

PEER TUTORING AMONG TEACHERS: WHY DOES IT MATTER?

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Peer tutoring had been widely recognized as an essential strategy for inclusive education through cooperative learning (Bowman-Perrott et al., 2013; AbdulRaheem et al., 2017). It had created opportunities for both parties, tutor and tutee, to reinforce their own knowledge and learning experience with wide range of reciprocal learning activities (Ali et al., 2015; Sutresna & Wijayanti, 2021; Osei-Himah et al., 2022). With its evident arrays of impacts in the learning experiences of students, peer tutoring should be a necessary practice among teachers.

The practice of peer tutoring among teachers may come with benefits: improved self-confidence in one's own teaching pedagogies, innovative teaching strategies, and enriched professional competence.

In the exchange of knowledge through peer tutoring, both parties engage themselves in open communication. This communication ensures that both works harmoniously and works collaboratively and effectively to achieve their goals (Sreeja, 2021). More so, both will have an awareness and an understanding of the capabilities of themselves while communicating during the tutoring process (Dhar Dwivedi, 2016). Hence, each would realize that he is capable of establishing a depth and breadth of knowledge. Unlocking these realizations, both would have an improved self-confidence, optimistic, and creative in their teaching pedagogies.

Another impact of peer tutoring among teachers is that it innovates teaching strategies. Listening, interacting, and exchanging ideas with a peer challenges one's mind to think critically, analyze, and come up with new ideas. Since the topics discussed in

peer tutoring among teachers are work-related and about lessons inside the classroom, the interaction fosters cooperative discovery of innovative teaching strategies to deliver lessons effectively in class.

Lastly, one important impact of peer tutoring among teachers is the enriched professional competence. Professional competence among teachers were attributed with professional knowledge, beliefs, and motivation and self-regulation as determining factors for teacher's success. As presented, the former were the apparent benefits of engaging in peer tutoring among teachers. Studies shows that teacher's knowledge, beliefs, and motivation showed higher achievement gains and teachers who provided activated learning experiences shows positive effects and enhances student's confidence (Kunter et al., 2013).

Engagement in peer tutoring with fellow teachers should be a norm in our schools. Not only that it would enhanced our work-related endeavors but it would enhance our profession. Peer tutoring is a process where we engage in a communication that is mutually beneficial for our profession and humanity.

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