



Development of a Peer Teaching-Based Training Marketplace Platform To Improve Student Skills

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Keywords

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Abstract

Community education at FKIP Universitas Siliwangi aims to prepare students to face diverse communities in the future. To achieve this goal, greater efforts are required in developing students' skills, particularly in addressing the challenges they will encounter. The concept of peer teaching or learning from peers has proven highly effective in enhancing students' skills and understanding. However, the implementation of peer teaching in education is still suboptimal, primarily due to the lack of systematic, accessible, and up-to-date opportunities for learning from peers and acquiring practical skills. The development of a peer teaching-based training marketplace application is expected to be an effective solution to enhance the skills of Community Education students at FKIP Universitas Siliwangi. This application enables students to learn from their peers who are experts in specific fields and improve their skills through collaboration and discussion. This research aims to develop and test a peer teaching-based training marketplace application to enhance the skills of Community Education students at FKIP Universitas Siliwangi. This research utilizes the Four D Model, comprising four stages: Define, Design, Develop, and Disseminate. Data is collected through questionnaires and interviews, with validation conducted by media and subject matter experts. The research results demonstrate that the application has successfully created a peer teaching-based learning environment where students can learn from their peers who are experts in specific fields. Both media and content quality are rated highly by validators. Users (students) provided positive feedback on the application's ease of use, suitability, and usefulness. The development of a peer teaching-based training marketplace application effectively creates a valuable learning environment for Community Education students at FKIP Universitas Siliwangi. The application supports peer teaching, collaboration, and skills enhancement. The findings of this research have significant implications for improving the quality of Community Education. The application can be used as an effective tool to facilitate peer teaching and enhance students' skills. Moreover, the concept of peer teaching and the application itself have the potential to evolve into a profit-oriented business model.

INTRODUCTION

Community education students at FKIP Universitas Siliwangi are expected to prepare themselves to face diverse communities in the future. Therefore, there is a need for greater efforts in developing the skills of students, particularly in addressing the challenges they will encounter in the future. The concept of peer teaching or learning from peers has proven to be highly effective in enhancing the skills and understanding of students (Yusup & Sari, 2020). In peer teaching, students can learn from fellow students who are experts in specific fields and gain a better understanding through discussions and collaboration (Febianti, 2014). However, the implementation of peer teaching in education is still not optimal. One of the challenges faced is the lack of systematic, accessible, up-to-date opportunities for learning from fellow students, as well as

gaining practical skills that are currently in demand. This ideal category can be achieved by harnessing technology in education because it makes learning more engaging (Kiswanto, 2022). Therefore, the development of a peer teaching-based training marketplace application can be an effective solution in enhancing the skills of Community Education students at FKIP Universitas Siliwangi. This application enables students to learn from their peers who are experts in specific fields and improve their skills through collaboration and discussions. The concept of a training marketplace involves creating a non-formal education-based learning community where anyone can take on the role of an educator or learner and can switch roles in subsequent activities (Sekar & Kamarubiani, 2020). This concept allows every Community Education student to become an active learner and acquire skills and knowledge. In the development of this application, the Four D method will be used, which includes the stages

of defining, designing, developing, and disseminating. With the existence of this peer teaching-based training marketplace application, it is hoped that Community Education students at FKIP Universitas Siliwangi can have easier access to learning and acquiring new skills, as well as enhancing the quality and collaboration among fellow students.

Moving forward, this learning community has the potential to be directed towards a profit-oriented business model, where individuals who want to acquire skills would need to pay a certain amount to attend training. A similar concept is being developed by the EdX platform (<https://www.edx.org/>), an online training platform developed by Harvard University and the Massachusetts Institute of Technology (MIT).

Peer teaching or learning from peers has become an interesting research topic in the context of education. Previous studies have shown that the concept of peer teaching is effective in enhancing students' skills and understanding (Prasetya, 2017). This is because peer teaching allows students to learn from their peers who have a better understanding, thereby enhancing active participation, self-confidence, and social skills (Fink, 2020). Furthermore, peer teaching is also associated with the concepts of collaboration and active learning, where students are not just recipients of information but actively engage in discussions and group collaborations (Tullis & Goldstone, 2020). In this regard, peer teaching can assist students in improving their interpersonal skills, developing communication abilities, and enhancing their capacity to work collaboratively within groups (Megawati, 2019). In the context of developing a peer teaching-based training marketplace application, previous research has indicated that the use of technology can enhance the effectiveness of learning and facilitate peer teaching (Kastrena et al., 2020). Furthermore, the use of a training marketplace application allows students to access diverse and high-quality educational information and resources.

In the context of community education, peer teaching can assist students in acquiring the skills and knowledge needed to engage with diverse communities. Previous research has indicated that community education curricula should be more practice-oriented and experiential to enhance the effectiveness of learning (Sumar & Razak, 2016). The development of a peer teaching-based training marketplace application can assist

community education students in acquiring practical skills and firsthand experience that can be applied in practice. Additionally, other research has also shown that peer teaching can enhance students' social skills and self-directed learning abilities (Sembiring et al., 2022). The research results indicate that learners involved in peer teaching experience significant improvements in social skills and self-directed learning.

Based on these research findings, it can be concluded that peer teaching has significant potential in enhancing students' skills and understanding. In the context of developing a peer teaching-based training marketplace application, this concept can be utilized as an effective way to enhance the skills of Community Education students at FKIP Universitas Siliwangi. Through this application, students can learn from their peers who are experts in specific fields and improve their skills through collaboration and discussion, thereby enhancing the quality and collaboration among fellow students.

METHODS

The research method used in the development of the peer teaching-based training marketplace application is the Four D Model (Four-D Model). The Four-D Model is one of the methods for educational technology development that encompasses four stages: Define, Design, Develop, and Disseminate. The Four-D Model method is highly suitable for educational technology development because it provides clear and structured guidance in each of its stages.

In the first stage, Define, the identification of the needs for developing the peer teaching-based training marketplace application takes place. This includes user needs analysis, problem analysis, and gathering information about the concepts of peer teaching and training marketplace. In this stage, the researcher collects the necessary information and data to identify issues and understand the users' requirements for the application being developed. The steps undertaken in this stage include identification of issues and user needs, data and information collection, data and information analysis, determination of the goals and objectives of application development.

In the second stage, Design, the application's design and its features are planned based on the needs analysis from the first stage. In this stage, the researcher will create the application's design and specifications based on the results of the

Define stage. The steps taken in this stage include creating a conceptual design of the application, developing technical and functional specifications for the application, determining the methods and tools to be used for application development, formulating a development plan for the application.

In the third stage, Develop, the application is developed based on the design created in the second stage. This development stage includes the creation of program code, application testing, and the evaluation of development outcomes. In this stage, the researcher will develop the application according to the design and specifications outlined in the design stage. The steps taken in this stage include creating a prototype of the application, testing the prototype and conducting redevelopments (iterations) if necessary, integrating application components and modules, conducting comprehensive testing of the application.

In the final stage, Disseminate, the application is distributed to users, and an evaluation of the application's performance after use is conducted. In this stage, the researcher will publish the developed application to make it available for users. The steps taken in this stage include launching the application, providing user guides for application usage, conducting user training sessions for application use, evaluating and improving the application based on feedback from users.

The Four-D Model method in the development of the peer teaching-based training marketplace application is expected to yield optimal results that align with user needs. This method also ensures that the application development is carried out systematically and structurally, resulting in a high-quality and effective application in enhancing the skills of Community Education students at FKIP Universitas Siliwangi.

Research Subjects

The subjects in the trial consisted of 200 active students from the Department of Community Education at FKIP Universitas Siliwangi to obtain results regarding the usefulness and ease of using the Peer Teaching-based Training Marketplace application.

Data Collection Techniques

The data collection technique in this research utilized questionnaires and interviews. The instruments used in this research included validation sheets for

experts, namely, media experts and subject matter experts, and interview guidelines. Questionnaires were used for validation testing and for assessing students' perceptions of the ease of use and usefulness of the application.

The assessment results for all aspects were measured using a Likert Scale. In this research, responses to instrument items were classified into 4 (four) options. Each measured indicator was given a score on a scale of 1-4, where 4 represents "very good/very suitable," 3 represents "good/suitable," 2 represents "not good/not suitable," and 1 represents "very bad/very unsuitable."

Interviews were conducted by engaging in communication between the researcher and the interviewees to obtain additional data or information. This technique aimed to gather initial information about the Peer Teaching-based Training Marketplace application.

Data Analysis Techniques

Data in this research were analyzed both quantitatively and qualitatively descriptively to convert average percentages to determine media feasibility criteria. Meanwhile, qualitative data consisted of criticisms and suggestions for improving the developed service model. The conversion of quantitative data to qualitative data for media feasibility testing is presented in the following table.

Table 1. Conversion of Media Feasibility Criteria Data

Percentage Assessment	Category	Description
80%-100%	Very Suitable	No Need for Revision
60%-79%	Suitable	No Need for Revision
50%-59%	Less Suitable	Revision
0%-49%	Very Less Suitable	Changed

RESULTS AND DISCUSSION

Overview of Online Training

Online training has significant benefits in enhancing individual skills. This type of training offers flexible access, allowing participants to learn on their own schedules, from anywhere, and use any device with an internet connection. There are at least three crucial aspects to consider: the quality of the system and infrastructure, the quality of information and learning materials, and the quality of institutions and services

(Pangondian et al., 2019). This flexibility is particularly valuable for those with busy schedules or who live in remote locations, as they can access courses and training materials without the need for physical presence at the training location. Online training has a remarkable impact, one of which is that individuals no longer need to relocate, and this becomes a key solution to social issues in large cities, such as traffic congestion (Lisanti, 2014). Furthermore, online training offers a wide range of course options covering various topics and skills. This enables participants to select courses that are most relevant to their interests, goals, or needs (Maqbul, 2020). In other words, participants can develop skills that are most aligned with their job or personal interests. Online training also promotes self-directed learning. Participants learn independently, which helps them develop skills such as time management, self-motivation, and the ability to solve problems on their own (Guest et al., 2021). These are valuable skills in various aspects of life. Online training also creates opportunities for interaction with instructors and participants from all around the world. This allows for the exchange of thoughts and experiences from diverse backgrounds and cultures, which can enrich participants' understanding of specific topics (Godwin-Jones, 2014). Furthermore, online training often includes feedback and assessment mechanisms. Participants can receive reviews of their work, whether from instructors or fellow participants. This helps participants understand where they need to improve their skills. With online training, participants can develop skills that can enhance their careers. They can earn certificates or degrees that boost their credibility in the job market, even becoming instructors in online training themselves (Doo et al., 2020). In addition to these benefits, online training also contributes to personal growth. It allows participants to continue growing and developing, exploring personal interests or hobbies, and constantly challenging themselves to become better in various aspects of their lives. Moreover, online training is always relevant to real-world challenges and the latest developments in specific industries, making the acquired skills highly practical. Overall, online training is a valuable resource for enhancing skills, careers, and personal development. It opens doors for anyone to keep learning and growing.

Skills for Humans

Improving skills is of utmost importance for a learner, especially in a rapidly changing and evolving world. The skills acquired through learning not only provide personal benefits but also contribute to an individual's professional, social, and economic development. Below, we will elaborate on why skill improvement holds great significance for a learner. Firstly, enhancing skills enables a learner to become a more competent individual in various aspects of life (Homer, 2001).

These skills can include academic, technical, interpersonal, and many more. The ability to master these skills helps individuals face various challenges and solve problems they encounter in their daily lives. Enhanced skills also provide advantages in career development. In a competitive work environment, the ability to acquire new skills or improve existing ones is a key factor in achieving success. Enhanced skills not only make an individual more valuable in the job market but also open up opportunities for promotion, salary increases, and faster career development (Ferris et al., 2001). Furthermore, improving skills provides a sense of achievement and personal satisfaction. The learning process and achieving mastery of new skills can enhance self-esteem and individual motivation. This can lead to a greater sense of accomplishment and increased self-confidence in facing future challenges (Al-Abyadh & Abdel Azeem, 2022).

The importance of improving skills is also evident in the context of social growth. The ability to communicate, collaborate, and adapt to various groups and environments is crucial in an increasingly interconnected and multicultural world. These interpersonal skills can help a learner build strong relationships, resolve conflicts, and make a positive contribution to their community. In today's digital age, the ability to continuously learn and master new skills is also of utmost importance. Technological changes and a dynamic job market mean that individuals must be prepared to adapt and learn throughout their careers. Improving skills becomes an effective strategy for addressing these changes. In conclusion, skill improvement is a necessity for a learner. It offers significant personal, professional, social, and economic benefits. (Undiyaundeye & Otu, 2022). Kemampuan untuk terus belajar dan berkembang adalah aset berharga yang membuka peluang, meningkatkan kualitas hidup, dan memungkinkan individu untuk menjadi kontributor yang lebih efektif dalam masyarakat yang terus berubah

DEVELOPMENT RESEARCH STAGES

Define Stage

The creation of an online training platform based on peer teaching for students is an important and relevant initiative in modern higher education. This concept combines technological advancements with collaborative learning principles, which can have a significant positive impact on students' learning experiences. In this narrative, researchers explore the importance of developing an online training platform based on peer teaching for students. This creates opportunities for students to become active learners and play a role in their own learning process, as active engagement in learning has a positive impact on learners (Encu & Sudarma, 2022). One of the main benefits of this platform is enhancing students' interpersonal skills and communication abilities. These are essential skills needed in the workplace and social life (Grey, 2019).

This platform also facilitates learning anytime and anywhere. In an era of mobility and diverse schedules, students can access learning materials and participate in discussions without being limited by geographical or time constraints. This allows students to schedule their learning according to their preferences and convenience. The creation of an online peer teaching-based training platform also aligns with the development of student-centered learning approaches. It gives students control over their own learning experiences and provides them with the opportunity to become more autonomous and responsible learners (Syaharuddin et al., 2022). In addition to these benefits, this platform also enables the development of a strong learning community among students. They can share their understanding, overcome challenges together, and feel connected to their fellow students (Walton et al., 2022).

Peer teaching involves interaction among fellow students, where one student takes on the role of the teacher and others as participants. This approach has been proven to enhance understanding of the material, improve information retention, and enhance problem-solving skills (Hidayattullah et al., 2022). When students learn from their peers who have a better understanding of a topic, it creates a deep and collaborative learning environment (Muhassanah et al., 2022). Furthermore, peer teaching encourages the development of social and interpersonal skills. Students not only gain conceptual understanding but also hone their abilities to

speak, listen, and communicate effectively. The peer teaching approach also instills a sense of responsibility among students. Knowing that they will be teaching their peers motivates them to prepare thoroughly, deepen their knowledge of the subject matter, and deliver quality instruction (Susilo et al., 2023).

Design Stage

In the pre-production stage that has been carried out, concept formulation becomes a crucial initial step (Muafa & Junaedi, 2020). Especially in designing the peer teaching-based online training application system. During this pre-production stage, the research team has successfully gathered and formulated and outlined the concept in detail. This includes a very deep understanding of how the application will function, how users will interact with it, and how the user experience will be enhanced.

The production stage in creating the online training system and producing its content is a critical stage that has been meticulously executed. This stage encompasses two main interrelated aspects: the development of the application system and the production of content for online training material. The production stage in creating information systems is a fundamental stage in the system's development (Sugiyanto et al., 2022).

The Develop Stage

The development stage of the online training system has been carried out professionally. This stage involves the evaluation and implementation of changes to the existing online training system based on two key aspects: media review conducted by Nastiti Novitasari, M.Pd, a lecturer in Community Educational Technology, and content and training review conducted by Dr. Wiwin Herwina, M.Pd, an experienced practitioner in the training. The development of information systems is necessary to see the extent to which experts view a system as capable of providing benefits in accordance with the goals of the system's creation, so digitization is not just about changing from manual to digital, but more about effectiveness and efficiency (Arifin et al., 2022).

Table 2. Assessment of Media Review

Feasibility Aspect	%	Category
Relevance	80%	No Revision
Completeness	70%	No Revision

Practicability	70%	No Revision
Benefit	90%	No Revision

Table 3. Assessment of Material and Training Review

Feasibility Aspect	%	Category
Relevance	80%	No Revision
Completeness	70%	No Revision
Practicability	80%	No Revision
Benefit	90%	No Revision

Dissemination Stage

Dissemination is used to assess how easily users can use the designed application (Primajaya et al., 2022). In this phase, it is also determined to what extent the users' motivation increases in using the application, which serves as one of the indicators of the contributions resulting from the mentoring and dissemination activities (Maulidia et al., 2021). The results of the feasibility testing of this online training system reflect a very good level of quality in terms of media and content. Data collection on media feasibility was carried out through assessment by validators consisting of media experts and content experts using a specially designed questionnaire. The assessment results are based on the parameters of feasibility, which include four main aspects: suitability, completeness, applicability, and readability.

Table 4. User Feasibility Assessment

Feasibility Aspect	%	Category
Ease of Use	80%	No Revision
Suitability	90%	No Revision
Usefulness	90%	No Revision

CONCLUSION

The application has successfully created a peer-teaching-based learning environment that allows students to learn from their peers who are experts in specific fields. This has proven to be effective in enhancing students' skills and understanding. The quality of the media and content in this application has been assessed as very good by validators consisting of media experts and content experts. This indicates that the application has met high standards of quality in terms of presentation and content. Users (students) have provided positive feedback regarding the ease of use, suitability, and usefulness of the application. This suggests that the application meets expectations and provides

real benefits in their learning process.

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