

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

A decrease in pandemic surveillance due to the reduction in the pandemic outbreak is a post-pandemic transition. This post-pandemic situation compels everyone working in all fields, especially education, to give up the idea of learning during a pandemic, which is virtual via an online platform. Instead, they must begin adjusting to recovery by carrying out limited face-to-face learning activities between teachers and students for switching to information communication and technology bases (ICT). The use of information communication and technology is a burden that must be carried. Even though, it does not be done simply by wrapping one's hands. It is understood that methods and initiatives are needed by facilitators, teachers, lecturers, other educators, and students to address the difficulties.

In the post-pandemic era, governments that strongly emphasize adopting distance learning and education 4.0 have forced institutions to implement numerous innovations in teaching and learning, including using blended learning. The blended learning approach is one of the teaching and learning strategies that has been successful for students in the post-pandemic era. This approach has just recently started to be developed and used. However, with the post-pandemic outbreak, this method has been investigated further because blended learning is thought to be an effective teaching strategy for Indonesian students.

Blended learning is a learning model for a teaching strategy that combines online and offline. The terms “blended learning, hybrid learning, technology-mediated instruction, and web-enhanced instruction are often used interchangeably in the research literature. According to Albhnsawy & Aliweh (2016), blended learning is an approach that integrates web-based learning into a face-to-face setting to provide students with resources, activities, tasks, presentations, discussions, evaluations, and constructive feedback. While students still attend brick- and-mortar schools with a teacher present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. It is

also used in professional development and training settings.

Blended learning combines the most effective face-to-face teaching techniques and online interactive collaboration, which function constantly and form a unified whole (Krasnova & Shurygin, 2019). It means that blended learning requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace. Furthermore, blended learning combines face-to-face and internet technologies (Pardede, 2012). It means that technology-infused learning helps enhance communication for teachers, parents and students both synchronously and asynchronously. For example, in a blended environment, teachers can use announcement features in their Learning Management System (LMS) to communicate class updates, changes and new information to students and parents all at once.

Then, Staker and Horn (2012) claim that blended learning is a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and speed and at least in part at its physical location (brick-and-mortar location) monitored away from home. This definition emphasizes that content and instruction must be offered online. Therefore, conventional face-to-face classes where students are encouraged to conduct online research do not qualify as blended learning. It is possible to infer from several expert assertions that blended learning refers to learning conducted in two methods, namely digitally and face-to-face, by utilizing cooperation of technological and conventional media.

In 2022, Nahdlatul Ulama Sunan Giri University first attempted to apply blended learning peer mentoring in micro-teaching classes. The English education study program has fifty-nine students from two classes, they are class A and B. One critical course that pre-service English teachers must take before beginning practical teaching at school is microteaching. Peer mentoring micro-teaching classes allow pre-service English teachers to practice teaching basics in front of their friends as peers in a positive environment to support their mental readiness, skills, and abilities integrated as provisions for actual teaching in schools or educational institutes. The students who are the audience are allowed to discuss,

respond, rate, and make notes on their friends' performance to do self-evaluation and reflection.

Micro-teaching is used in teacher preparation programs and other teaching and learning situations (Barnawi & Arifin, 2016). In this case, pre-service English teachers do self-prepare and get provision for aspects of teaching and learning skills such as the technique of opening and closing the lesson, explaining the material, giving reinforcement, applying a variety of learning methods, managing the class, and guiding small group discussion. According to Saleha (2014), micro-teaching is a method of instruction for aspiring teachers based on the idea that before aspiring, they can master a complex teaching process, the pre-service English teacher should learn general teaching elements. Furthermore, Sukirman (2012) argues that micro-teaching skills are learning with one approach or the way to practice teaching performance that is either micro or simplified. He also clarifies that the simplification intended here comprises various elements. The conclusion that can be drawn from some of the information presented is that micro-teaching is a practice activity involving teaching with friends to enhance performance, creativity, and skill when teaching in a formal setting.

Peer mentoring is conducted in micro-teaching classes during blended learning using Microsoft Teams and the classroom. According to Martoredjo (2015), peer mentoring is when the mentor and mentee are in a position where they are more or less at the same level. Peer mentoring occurs when people with comparable levels of responsibility as the partnership desire to boost each other's productivity. As highlighted by Nicholson et al. (2018, p.424), the participants in peer mentoring have a similar level of knowledge and develop a relationship based on equality and "a reciprocal sharing of experiences for the collective purpose of enhancing personal growth and professional development." At Nahdlatul Ulama Sunan Giri University, blended learning peer mentoring in micro-teaching is a relatively new program for English education students.

Every pre-service English teacher has a unique viewpoint on the teaching process while a blended learning peer mentoring class is being conducted. They face several issues and difficulties when implementing peer mentoring in the

classroom. As a result of an earlier research that discussed peer mentoring in micro-teaching, this condition was implemented in numerous Indonesian colleges. Numerous pre-service English teachers have looked into the topic of peer mentoring from various angles.

The research from Hazel Crichton and friends (2021) titled *reflection on peer mentoring: raising questions about the theory-informed practice*. This paper's results are small-scale research into micro-teaching sessions, where student teachers taught peers, indicating that 'teachers' and 'learners' benefitted from sharing knowledge and reflection afterwards, evaluating teaching and learning approaches, and considering strategies for future practice. The research from Tutyandari and friends (2022) is titled *The Implementation of Virtual Peer Mentoring in Micro Teaching Classes*. This research examines how virtual peer mentoring is used in micro-teaching classes and identifies standard teaching practices peer observers evaluate. The research shows that one way to assess students' success is by looking at how well they teach others. Other research reveals typical teaching characteristics, including language characteristics, pedagogical abilities, and communication capabilities. The researcher who investigates peer mentoring in teaching is Gupta (2023) in the research *A Critical Reflection and Feedback on Peer Teaching in the Era of Online Teaching*. The analytical approach used for this research is structured reflection. This research examines peer or collaborative review.

Therefore, the researcher is curious to learn how the pre-service English teachers are engaged in peer mentoring and teaching practice as preparation for integrated learning, what the pre-service English teachers have followed the challenges encountered during blended learning peer mentoring in micro-teaching, and knowing the pre-service English teachers' experience with blended learning teaching practices should help determine how to adapt or enhance the learning process in a subject using blended learning micro-teaching. Thus, the researcher conducted the research entitled "An Analysis of Blended Learning Peer Mentoring in Micro-Teaching Classes."

1.2 Problem Statements

Based on the previous background, the researcher takes several research questions as follows:

1. How is the blended learning peer mentoring process in micro-teaching classes for pre-service English teachers of Nahdlatul Ulama Sunan Giri University?
2. What challenges are experienced by pre-service English teachers' process on blended learning peer mentoring in the micro-teaching classes of Nahdlatul Ulama Sunan Giri University?

1.3 Objectives of the Research

This research is expected to know the pre-service English teachers' experience with peer mentoring in blended learning micro-teaching classes in the eighth-semester students' of Nahdlatul Ulama Sunan Giri University.

These are the objectives of the research:

1. To analyze the blended learning peer mentoring process in micro-teaching classes for pre-service English teachers of Nahdlatul Ulama Sunan Giri University.
2. To discover the pre-service English teachers challenges in doing blended learning peer mentoring in micro-teaching classes at Nahdlatul Ulama Sunan Giri University.

1.4 Scope and Limits of the Research

In this part, the researcher will discuss this research's advantages, which classify for the students, teachers, lecturers, institution, and the researcher.

1.4.1 For Students

This research will be helpful for students to get information about peer mentoring in blended learning micro-teaching classes, especially for English education study program students. Peer mentoring programs have various advantages for students. The students can support one another in developing their teaching careers through mentorship initiatives. It also can be a reference for the students to prepare the thesis related to microteaching. The research's further

findings will be beneficial in reducing issues and problems in teaching procedures, media usage for learning, and class mastery with blended learning peer mentoring in micro-teaching, which is done both in-person and electronically in the classroom.

1.4.2 For Teachers and Lectures

This research is also helpful for the teachers and lecturers; with this research, the lecturers can learn about the students' difficulties and challenges in teaching practice in micro-teaching through blended learning peer mentoring. Consequently, it is anticipated that this research will assist the teachers and lecturers in identifying the most efficient or effective means of supporting, motivating, and encouraging the student to be more prepared to execute teaching tasks through blended learning peer mentoring activities in micro-teaching.

1.4.3 For Institution

This research can be valuable for the institution as it provides information about the blended learning peer mentoring method used in the micro-teaching course. An institution can use the findings of this research to determine the extent to which blended learning peer mentoring is being implemented in micro-teaching, as a foundation for positive modern learning media, and as a guide for creating innovative learning strategies for lecturers and students. Therefore, this research is expected to suggest that institutions conduct peer mentoring activities in other courses.

1.4.4 For Researcher

The advantages of this research are to help the researcher better recognize contemporary issues, enhance writing abilities, and outline the outcomes of micro-teaching classes using a blended learning peer mentoring method for English education study program students.

1.5 Definition of Term

To lead the reader to get a better understanding, the writer includes the definition of the main terms, those are:

1. Blended learning is an educational innovation that mixes online and conventional in-person instruction to update educational practices and

standards to reflect contemporary demands and advancements.

2. Peer mentoring is a mentoring action designed to develop a person's skill, knowledge, and professionalism in a particular sector.
3. Micro-teaching is a subject of training for student teacher candidates in enabling them to look ready, courageous, and confident in facing actual classes.

