independent, and to become democratic as well as responsible citizens (UUD 2003). Education contributes to achieve the goals of this nation. The most important thing on the attainment of national education goals is the competencies possessed by human resources. Based on the aforesaid national education goals, teachers become the first component demanded to help students develop their expected abilities. For students, the indicator of success in learning is demonstrated by the final results of their ability improvement. Those ultimate results can be identified from the entirety of their behavioral processes alongside their interactive competences both with peers and with those of their surrounding environment.

As educators, teachers become the determinant factors affecting the entire continuum of students' learning processes.

Hence, before becoming professional teachers, tertiary students or the so-called prospective teachers must be equipped with adequate pedagogical understanding and concepts (Abery & Harutyunyan, 2018: 166; Rickinson, Lundholm, & Hopwood, 2009; Tichá et al., 2018: 105-123). The understanding of preparing and helping students acquire certain abilities becomes teachers' primary task, where within the pedagogical competence, there are a number of aspects needed to be mastered for instance, to name a few, educating, monitoring, and evaluating students (Altınay, 2017: 312-320; Arnesson & Albinsson, 2017: 202-217; Hadwin, Järvelä, & Miller, 2018: 83-106; Kaendler, Wiedmann, Rummel, & Spada, 2015: 505-536; Lynch & Rata, 2018: 1-18; Nind & Lewthwaite, 2018: 1-13; Player-koro & Sjöberg, 2018: 78-91). Prospective teachers should have sufficient self-confidence in their teaching competences because such competences are motorized by the extent of self-confidence (Averill & Mcrae, 2019: 294-308; Capp, 2018: 1-15; Cooper & Yan, 2015: 156-170; Willis, Weiser, & Smith, 2016: 1-15; Wong, Lee, Chan, & Kennedy, 2018: 1-19). Self-confidence can be built up by the presence of internal motivation. It has been explained by National Education

Department (2009) that self-confidence is an individual attitude which exhibits that one understands one's own abilities and prestigious values.

Self-confidence in undertaking learning activities was one of the factors supporting the extent to which an individual can be successful in learning (Cooper & Yan, 2015: 156-170; Willis et al., 2016: 1-15). Sudjana in Yuniarti, Hidayat and Maspupah (2015) explained that self-confidence as an indicator in this way can be identified from to what extent students' learning and behavioral changes are developed. This case at some point means that the evaluation of students' self-confidence will lead to the evaluation of students' behavioral changes. The foregoing makes a convincing case that without self-confidence students tend to be confronted with problems during learning such as getting nervous and getting passively engaged in communications (Ghasemi, Ahmadian, Yazdani, & Amerian, 2020: 1-20; Lu & Hsu, 2008: 75-88).

Basically, the value of self-confidence can be instilled from an early age, because this will have an effect on the future's life. Ideally, self-confidence has been embedded since children particularly in their golden age, which is a sensitive period

for them to build up their self-confidence. However, this sensitive period depends on the provided environmental stimulus (Turuk, 2008: 244-265). According to Anggreni (2017), not all children have high self-confidence, and lack of self-confidence is a typical symptom that is often experienced by children. Particularly in the golden age, they are still vulnerable to be fearful, tend to willingly be close to their parents, and incline to be egocentric. Children's vulnerable behavior as mentioned above will affect their potential for developing their self-confidence.

Bandura (1977) asserted that self-confidence is a belief held by a person so that he is able to behave as needed to obtain his expected results. In the context of learning in higher education, students' self-confidence in learning activities can be seen from their academic communication and the way they express their opinions or arguments. Syam, Asrullah, and Amri (2017) in their study explained that low self-confidence can be seen while students are experiencing obstacles such as nervousness and anxiety when they perform presentations and interact with their peers or audiences. This is sometimes caused by feeling ashamed of asking questions and feeling doubtful about their abilities. Some

students also seem to choose to be silent and reluctant to make an effort to revive their self-confidence. Being introverted is one of the characteristics of those who have low self-confidence, whereby they are more likely to be quiet, less active, reluctant to speak publicly, and hesitant about giving their opinions or arguments. The behavioral portrayals as such will eventually contribute to students' negative behavior in learning for instance cheating in exams and in doing assignments. It is clear that self-confidence will have an impact on students' academic competence.

The implementation of ideal methods in learning activities also become a factor influencing the development of students' self-confidence and becomes a way of promoting students' learning success (Ali, 2015: 2164; Darasawang & Reinders, 2015; Järvenoja, Järvelä, & Malmberg, 2017: 1-11; Karami, Pakmehr, & Aghili, 2012: 3266; Sansone, Cesareni, Bortolotti, & Buglass, 2019: 381). Fitriani (2018) explained that the role of learning methods cannot be separated from the effort to increase the quality of education. The application of learning methods basically also rests upon pedagogical paradigms adhered by the teachers (Kramsch, 2013: 57-78; Liddicoat & Scarino, 2013: 90). In the field of

education, teaching paradigms develop in line with the development of learning theories such as from behaviorism, cognitivism, humanism, constructivism, to socio-culturalism theories. As the most recent teaching paradigm, the socio-culturalism theory introduced by Vygotsky (1978) becomes the umbrella of teaching paradigm that is considered still relevant today because the teaching orientation in this paradigm is central to students, or it is often known as student-centered orientation. In the socio-culturalism paradigm, students will be intervened with three learning elements which include object-regulation, others-regulation, and self-regulation (Lantolf & Thorne, 2006: 179; Turuk, 2008: 244-262; Vygotsky, 1978) thus that the socio-cognitive zone of students' development, or in Vygotsky's term called the zone of proximal development, can be cultivated by the learning processes which are framed by the aforementioned three learning elements.

There are many learning methods which are the products of socio-culturalism paradigm. Some of them are such as the collaborative learning method that has the potential to improve students' cognitive abilities, social competences, emotional competences, critical thinking, self-

confidence, and academic competence (Astutik, Mahdiannur, Suliyannah, & Prahani, 2019; Bakhtiar, Webster, & Hadwin, 2017: 1-34; de Arriba, 2017: 364-373; Fawcett & Garton, 2005: 157-169; Magen-Nagar & Shonfeld, 2018: 621-637; Muhisn, Ahmad, Omar, & Muhisn, 2019: 137-148; Saiz Sanchez, Fernandez Rivas, & Olivares Moral, 2015: 10-19), project-based learning which has the potential to increase students' academic competences (Hautala & Schmidt, 2019: 181-200), and blended learning which is an integration of learning between face-to-face and online modes and which emphasizes the essence of collaboration among students (Cheung & Vogel, 2013: 160-175).

With its contribution to increase students' self-confidence, the collaborative learning method offers one of the learning models known as "Everyone is a Teacher Here" (hereafter as EITH). As the concept revealed by Fitriani (2018), EITH model is considered effective in enabling all students to actively take part in learning processes. If it is brought into the context of learning in tertiary institutions, with EITH model, each student will get the same opportunity to become or play a role as a teacher for other students. According to Rahmah (2018: 140), EITH model is capable of driving students'

potential to cultivate and hone their self-confidence so that they can explain learning materials to their peers. In such a way, each individual of tertiary students will be encouraged to take an active role in carrying out his/her duty as a prospective teacher.

According to Sari, Khairil and Asiah (2017: 106-113), there are some basic stages that are commonly applied as the procedure of EITH model, namely: First, students are given an index card, and they are then asked to write questions related to their learning material on the index card. Second, all index cards that students have are collected by the teacher/lecturer, randomized, and then distributed to each student in the class, wherein each student will get one index card. Third, each student is instructed to conceptualize and construct his/her answers to the questions already written on the index card that he/she is holding as previously given by the teacher/lecturer. Fourth, all students in turn will be appointed to answer the questions on their index cards in a way as though they are the teachers who confidently present the learning materials to others. Fifth, other fellow students are subsequently also asked to provide additional responses or answers. Sixth, the processes of presenting answers continue until all questions on the index cards held by

students are answered and discussed in collaborative ways.

On the context of the presented study, based on the preliminary observations carried out amid tertiary students of Islamic Education Department at State Islamic Institute of Curup, the tertiary students that were observed seemed less active in communicating while undertaking the learning processes. This was caused by the lack of self-confidence. When students were given opportunities to express their opinions and to ask some questions about the material that were not yet understood, there were only few students that seemed willing to respond. This phenomenon motivated the researcher to conduct a study that applies EITH model so that students' self-confidence arises and they are further able to be actively involved in the learning processes in Islamic education classrooms.

Method

Subject

This study used qualitative descriptive method (Ary, Jacobs, Sorensen, Walker, & Razavieh, 2010; Creswell, 2007; Fraenkel, Wallen, & Hyun, 2012; Gall, Gall, & Borg, 2003) to explored the development of students' self-confidence when they were taught by implementing EITH learning model. The rationale behind the selection of

this method was because the presented study aimed to investigate the process of students' self-confidence improvement instead of merely collecting general numeric data as common quantitative studies do. The subjects in this study were 6th semester students from Islamic Education Department at State Islamic Institute (IAIN) of Curup. Those who were incorporated as the subjects were 30 students, and they were purposively involved as the subjects by taking account of their low self-confidence as previously revealed in the preliminary observation.

In this study, to see the fluctuation or development students' self-confidence, EITH model was applied during a ten-week learning period. For each meeting, EITH model was implemented by undertaking six steps. First, after all students had taken 15 minutes to read the learning material related to Islamic education as instructed by the lecturer, each students were given an index card, and they were asked to write questions related to the learning material on their index cards. Second, the index cards were collected by the lecturer, randomized, and then distributed again to each student in the class. Third, the students were asked to conceptualize and construct their answers based upon the questions already written on the index cards handed out to them. Fourth,

the students in turn were appointed to answer the questions written on the index cards they held, wherein the way they provided the answers was as though they were the teachers for others. Fifth, other fellow students were subsequently asked to provide additional responses or answers. Sixth, the process of presenting answers continued until all questions on the index cards held by students were answered and discussed in collaborative ways

Collecting Data

The data vis-a-vis students' self-confidence development were collected using observation and interviews. Both observation and interviews were designed based on the paradigm of naturalistic philosophy (Merriam, 1998; Stake, 1995; Yazan, 2015) whereby the procedures of both data collection techniques were applied in open ways. Both observation and interviews were conducted while the students were dealing with their learning processes guided by EITH model. Observation was done for each meeting, and interviews were continuously conducted after the meeting was ended. Both observation and interviews were deliberately carried out in prolonged and gradual ways from one meeting to another for the sake of garnering detailed data with respect to

students' self-confidence development. All raw data gained from observation were saved in the form of field notes and video recorder, and those of interviews were saved as audio file by audio recorder. The data solicited from interviews and observation were then interconnected by undertaking a triangulation method thus a credible data could be pursued (Guba, 1981).

Data Analysis Technique

5 The data of the presented study was analyzed using an interactive model of data analysis as suggested by Miles, Huberman & Saldana (2014). The researcher analyzed the data based on four elements of analysis. First, the researcher conducted data collection based on observation and open interviews. Second, the researcher condensed the data or in other words this way was also generally known as data reduction. In this stage, the researcher read the entire data, grouped the data based on some meaningful coded themes, looked for some probable sub-themes of the data, and made the theme-governed data interconnected hence they could be effectively presented and ideally explained. Third, the researcher presented the data in the form of adequate explanations, interpretations, and scientific discussions.

Fourth, the researcher drew a representative conclusion of the data.

Result & Discussion

Before being taught using the EITH model, as illustrated on the preliminary study where data was conducted using observation, most students seemed to still have a low level of self-confidence. They were still nervous, doubtful, and unsure about what they said when arguing in class discussions. Some of other students even chose not to take part on classroom interactions. This condition strongly represented their low self-confidence. Furthermore, resting upon the learning procedure which was employed in the present study, the application of the EITH model was carried out regularly for a ten-week learning period for the sake of helping students develop their self-confidence in learning. For each meeting, the learning procedure included six stages, namely: First, after all students had taken 15 minutes to read the learning material related to Islamic education as instructed by the lecturer, students were given an index card each and they were asked to write questions related to the learning material on their index cards. Second, the index cards were collected by the lecturer, randomized, and then distributed again to each student in the class.

Third, the students were asked to conceptualize and construct their answers based upon the questions already written on the index cards handed out to them. Fourth, the students in turn were appointed to answer the questions written on the index cards they held, wherein the way they provided the answers was as though they were the teachers for others. Fifth, other fellow students were subsequently asked to provide additional responses or answers. Sixth, the process of presenting answers continued until all questions on the index cards held by students were answered and discussed in collaborative ways.

From the observation made periodically during the learning processes using the EITH model, it was concluded that there was an increase in students' self-confidence in terms of asking, arguing, answering, and explaining the material. The following presentation highlights the data of the current study. Some descriptions related to the data were provided, and some interview transcripts were intentionally selected to represent students' voices.

Confidence in asking questions

According to the data of observation, if compared to the condition of students' self-confidence before they were taught using EITH model, students seemed to have

experienced good improvement of their self-confidence in asking questions. In this regard, they had also been brave to come up with critical questions. For instance, when they were learning an Islamic education material as regards the Sharia of wedding, they could confidently pose critical questions to respond to their peer's presentation. As recorded in the field notes of observation, the examples of students' critical questions were: "should the sharia of wedding in Indonesia be totally grounded in the sharia prevailing in Arab?"; "to what extent are the scopes of wedding categorized as wajib, sunnah, makruh, and haram?"; "what are the detailed descriptions of livelihood that a husband should share with a wife and children?". Those kinds of questions were also positively potential to trigger other students to take part in active questioning and answering. The increase of students' self-confidence in asking questions was also confirmed by the interview data exhibiting the participants' perspectives on their self-confidence improvement. In this sense, one of the participants said:

"I feel that I became more confident to ask questions during learning because the learning model that the lecturer provided was different. In this new way of learning, the lecturer did not directly appoint me to say something, but he gave me a

piece of paper to write out some questions that I considered important to be asked after I read the material instructed. This way made me more prepared to formulate the questions because I was not confronted with stressful situation to instantly ask questions. I had some time to think and write my questions on the paper. This learning condition further led me to be more confident when I was later on demanded to orally speak out my questions."

The above transcript demonstrated that index cards used as the media of EITH model could help students become more prepared in formulating some questions to ask before they later on took part in whole class questioning-answering activities.

Confidence in giving presentation

As observed, with the application of EITH model, students also seemed to have gained a sufficient increase in their self-confidence especially in terms of presenting the material. With the unique concept of EITH model wherein students in turn had to present their conceptualized answers (the answers in this sense play a role as the material that the students present) as regards the questions already written by their friends on the index cards, students were eventually driven to search more relevant information on the internet through their mobile phones before presenting the answers or materials.

This effort led students to capably showed detailed answers with adequate scientific resources. Their good preparation in such a way also resulted in a good improvement of their self-confidence in arguing. For instance, as observed, when a student with his turn took his role to present his answer to the question as regards an effort to de-radicalize Indonesian Muslim youth, he was able to previously search for relevant scientific ways of de-radicalization as commonly addressed in Islamic moderation research papers. After learning from such scientific papers, he could finally explain a solution to de-radicalize Indonesian Muslim youth. In his explanation, he proposed that Muslim youth needed to learn Sufism for the sake of being more moderate but more faithful to Allah in religiosity. Sufism could de-radicalize Indonesian Muslim youth. He could explain some further details of his answer confidently.

The above portrayal exhibited that EITH model was successful in guiding students to be more prepared, more diligent in finding learning resources, and more confident in arguing on account of good preparation. The following selected interview transcript supported the observation data indicating that EITH model improved students' confidence in arguing.

"Because the lecturer gave me an index card containing some questions therein after he randomized the whole index cards, I felt more challenged to read more to answer the questions. The questions on the index card were various and so critical so I could not answer those questions without reading some papers first. I then made use of my mobile phone to identify some scientific articles which could help me answer the questions. In the end, after reading some resources, I also found that I became more knowable. The insights I acquired from reading finally made me more capable and confident in presenting the answers as well as providing more related arguments".

Confidence in giving immediate answers to questions

The other benefit students received when learning with EITH model was that the students found themselves more confident in providing immediate answers to the questions which was unpredictably posed to them during presenting their materials. EITH model which led students to capably be the teachers for others would trigger other students to ask further instant questions to those playing a role as teachers in the classroom. Such continuous questions would at some point be easily answered by the material presenters, and to some extent would be difficult to answer hence the presenters need to read more some resources

or ask others to help come up with their related viewpoints. As the data observed, students who took their role as teachers for others could adequately control the situation when they were posed with critical questions from their peers. They could provide sufficient answers to some predictable questions because they had already read some points as regards the answers from the internet before they presented their materials, and they could also confidently ask their audiences to assist in giving some answers.

The foregoing represents students' self-confidence in answering and even in controlling the challenging situation when they could not instantly provide the answers needed during presentation. In line with interview data, one of the students said:

"Before being taught in this way, I was not positively challenged to be fluid in my classroom presentation, but after the teacher had given me an index card whose content was some predictable questions already written in it, I could finally guess some probable further questions affiliated with those written on the card. I could then search for and learn more about such predictable further questions from the internet through my mobile phone. I felt way more confident in learning in this way".

This study showed that EITH model contributed to increasing students' self-

confidence. The improvement of students' self-confidence was represented by their confidence in asking questions, in arguing, and in answering questions. As a discussion, if reviewed from the related scientific literatures, self-confidence reflects one's trust in oneself, one's self-embedded enthusiasm, and a sense of responsibility towards oneself (Syam et al., 2017). Anchored in the Ministry of National Education (2009), there are several indicators of self-confidence, namely: being brave to express opinions and to ask as well as to answer questions, being proud of oneself, being brave to do something without help, being brave to try something new, being driven to face challenges and not easily giving up, being brave to defend what has been understood, being motivated to be a champion, and being proud of one's own work. Implicitly, the EITH model has a positive association with increasing these self-confident indicators.

This study also demonstrated that with their confidence students also seemed to have increased their abilities to present materials and answer questions posed through index cards that were distributed to them as well as further related questions raised when they presented their materials. They looked enthusiastic and could actively

participate in learning interactions. This condition supported the argument that students experienced an increase in the aspect of self-confidence when studying with EITH model. This would also have a positive effect on their learning outcomes. Averill dan Mcrae (2019: 294-308) supported the aforementioned argument that self-confidence contributes to the improvement of learning outcomes, and the improvement as such represents the degree to which students master the learning materials. It has been clearly illustrated that confidence development can mediate the increase in the mastery of learning materials.

As revealed by Nurmalasari (2015), the application of the EITH model can make students more active in learning processes, thus the students easily understand the materials being taught and can improve their learning outcomes. In addition, an experimental study conducted by Yuniarti, Hidayat and Maspupah (2015) also demonstrated that there were significant changes on students' learning outcomes based on the application of the EITH model.

Conclusion

Grounded from the findings and data discussion, students' self-confidence gained an adequate increase on account of EITH model implementation in Islamic education

classrooms. In this regard, they have been sufficiently brave to express their opinions, to ask questions, to answer questions, and to explain the learning materials. Students also seem to have put more trust on the lecturers and other students during learning. EITH model also has positive implication in terms of students' attitude which represented their sense of responsibility for the learning processes they were dealing with. EITH model with its potential also supported the improvement of students' learning outcomes.

References

- Abery, B. H., & Harutyunyan, M. (2018). Enhancing the Social and Psychological Inclusion of Students with Special Education Needs. In P. F. H. Renáta Tichá, Brian H. Abery, Christopher Johnstone, Alvard Poghosyan (Ed.), *Inclusive Education Strategies: A Textbook* (p. 166). Armenia: UNICEFF country offi.
- Ali, H. (2015). The effect of collaborative learning and self-assessment on self-regulation. *Educational Research and Reviews*, 10(15), 2164–2167. <https://doi.org/10.5897/err2015.2349>
- Altınay, Z. (2017). Evaluating peer learning and assessment in online collaborative learning environments. *Behaviour and Information Technology*, 36(3), 312–320. <https://doi.org/10.1080/0144929X.2016.1232752>
- Anggreni, M. A. (2017). Penerapan Bermain

- untuk Membangun Rasa Percaya Diri Anak Usia Dini. *Journal Of Early Childhood and Inclusive Education*, 1(1).
- Arnesson, K., & Albinsson, G. (2017). Mentorship – A Pedagogical Method for Integration of Theory and Practice in Higher Education. *Nordic Journal of Studies in Educational Policy*, 3(3), 202–217.
<https://doi.org/10.1080/20020317.2017.1379346>
- Ary, D., Jacobs, L. C., Sorensen, C. K., Walker, D. A., & Razavieh, A. (2010). *Introduction to research in education. Measurement* (8th ed., Vol. 4). USA: Wadsworth, Cengage Learning.
<https://doi.org/10.1017/CBO9781107415324.004>
- Astutik, S., Mahdiannur, M. A., Suliyanah, & Prahani, B. K. (2019). Improving science process skills of junior high school students through the implementation of collaborative creativity learning (CCL) model in physics learning. *Journal of Physics: Conference Series*, 1171(1).
<https://doi.org/10.1088/1742-6596/1171/1/012006>
- Averill, R. M., & Mcrae, H. S. (2019). Culturally Sustaining Initial Teacher Education: Developing Student Teacher Confidence and Competence to Teach Indigenous Learners. *The Educational Forum*, 83(3), 294–308.
<https://doi.org/10.1080/00131725.2019.1599657>
- Bakhtiar, A., Webster, E. A., & Hadwin, A. F. (2017). Regulation and socio-emotional interactions in a positive and a negative group climate. *Metacognition Learning*, 1–34.
<https://doi.org/10.1007/s11409-017-9178-x>
- Bandura, A. (1977). *Social Learning Theory*. New Jersey: Prentice Hall Inc.
- Capp, M. J. (2018). Teacher Confidence to Implement the Principles, Guidelines, and Checkpoints of Universal Design for Learning. *International Journal of Inclusive Education*, 1–15.
<https://doi.org/10.1080/13603116.2018.1482014>
- Cheung, R., & Vogel, D. (2013). Predicting user acceptance of collaborative technologies: An extension of the technology acceptance model for e-learning. *Computers and Education*, 63, 160–175.
<https://doi.org/10.1016/j.compedu.2012.12.003>
- Cooper, P., & Yan, Z. (2015). Some Possible Effects of Behaviour Management Training on Teacher Confidence and Competence: Evidence from a Study of Primary School Teachers in Hong Kong. *Educational Studies*, 41(1–2), 156–170.
<https://doi.org/10.1080/03055698.2014.955739>
- Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches* (2nd ed.). USA: SAGE publications, Inc.
- Darasawang, P., & Reinders, H. (2015). Innovation in Language Learning and Teaching. *Innovation in Language Learning and Teaching*.
<https://doi.org/10.1057/9781137449757>

- De Arriba, R. (2017). Participation and collaborative learning in large class sizes: wiki, can you help me? *Innovations in Education and Teaching International*, 54(4), 364–373.
<https://doi.org/10.1080/14703297.2016.1180257>
- Depdiknas. (2009). *Pedoman Pendidikan Karakter Pada Pendidikan Anak Usia Dini*. Jakarta: Depdiknas.
- Fawcett, L. M., & Garton, A. F. (2005). The effect of peer collaboration on children's problem-solving ability. *British Journal of Educational Psychology*, 75(2), 157–169.
<https://doi.org/10.1348/000709904X23411>
- Fitriani. (2018). Pengaruh Metode Pembelajaran Everyone Is a Teacher Here dengan Media Handout terhadap Keaktifan dan Hasil Belajar Siswa Kelas XI IPS SMAN 1 Perhentian Raja. *PeKa: Jurnal Pendidikan Ekonomi Akuntansi FKIP UIR*, 6(1).
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education*. 1221 Avenue of the Americas, New York, NY 10020: McGraw-Hill Companies, Inc.
<https://doi.org/10.1017/CBO9781107415324.004>
- Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational research: An introduction* (7th ed.). USA: Allyn and Bacon.
- Ghasemi, A. A., Ahmadian, M., Yazdani, H., & Amerian, M. (2020). Towards a Model of Intercultural Communicative Competence in Iranian EFL Context: Testing the Role of International Posture, Ideal L2 Self, L2 Self-Confidence, and Metacognitive Strategies. *Journal of Intercultural Communication Research*, 1–20.
<https://doi.org/10.1080/17475759.2019.1705877>
- Guba, E. G. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. *Educational Communication and Technology*, 29(2), 75–91.
<https://doi.org/10.1007/bf02766777>
- Hadwin, A. F., Järvelä, S., & Miller, M. (2018). Self-regulation, co-regulation, and shared regulation in collaborative learning environments. In D. H. Schunk & J. A. Greene (Eds.), *Handbook of self-regulation of learning and performance* (2nd ed., pp. 83–106). New York: Routledge.
- Hautala, J., & Schmidt, S. (2019). Learning across distances: an international collaborative learning project between Berlin and Turku. *Journal of Geography in Higher Education*, 43(2), 181–200.
<https://doi.org/10.1080/03098265.2019.1599331>
- Järvenoja, H., Järvelä, S., & Malmberg, J. (2017). Supporting groups' emotion and motivation regulation during collaborative learning. *Learning and Instruction*, 1–11.
<https://doi.org/10.1016/j.learninstruc.2017.11.004>
- Kaendler, C., Wiedmann, M., Rummel, N., & Spada, H. (2015). Teacher competencies for the implementation of collaborative learning in the classroom: A framework and research

- review. *Educational Psychology Review*, 27(3), 505–536. <https://doi.org/10.1007/s10648-014-9288-9>
- Karami, M., Pakmehr, H., & Aghili, A. (2012). Another View to Importance of Teaching Methods in Curriculum: Collaborative Learning and Students' Critical Thinking Disposition. *Procedia - Social and Behavioral Sciences*, 46, 3266–3270. <https://doi.org/10.1016/j.sbspro.2012.06.048>
- Kramsch, C. (2013). Culture in foreign language teaching. *Iranian Journal of Language Teaching Research*, 1(1), 57–78.
- Lantolf, J. P., & Thorne, S. L. (2006). Sociocultural Theory and Second Language Learning. *Theories in Second Language Acquisition*, 197–221. <https://doi.org/10.1177/0022219409345018>
- Liddicoat, A. J., & Scarino, A. (2013). *Intercultural language teaching and learning*. West Sussex, UK: Wiley-Blackwell.
- Lu, Y., & Hsu, C.-F. (Sandy). (2008). Willingness to Communicate in Intercultural Interactions between Chinese and Americans. *Journal of Intercultural Communication Research*, 37(2), 75–88. <https://doi.org/10.1080/17475750802533356>
- Lynch, C., & Rata, E. (2018). Culturally Responsive Pedagogy: A New Zealand Case Study. *International Studies in Sociology of Education*, 1–18. <https://doi.org/10.1080/09620214.2018.1468274>
- Magen-Nagar, N., & Shonfeld, M. (2018). The impact of an online collaborative learning program on students' attitude towards technology. *Interactive Learning Environments*, 26(5), 621–637. <https://doi.org/10.1080/10494820.2017.1376336>
- Merriam, S. B. (1998). *Qualitative Research and Case Study Applications in Education*. San Francisco, CA: Jossey-Bass.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook*. Thousand Oaks, California 91320: SAGE Publications, Inc.
- Muhisn, Z. A. A., Ahmad, M., Omar, M., & Muhisn, S. A. (2019). The impact of socialization on collaborative learning method in e-Learning Management System (eLMS). *International Journal of Emerging Technologies in Learning*, 14(20), 137–148. <https://doi.org/10.3991/ijet.v14i20.10992>
- Nind, M., & Lewthwaite, S. (2018). Methods that Teach: Developing Pedagogic Research Methods, Developing Pedagogy. *International Journal of Research & Method in Education*, 1–13. <https://doi.org/10.1080/1743727X.2018.1427057>
- Player-koro, C., & Sjöberg, L. (2018). Becoming a Primary Education Teacher - Pedagogic Discourses in the

- Teacher Education Program's Examination Practice. *Nordic Journal of Studies in Educational Policy*, 4(2), 78–91.
<https://doi.org/10.1080/20020317.2018.1474702>
- Rahmah, A. R. (2018). *Comparative Studies on the Using of Active Learning Strategy Type Everyone is a Teacher Here and Jigsaw Learning on Student's Speaking Skill at 5 Grade Islamic Elementary School Mohammad Hatta Malang*. Maulana Malik Ibrahim State University Malang.
- Rickinson, M., Lundholm, C., & Hopwood, N. (2009). *Environmental Learning: Insights from research into the student experience*. London: Springer Press.
- Saiz Sanchez, C., Fernandez Rivas, S., & Olivares Moral, S. (2015). Collaborative learning supported by rubrics improves critical thinking. *Journal of the Scholarship of Teaching and Learning*, 15(1), 10–19.
<https://doi.org/10.14434/josotl.v15i1.12905>
- Sansone, N., Cesareni, D., Bortolotti, I., & Buglass, S. (2019). Teaching technology-mediated collaborative learning for trainee teachers. *Technology, Pedagogy and Education*, 28(3), 381–394.
<https://doi.org/10.1080/1475939X.2019.1623070>
- Sari, K., Khairil, & Asiah. (2017). Perbandingan Penerapan Model Pembelajaran Aktif The Power of Two dengan Everyone is Teacher Here untuk Meningkatkan Hasil Belajar Siswa pada Materi Sistem Gerak pada Manusia di SMP Negeri 17 Banda Aceh. *Jurnal Ilmiah Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Unsyiah*, 2(1), 106–113.
- Stake, R. E. (1995). *The Art of Case Study Research*. Thousand Oaks, California: SAGE publications.
- Syam²Asrullah, & Amri. (2017). Pengaruh Kepercayaan Diri (Self-Confidence) Berbasis Kaderisasi IMM terhadap Prestasi Belajar Mahasiswa (Studi Kasus di Program Studi Pendidikan Biologi Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Parepare). *Jurnal Biotek*, 5(1).
- Tichá, R., Abery, B. H., McMaster, K., Avagyan, A., Karapetyan, S., & Paylozyan, Z. (2018). Instructional Strategies for Inclusive Classrooms: PALS, Cooperative Learning, Direct Instruction and Play-based Strategies. In P. F. H. Renáta Tichá, Brian H. Abery, Christopher Johnstone, Alvard Poghosyan (Ed.), *Inclusive Education Strategies: A Textbook* (pp. 105–123). Armenia: UNICEFF country offi.
- Turuk, M. C. (2008). The relevance and implications of Vygotsky's sociocultural theory in the second language classroom. *ARECLS*, 5, 244–262.
- Vygotsky, L. (1978). Interaction between learning and development. *Readings on the Development of Children*. New York. [https://doi.org/10.1016/S0006-3495\(96\)79572-3](https://doi.org/10.1016/S0006-3495(96)79572-3)
- Willis, J., Weiser, B., & Smith, D. (2016). *Increasing Teacher Confidence in Teaching and Technology Use through*

- Vicarious Experiences within an Environmental Education Context. *Applied Environmental Education & Communication*, 1–15. <https://doi.org/10.1080/1533015X.2016.1181013>
- Wong, K. L., Lee, C. K. J., Chan, K. S. J., & Kennedy, K. J. (2018). Teacher Self-Efficacy in Cultivating Students to Become Good Citizens: A Hong Kong Case. *Teacher Development*, 1–19. <https://doi.org/10.1080/13664530.2018.1550435>
- Yazan, B. (2015). Three Approaches to Case Study Methods in Education: Yin , Merriam , and Stake
- Merriam , and Stake Three Approaches to Case Study Methods in Education: Yin , Merriam ,. *The Qualitative Report*, 20(2), 134–152. Retrieved from <http://nsuworks.nova.edu/tqr/vol20/iss2/12>
- Yuniarti, I., Hidayat, A., & Maspupah, M. (2015). Pengaruh Model Pembelajaran Kooperatif Tipe Everyone Is A Teacher Here Terhadap Hasil. *Jurnal Program Studi Pendidikan Biologi*, 5(1).

Model of Everyone is a Teacher Here

ORIGINALITY REPORT

4%

SIMILARITY INDEX

%

INTERNET SOURCES

4%

PUBLICATIONS

%

STUDENT PAPERS

PRIMARY SOURCES

1

Desri Arwen, Dayu Retno Puspita. "The Role of Technology on Students' Character Education", Journal of Physics: Conference Series, 2020

Publication

1%

2

Bayu Hardiyono, Nurkadri Nurkadri, Budiman Agung Pratama, Anak Agung Ngurah Putra Laksana. "The effect of the dominant muscle strength and self confidence on the results climb of the rock climbing's athlete", Jurnal SPORTIF : Jurnal Penelitian Pembelajaran, 2019

Publication

1%

3

Lena Sjöberg. "Pedagogic Discourses in the Swedish Primary Teacher Education Programme From a Subject Perspective", Scandinavian Journal of Educational Research, 2020

Publication

1%

4

Michael Sailer, Matthias Stadler, Florian Schultz-Pernice, Ulrike Franke et al. "Technology-related teaching skills and attitudes: Validation of a scenario-based self-

1%

5

Leffi Noviyenty, Fakhruddin, Taqiyuddin,
Bukman Lian. "TRANSLATION STRATEGIES
OF ISLAMIC TERMS USED BY ENGLISH
LECTURERS IN ENGLISH
CONVERSATIONS", Humanities & Social
Sciences Reviews, 2020

<1 %

Publication

6

"Connecting Self-regulated Learning and
Performance with Instruction Across High
School Content Areas", Springer Science and
Business Media LLC, 2018

<1 %

Publication

7

Jana Willis, Brenda Weiser, Donna Smith.
"Increasing teacher confidence in teaching and
technology use through vicarious experiences
within an environmental education context",
Applied Environmental Education &
Communication, 2016

<1 %

Publication

8

Yudi Kurniawan, Indahria Sulistyarini. "Terapi
Kognitif Perilaku untuk Mengurangi Episode
Depresi Berat dengan Gejala Psikotik",
PHILANTHROPY: Journal of Psychology, 2018

<1 %

Publication

F. Nurhidayat, L. D. Mahfudz, D. Sunarti. "Efek Perbedaan Dataran terhadap Produksi Karkas Ayam Broiler yang Dipelihara di Kandang Closed House", Jurnal Sain Peternakan Indonesia, 2020

Publication

<1%

Exclude quotes

Off

Exclude matches

< 10 words

Exclude bibliography

On