

Evaluating Round Table and Peer Tutoring Methods on Student Motivation: A Qualitative Study in an Indonesian High School

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Abstract: This study aims to evaluate the effectiveness of the round table and peer tutoring learning methods in increasing the learning motivation of tenth-grade students at SMA Negeri 15 Palembang. The research is grounded in the need for innovative teaching strategies that promote active student participation and enhance conceptual understanding through group interaction and collaboration among peers. The Round Table model emphasizes cooperation and active communication in small groups, while peer tutoring involves students with greater subject mastery assisting their classmates in understanding the material. This study employs a descriptive qualitative approach with data collected through interviews, observations, and documentation. Informants include the principal, vice principal of curriculum affairs, teachers, and tenth-grade students. The findings indicate that both methods significantly improve students' motivation and engagement in learning. Supporting factors include teacher readiness, adequate facilities and infrastructure, and a collaborative learning environment. However, challenges such as limited implementation time and varying levels of student engagement within groups remain. Overall, the combination of the round table and peer tutoring methods has proven to be effective and serves as a viable alternative in enhancing students' learning motivation.

Keywords: Learning Evaluation, Learning Motivation, Peer Tutoring, Round Table

A. Introduction

Education is a crucial pillar in a nation's development. Many factors influence the quality of education, one of which is student motivation. High learning motivation encourages students to actively participate in the learning process, resulting in better learning outcomes. Some ineffective learning activities can negatively impact students (J. Li et al., 2024). Using an appropriate learning model can foster students' enjoyment of a lesson, thereby increasing their motivation to complete assignments and facilitating their understanding of the lesson, leading to better learning outcomes (Kopel et al., 2021; Nabilah Mokhtar et al., 2023). Various learning approaches have been developed to increase students' desire to learn. Cooperative learning is one particularly effective method because it allows students to work in groups and help

each other understand the lesson (Bjørke & Mordal Moen, 2020). According to Lathifa et al. (2024), this method promotes cooperation and interaction among students, allowing them to learn from each other and support each other in achieving academic goals. One of the most popular cooperative learning models is the Round Table model, which allows students to discuss and exchange ideas on specific topics in small groups (Suryani et al., 2020). To improve the quality of education, learning in the modern era requires continuous innovation. Round table-based learning, or discussion groups, is an increasingly popular learning model that places students at the center of active learning. This model allows students to interact directly with their peer tutors to share ideas, solve problems, and improve their understanding of the lesson.

The round table concept creates a collaborative and inclusive learning environment (Herlisya, 2022). Each student has the opportunity to contribute, express their opinions, and listen to the opinions of others within a small group. Students not only gain improved critical thinking and communication skills but also gain confidence and the courage to experiment with new ideas. The peer tutoring method and the Round Table model are other alternatives to increase students' desire to learn lessons more enthusiastically. In a learning method known as peer tutoring, a student who has studied a particular topic act as a tutor for a peer who has not yet studied the topic. Through peer tutoring activities, the student who teaches can gain a better understanding of the topic, and their peers can provide more easily understood explanations. The model instructs to conduct evaluations in learning by dividing students into groups. In addition, through collaboration, peer tutors can work together to share experiences, exchange ideas, and get new ideas that can help improve their teaching methods. Discussions conducted in a constructive and supportive environment can help educators identify problems they may not have previously noticed. Thus, collaboration between educators not only improves individual competencies but also contributes to the improvement of the education system as a whole (García-Martínez et al., 2021).

According to Agustina (2020), the Round Table cooperative learning model is a learning model that involves students forming a round table or sitting in a circle. In practice, this learning model requires each student in the group to participate in contributing ideas by taking turns. With the abundance of ideas generated, each group member can help expedite the completion of learning tasks. Round table-based learning and peer tutoring can also increase students' desire to learn and better understand the material (Wright et al., 2024). Students who engage in meaningful discussions with their peers will feel more connected to the lesson and more motivated to understand the material. Students can feel more supported and encouraged to learn more due to the strong social interaction of the group. The help of peer tutoring also eliminates fear or embarrassment about asking questions about material they don't understand. Although the round table and peer tutoring models have proven effective in increasing student motivation to learn, it is important to evaluate the implementation of both methods. The purpose of the evaluation is to determine to

what extent the two methods have achieved the expected goals and also to identify obstacles that hinder the implementation of these methods. Educators hope to have intelligent and skilled students. If there is a physical and missional fit between teacher and student, enthusiasm and euphoria in the teaching and learning process will easily synergize. However, the situation is not always ideal; students who come to study have varying initial abilities.

Previous studies have been conducted on the implementation of the Round Table and peer tutoring models. However, few studies have specifically evaluated the effect of these two methods on student motivation in learning a subject, and most of these studies have focused on improving student learning outcomes. Furthermore, most studies have only examined one aspect of learning motivation, such as intrinsic or extrinsic motivation. At State Senior High School 15 Palembang, several teachers have used teaching methods such as group learning (round table) and peer tutoring. This situation certainly affects learning motivation at the school. Therefore, this study aims to examine the extent to which Round Table-based learning and peer tutoring contribute to increasing students' desire to learn. This research is important to provide an overview of the effectiveness of appropriate learning methods in motivating students, one of which is the round table-based learning method and peer tutoring. This study focuses on the effectiveness of the Round Table Learning Method and the influence of peer tutors in learning and how the evaluation of Round Table Learning and peer tutors motivates student learning at SMA Negeri 15 Palembang.

B. Methods

This research employed a descriptive qualitative approach with a literature study, collecting information and scientific papers related to the literature review. The study was conducted at SMA Negeri 15, Palembang City, over a three-month period, from May to June 2025. This study evaluated the effectiveness of the roundtable method and peer tutoring in improving student learning outcomes in mathematics. Therefore, this study relied on primary data sources from key individuals believed to be able to provide clear and accurate information. This study involved eight informants. Data collection techniques included interviews, documentation, and observation. Data analysis was conducted through data reduction, data presentation, and conclusions or data verification. Data validity included tests of credibility (internal validity), transferability (external validation), dependability (reliability), and confirmability (objectivity). Data collection consisted of two types: primary and secondary data sources. Primary data sources are those that directly provide data to the data collector. In the research data collection process, the researcher collected data directly from the object of study. Primary data sources were obtained by the researcher through interviews with 10th-grade students, the class selected as the research object at SMA Negeri 15 Palembang. Secondary data sources are data sources that do not directly provide data to the data collector, for example, through other people or documents, namely data obtained and collected by educational institutions. According to

(Moleong, 2016), secondary data is data obtained by researchers that has been prepared and collected by other parties through various means or methods, both commercially and non-commercially. Secondary data can be obtained from various sources, such as the Central Bureau of Statistics, books, reports, journals, and other data sources. Secondary data sources obtained by the researcher are data obtained directly from related parties, in the form of school data and various literature relevant to the discussion, such as documents on student learning outcomes.

C. Results and Discussion

Implementation of Round Table Learning and Peer Tutoring in the Context of State Senior High School 15 Palembang

The implementation of Round Table and peer tutor-based learning at SMA Negeri 15 Palembang demonstrates high relevance to the principles of active and collaborative learning in the Independent Curriculum. Interviews with the principal, teachers, and students revealed that both models are capable of fostering an inclusive, participatory learning culture and empowering students more holistically. Theoretically, the Round Table method is a cooperative learning strategy that emphasizes the active involvement of each group member in the thinking and decision-making process. This method encourages students to listen to one another, respect differing perspectives, and practice effective oral communication. This aligns with Montoya's et al. (2020) view that positive interactions between students can drive improved learning outcomes, motivation, and social skills. Meanwhile, peer tutoring is a constructivist approach based on the principle that learning is more effective when knowledge is socially constructed. Students who act as tutors not only help their peers but also deepen their own understanding through their involvement in the explanation process. In this context, peer tutors function not only as extensions of the teacher but also as active learning agents in the classroom.

The implementation of round table-based learning and peer tutoring at SMA Negeri 15 Palembang is not only an alternative teaching method but has also become a strategy that supports the differentiated and personalized learning goals promoted by the Independent Curriculum. In practice, this approach is developed by considering the diverse characteristics of students, both in terms of academic ability, social background, and learning style. The experiences of students involved in this model indicate that learning becomes more enjoyable, comfortable, and stress-free. Students find it easier to ask questions of their peers and are less afraid of making mistakes, thus increasing their self-confidence. This aligns with Vygotsky's theory of the Zone of Proximal Development (ZPD), which states that individuals can reach their learning potential with the help of others who are more competent in a social context (Rahman, 2024).

The implementation of Round Table and peer tutor-based learning at State Senior High School 15 Palembang begins with systematic and structured planning through the development of a Lesson Implementation Plan. Teachers not only use this method as a variation of learning activities but also incorporate it into a framework of clear learning objectives, achievement indicators, and learning assessments. In practice, developing a lesson plan based on the independent curriculum requires teachers to develop student-centered learning activities. The Round Table and Peer Tutor model is highly suited to this approach because it emphasizes the active role of students as subjects of learning, not simply objects receiving material. Teachers design core learning activities with explicit stages, including an opening, collaborative-based core activities, and a closing that leads to reflection and reinforcement of the material. This implementation of the lesson plan was carried out by a mathematics teacher at State Senior High School 15 Palembang, in the tenth-grade mathematics core competency of functions and problem solving.

In the core activity, the teacher writes the steps for a roundtable discussion. Students are asked to form heterogeneous groups of 4–5 people, take turns solving problems, record their work on a shared sheet of paper, and present their results to the other groups (cross-presentation). Finally, students receive feedback from other groups and the teacher. Meanwhile, for the peer tutoring model, the teacher plans by first identifying capable students through diagnostic assessments. In the lesson plan, the peer tutoring activity is designed to provide dedicated time for student tutors to informally re-explain difficult concepts, provide specific practice worksheets for the tutor and their peers to work on together, and conduct informal assessments through teacher observations of the effectiveness of peer tutoring (Setyosari et al., 2023). The teacher also notes in the lesson plan that this activity aims not only to address cognitive aspects but also affective and social aspects, such as the ability to work together, communicate, and respect each other. This strengthens the Pancasila student profile dimensions, such as mutual cooperation, independence, and critical reasoning. Furthermore, the teacher adjusts the learning outcome indicators to reflect the methods used.

In Round Table activities, indicators developed could include students' ability to express opinions orally with confidence and students' ability to solve problems collaboratively and systematically (Silva et al., 2022; Whitehead, 2021). In peer tutoring, indicators designed include students' ability to re-explain material to peers and students' ability to improve their peers' understanding through direct guidance. To ensure implementation in the field, the lesson plan is also equipped with time allocation scenarios, learning media, and appropriate formative assessment methods, such as group work rubrics, student participation observation notes, and independent learning reflections. It is important to note that implementing this strategy requires teacher flexibility in developing adaptive learning models, rather than simply following the lesson plan format mechanistically. Teachers at SMA Negeri 15 Palembang stated that they periodically reflect on and revise the lesson plan based on

class dynamics and student needs. This demonstrates that the integration of Round Table-based learning and peer tutoring into the lesson plan is not a static process but rather a dynamic and contextual one, in line with the spirit of Merdeka Belajar, which emphasizes teacher autonomy and student independence in learning. The success of implementing round table and peer tutor-based learning at SMA Negeri 15 Palembang is greatly influenced by the teacher's strategy in distributing student roles proportionally and in a targeted manner. This role allocation is not done randomly but rather through a planned process based on identifying students' individual abilities and characteristics.

Identifying Student Abilities through Initial Assessment

The initial step taken by the teacher is to conduct a diagnostic assessment to determine students' level of mastery of the learning material. This assessment is conducted through various methods, such as pre-tests, observations of learning behavior, assignment track records, and interactions during the learning process. The goal is to identify students who are suitable for peer tutoring and those who require further assistance (Rosidah, 2025; Wankiiri-Hale et al., 2020). Students appointed as tutors are selected not only based on academic achievement but also based on their communication skills, openness, and patience when explaining. Meanwhile, other students who have not yet demonstrated adequate understanding but have high learning motivation will be positioned as participants who will receive intensive peer tutoring.

Role Allocation in Round Table Learning

In the Round Table method, students are grouped and assigned different responsibilities in discussion activities (Rangkuti, 2024). Each group member is assigned a specific role that will rotate in subsequent meetings, such as idea recorder, initial opinion presenter, responder, or conclusion formulator. This rotation aims to provide an equitable learning experience and encourage all students' active involvement in the learning process. This strategy also prevents the dominance of certain students and ensures a fair and democratic discussion atmosphere.

Structured Peer Tutoring Implementation

In the peer tutoring method, teachers appoint students deemed competent to mentor their peers (Farooq et al., 2021). Tutors are given specific instructions on how to present the material simply and communicatively. In practice, tutors help their peers understand difficult concepts, explain steps to solve problems, or work on exercises together. This strategy not only improves the understanding of the students being tutored but also strengthens the communication and leadership skills of the students acting as tutors.

Periodic Monitoring and Evaluation

This role allocation is not permanent. Teachers actively monitor and evaluate the dynamics of student roles within the group. If discrepancies are found, such as impatient tutors or reluctant students, the teacher will rotate roles or provide additional guidance. This is done to ensure the learning process runs optimally and all students receive equal opportunities to develop.

Instilling Character Values through Roles

Besides being an academic strategy, role mapping also serves as a means of developing student character. Students learn to help each other, cooperate, and respect the opinions of others. Tutors are trained to be responsible for their peers' understanding, while other group members learn to listen and follow the flow of the discussion. Values such as caring, mutual cooperation, and a sense of responsibility are part of the learning process. This strategy also supports the implementation of the Pancasila Student Profile, particularly in the dimensions of independence, critical thinking, and mutual cooperation. With a planned and flexible role-mapping strategy, the Round Table and Peer Tutor learning model at SMA Negeri 15 Palembang not only supports the achievement of learning objectives but also creates an inclusive, participatory learning environment filled with positive values.

The learning environment plays a central role in supporting the success of collaborative learning programs such as Round Table and Peer Tutoring at SMA Negeri 15 Palembang. The learning space is designed to support student interaction and create an atmosphere that encourages active participation from all students. The physical, social, and psychological environment is designed to support cooperative, open, and empowering learning. Physically, the classroom is arranged in small groups, facilitating student discussion and exchange of ideas. Tables are no longer arranged in traditional rows facing each other but are arranged in a circle or cluster so that students face each other. This is crucial for round table implementation because it allows students to share their opinions without visual or spatial barriers. This arrangement creates psychological closeness among students and increases their active participation in expressing their ideas. In the implementation of peer tutoring, a flexible learning environment provides space for student tutors to guide their peers in a more relaxed manner. Teachers set up specific times and places both inside and outside the classroom, such as in the library or school garden, to support a more comfortable and intimate informal learning process. A comfortable and informal environment can reduce psychological barriers for students struggling to understand the material, encouraging them to be more open to accepting help from peers.

The social atmosphere in the classroom also contributes significantly to the effectiveness of these two learning models (Y. Li et al., 2023). Teachers consistently foster a positive, respectful, and anti-bullying classroom culture so that students feel

safe expressing their opinions and asking questions. In Round Table, this is crucial so that students not only speak up but also accept and respond constructively to others' ideas. In peer tutoring, this sense of security motivates students to help each other without feeling superior or inferior, as each role, whether as tutor or as tutored, is equally valued by both teachers and classmates. One strategy also implemented at SMA Negeri 15 Palembang is the provision of varied and easily accessible learning resources. Teachers prepare digital and printed teaching materials that students can use in groups or individually. Portable whiteboards, visual media such as infographics, and online quiz applications are also utilized to make Round Table and Peer Tutoring activities more interactive. These learning resources can be selected and used by students according to their individual needs and interests, indirectly supporting the principles of differentiated learning.

Another environmental aspect that is considered is flexible and inclusive learning time management. Teachers provide sufficient time for group discussions and peer tutoring activities, ensuring that each group receives equal attention. In practice, teachers circulate to observe the discussion and guidance process and provide reinforcement or clarification when needed. Thus, the learning environment becomes a dynamic space where students' social, intellectual, and emotional interactions develop in a balanced manner (J. Li & Xue, 2023; Zhou, 2025). Overall, SMA Negeri 15 Palembang has demonstrated a commitment to creating a learning environment conducive to active, collaborative learning. This support encompasses not only the physical aspects of the classroom but also the social, psychological, and academic climate that allows students to develop holistically. Through this approach, the school demonstrates that learning transformation depends not only on the methods used but also on the readiness of the environment to optimally support these strategies.

Although the implementation of round table and peer tutoring-based learning, the teacher's role as a facilitator is a key element in determining the strategy's effectiveness. Although students are given an active role in discussions and in the process of peer tutoring, the teacher's active presence and involvement are still necessary to ensure the learning process does not deviate from the planned objectives. As a facilitator, the teacher no longer dominates the learning process as in conventional approaches but rather plays a role in guiding, directing, and controlling the dynamics of student learning activities. During round table activities, the teacher periodically conducts direct observations of the ongoing group discussions. The teacher observes the involvement of each student, ensures that each member has an opportunity to speak, and encourages students who tend to be passive to more actively express their opinions. If a group experiences difficulty understanding a problem or if there is an imbalance in contributions, the teacher will provide direct guidance and feedback to restore the discussion to an effective and balanced flow.

In the implementation of peer tutoring, teacher support becomes increasingly important, particularly in maintaining the quality of material delivery by the students

acting as tutors. Teachers first reinforce the key points that must be explained to their peers while also providing examples of how to convey the material in easy-to-understand language without being patronizing. Furthermore, teachers also play a role in ensuring that the tutoring process is conducted with mutual respect and does not foster feelings of inferiority or social inequality within the group. In addition to overseeing the process, teachers also act as mediators when conflict or confusion arises within the group, whether in round tables or peer tutoring. Teachers strive to maintain a conducive group work climate using a humanistic and communicative approach. They also encourage a culture of questioning and reflection through provocative questions directed at the group or individual during the activity. This mentoring reflects the concept of differentiated learning, where teachers pay attention not only to outcomes but also to the process, characteristics, and learning needs of students individually and in groups.

Teachers at SMA Negeri 15 Palembang recognize that although students are given space to be independent, the teacher's presence as a mentor remains crucial to the success of collaborative learning activities. This aligns with the spirit of the Independent Curriculum, which emphasizes the role of teachers as driving forces in creating inclusive, student-centered learning spaces and encouraging the exploration and optimal development of potential. Furthermore, teacher mentoring during the learning process also includes providing formative feedback. Teachers not only assess the final product of group discussions or peer tutoring activities but also evaluate the interaction process, collaboration patterns, and development of students' critical thinking skills throughout the activity. Feedback is provided directly and constructively, both individually and in groups, with the aim of improving and refining the ongoing learning process.

Teacher mentoring is not only technical but also pedagogical and psychological, encompassing aspects of motivation, emotional engagement, and character development of students during the collaborative learning process (Larsen et al., 2025; O'Dowd et al., 2020). Without adequate mentoring, Round Table and peer tutoring strategies can lose direction and purpose and risk not producing the optimal results expected in active and humanistic learning approaches. Following the implementation of round table and peer tutoring-based learning, formative evaluation and reflection activities become crucial elements to ensure successful learning and student development. Teachers at SMA Negeri 15 Palembang not only assess final results but also emphasize monitoring the ongoing learning process and providing direct feedback for continuous improvement. Formative evaluation is conducted in a structured manner, usually through direct observation of student activities in groups, both during round table discussions and during peer tutoring sessions. Teachers note students' active participation, how they express their opinions, the accuracy of problem-solving steps, and their ability to re-explain the material. This assessment also includes social attitudes, such as the ability to work together, empathy, and

interpersonal communication skills. With this approach, teachers assess not only cognitive aspects but also affective and psychomotor aspects of students.

In addition to observations, teachers also use a rubric assessment sheet containing indicators of student achievement in group discussions, such as speaking confidence, argument accuracy, ability to respond to peers' opinions, and contribution to shared solutions. This rubric serves as an objective tool for evaluating student engagement and provides a concrete picture of the extent to which students are actively engaged in the collaborative learning process. Furthermore, teachers also implement reflection strategies after learning activities, both individually and in groups. This reflection aims to provide space for students to reflect on what they have learned, the challenges they faced, and how they overcame them. Reflection can take the form of written questions such as "What did I learn today?", "What was the most challenging part of the group discussion or while tutoring/being tutored?", and "What can I do better in the next group project?" This type of reflection is very useful for building students' awareness of independent learning and fostering the habit of honestly assessing their own abilities.

For teachers, the results of student reflection can be used as considerations for adjusting learning strategies in the next meeting, such as selecting appropriate students as tutors, improving group dynamics, or modifying questions to better suit students' levels of understanding. Formative evaluation and reflection also facilitate two-way feedback. Teachers not only provide assessments but also receive input from students regarding the learning methods used. Thus, the learning process becomes more democratic, participatory, and oriented towards student needs. This aligns with the principles of the Independent Curriculum, which emphasizes flexibility, depth of material, and a focus on students. In conclusion, formative evaluation and reflection in Round Table and Peer Tutor learning at SMA Negeri 15 Palembang are not merely administrative complements but have become an integral part of the learning process that encourages students' cognitive, social, and emotional growth as a whole.

The implementation of round table-based learning and peer tutoring at State Senior High School 15 Palembang has had a significant impact on classroom dynamics. One of the most visible changes is the increase in equitable student participation. With the round table method, each student is encouraged to actively share their opinions or solutions in turn. This reduces the dominance of certain students and opens up space for previously passive students to contribute to group discussions. The Round Table model creates a more democratic learning atmosphere, where all students are given equal opportunities to voice their ideas. The learning atmosphere becomes more open, respectful, and less stressful. The teacher is no longer the sole source of knowledge but rather acts as a facilitator who monitors the interaction. Students learn to listen, understand, and respond to the thoughts of their groupmates, fostering an atmosphere of mutual learning and growth. Meanwhile, the implementation of peer tutoring has a positive impact on interpersonal relationships among students.

In this context, students who have already understood the material act as tutors for those who are still struggling. Learning interactions become more relaxed because they are conducted among peers, who generally have a communication style that is easier for other students to understand. This horizontal relationship creates a more comfortable and non-intimidating learning environment, allowing students who are typically reluctant to ask questions of the teacher to become more open to asking their peers. Another positive impact is increased student motivation and self-confidence. Students entrusted with tutoring experience increased self-esteem because they feel empowered to help their peers. Conversely, students who receive assistance feel more supported because explanations are provided in simple and contextual language. Furthermore, the teacher's trust in students to actively participate in learning activities strengthens their sense of responsibility and independence in learning.

Overall, the implementation of these two approaches has resulted in a collaborative, conducive, and productive classroom climate. Students not only learn the subject matter but also develop social skills such as teamwork, effective communication, and collaborative problem-solving. The classroom atmosphere, previously focused on the teacher, has transformed into an interactive, dynamic, and enjoyable learning environment. This contributes to the instilling of the Pancasila Student Profile values in students' real lives, particularly in areas such as mutual cooperation, critical thinking, and independence. Thus, the Round Table and Peer Tutor models not only contribute to the achievement of cognitive aspects but also significantly shape students' character and enrich the classroom dynamics into a humanistic and empowering learning space.

Challenges and Opportunities in Implementing Round Table Learning and Peer Tutoring

The implementation of the round table and peer tutoring learning methods at SMA Negeri 15 Palembang has made a positive contribution to improving the quality of learning. However, its implementation presents a number of challenges that must be addressed, while also opening up opportunities for further development. In implementing round table and peer tutoring-based learning at SMA Negeri 15 Palembang, several real challenges have emerged in the field. These challenges reflect actual conditions that need to be addressed and addressed with appropriate strategies to ensure optimal learning implementation.

Unequal Student Participation

One of the main obstacles encountered is the unequal involvement of students in group discussions. In the round table method, all group members should have equal opportunities to express opinions or complete assignments in turn. However, in practice, some students are reluctant to actively participate due to shyness, lack of confidence, or fear of making mistakes. On the other hand, some students dominate

the discussion. This imbalance results in a less than ideal collaboration process and an uneven development of students' potential. If this situation is allowed to continue, the primary goal of collaborative learning will be less than achieved.

Limited Classroom Learning Time

The Round Table and Peer Tutoring learning models require sufficient time for discussion, collaboration, and reflection. In practice, limited learning time, especially for intensive subjects like mathematics or science, presents a challenge. Teachers must race against time to meet curriculum targets while maintaining the quality of collaborative learning. If not well-designed, the available time can be spent solely on organizing groups and explaining the flow of tasks, resulting in less effective learning.

Teacher Readiness to Manage Collaborative Learning

Teachers play a crucial role in the successful implementation of round table and peer tutoring strategies. However, not all teachers have sufficient experience or skills in managing group-based learning dynamics. Challenges arise when teachers are still accustomed to one-way lecture methods and are not fully prepared to provide space for students to actively participate in the learning process. Furthermore, some teachers still face difficulties in designing learning plans that accommodate students' active roles as tutors and discussion participants.

Limited Facilities and Supporting Learning Media

Implementing learning methods that emphasize collaboration, such as Round Table and Peer Tutoring, requires supporting facilities, such as flexible classrooms for group discussions, teaching aids, and interactive worksheets or learning media. However, the physical condition of some classrooms at SMA Negeri 15 Palembang remains inadequate. Rigid and cramped seating arrangements make it difficult for students to move and interact optimally. Furthermore, limited learning media and technology also pose a barrier to supporting the effectiveness of discussion and peer tutoring activities.

Managing Complex Group Dynamics

In every collaborative activity, differences in student character and ability are factors that must be carefully managed. Minor conflicts within groups are not uncommon, such as students who lack discipline, are uncooperative, or take over the role of other members. Teachers are required to act as facilitators capable of monitoring the entire group simultaneously, providing timely feedback, and ensuring that no student is left behind (Xu et al., 2020). If these dynamics are not managed professionally, learning can potentially be ineffective or create discomfort among group members.

While there are a number of challenges in implementing the round table and peer tutoring methods, they also offer significant opportunities with significant potential to drive positive transformation in the learning process. These opportunities relate not only to improving student academic achievement but also to developing character, leadership, and a collaborative learning culture that supports the principles of the Independent Curriculum.

Encouraging Student-Centered Learning

The implementation of these two methods opens up opportunities to create a learning environment that emphasizes students' active role in the learning process. Rather than being passive listeners, students are directly involved as idea generators, problem solvers, and solution contributors within their groups. This reinforces the principles of student-centered learning, which prioritizes interaction between students and strengthens critical thinking, communication, and creativity.

Developing Leadership and Responsibility

In the peer tutoring method, students serving as tutors have the opportunity to practice their skills in leading small groups, delivering material, and providing feedback to their peers. This assignment fosters social skills, empathy, and a sense of responsibility, which not only impact academics but also shape students' character, preparing them to face future social challenges. Peer tutors indirectly serve as role models for their peers and strengthen their self-confidence.

Building a Culture of Collaborative Learning and Mutual Cooperation

Through the Round Table and Peer Tutoring models, students are trained to work together in a democratic atmosphere. They learn to express opinions in turn, respect others' ideas, and unify their perspectives to reach a common conclusion. This habit creates an inclusive and mutually supportive learning culture, which aligns with the mutual cooperation dimension of the Pancasila Student Profile. This culture, if continuously nurtured, can shape the classroom into a healthy and harmonious learning community.

Utilizing Digital Technology as an Alternative Learning Tool

Developments in information technology provide significant opportunities to strengthen the implementation of this method. Peer tutoring and round tables do not always have to take place face-to-face. Group discussions, idea exchanges, and tutor mentoring sessions can be facilitated through digital platforms such as Google Classroom, Padlet, WhatsApp Groups, or other online learning platforms. The use of this technology can expand the reach of learning, increase time flexibility, and provide

more equitable access for all students, especially those who have limitations in participating in conventional learning.

Enhancing the Role of Teachers as Facilitators and Character Builders

By implementing these two methods, teachers no longer act solely as centers of knowledge but rather transform into facilitators, directors of the learning process, and builders of student character. This opens up space for teachers to focus more on developing students' soft skills, monitoring group dynamics, and providing appropriate interventions when needed. Teachers can also instill the values of leadership, cooperation, and responsibility more concretely in the learning process.

Strengthening the Implementation of the Independent Curriculum

Another opportunity that arises is the alignment of the Round Table and Peer Tutor methods with the Independent Curriculum framework, which emphasizes differentiation, independent learning, and character building. Both approaches support contextual learning and are oriented towards strengthening student competencies. Thus, schools can strengthen the practical implementation of the curriculum through methods that directly impact active student engagement.

Facilitating Formative Evaluation and Student Reflection

Through round tables, teachers can observe how students respond to problems and participate in discussions, which are important indicators in formative evaluation. Similarly, in peer tutoring, students have the opportunity to reflect on their own understanding while explaining material to their peers. This provides space for assessing non-academic aspects, such as attitude, collaboration, and social responsibility, which are often difficult to measure through conventional assessments.

From the discussion above, it can be concluded that Round Table and peer tutor-based learning have proven effective in enriching teaching strategies at SMA Negeri 15 Palembang. Both are not merely methods for delivering material but also important instruments for developing character, social skills, and students' learning independence. With the support of the principal, thorough curriculum planning, and active involvement of teachers and students, this model has the potential to become part of a strategic effort to improve educational quality, in line with the objectives of the Independent Curriculum.

D. Conclusions

Based on the research conducted at SMA Negeri 15 Palembang, the integration of the Round Table and Peer Tutoring learning models proves to be a highly effective strategy for enhancing mathematics learning motivation among 10th-grade students.

The key finding is that this synergistic approach successfully addresses both cognitive and affective dimensions of learning. The Round Table model fosters a participatory, equitable classroom atmosphere that values each student's contribution, thereby boosting confidence and collaborative critical thinking. Concurrently, the structured Peer Tutoring mechanism leverages peer relationships to deepen conceptual understanding; tutors reinforce their own knowledge and build leadership skills, while tutees benefit from explanations in more accessible language within a less intimidating social context. Together, these models create a more humanistic, inclusive, and enjoyable learning environment that reduces psychological barriers and builds a supportive academic community. The primary practical implication is that successful implementation is contingent upon deliberate preparation and institutional support. Educators must transition from traditional lecturers to skilled facilitators, which necessitates targeted professional development in managing collaborative dynamics and mentoring student tutors. Furthermore, schools must commit to providing the necessary resources, including flexible classroom layouts for group work, appropriate instructional media, and allocated time within the curriculum to accommodate the discursive nature of these methods. A structured framework for selecting and training peer tutors is also essential to ensure effectiveness and fairness, transforming potential challenges like participation gaps into opportunities for structured peer support. For future research, it is recommended to conduct longitudinal studies to assess the sustainability of increased motivation and its long-term correlation with academic achievement in mathematics. Comparative research examining the efficacy of this combined model against other collaborative strategies in different subjects or cultural contexts would be valuable. Additionally, investigating specific evaluation tools to measure the development of soft skills, such as communication and responsibility, nurtured through these models would provide a more holistic understanding of their impact. Ultimately, this study underscores that fostering motivation is an interactive process, powerfully catalyzed by pedagogical designs that prioritize active student voice and peer solidarity.

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