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The impact of Peer-Based Teaching Techniques on Students in Muamalat Administration Programme: A Study on Islamic Economics Subject

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ABSTRACT

One effective approach for peer-based teaching is to organise collaborative learning activities that encourage students to actively engage with the course material. This could involve group discussions, collaborative projects, and peer-led presentations. Students can obtain a greater understanding of the subject and build critical thinking skills by collaborating to study and analyse Islamic economic ideas in creative ways. This paper will explore the possible method among peer students of Muamalat Administration programme in learning the subject of Islamic Economics in the Faculty of Economics and Muamalat, USIM to foster creativity and active participation in the learning process. The study identifies three effective techniques: Creative Sketch, Nike Swoosh Curve, and Acronym Peer-Based Teaching. Creative Sketch Peer-Based Teaching Technique is the most effective overall with the highest average improvement and consistent strong performance across a range of questions. Nike Swoosh Curve Peer-Based Teaching Technique shows significant improvement in specific areas. but is less consistent across all questions. Acronym Peer-Based Teaching Technique provides substantial improvements in retention and recall for specific questions, making it a valuable method for targeted content enhancement. Overall, by creating a collaborative and interactive learning environment, peer students can gain a better understanding of Islamic economics while also developing their creativity in applying its principles to real-world settings.

Keywords: Islamic Economics, Peer-based learning Technique, active learning

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INTRODUCTION

The field of Islamic economics has a rich history dated back to the early days of Islam, with scholars drawing inspiration from the Quran and Hadith to develop theories and practices (Khan, 2017). However, as the discipline has evolved, there has been a growing need to explore new approaches to teaching and learning, particularly in the context of peer-based learning. One of the key aspects of Islamic economics is its emphasis on social cohesion and community-based development (Randeree,

2019). This aligns well with the principles of peer-based learning, where students work collaboratively to enhance their understanding and application of Islamic economic principles. By fostering a sense of shared responsibility and mutual support, peer-based teaching can help to cultivate a deeper appreciation for the Maqasid al-syariah, or the higher objectives of Islamic law, as outlined in the literature (Ahmad & Hanapi, 2018).

Furthermore, integrating peer-based teaching methods can help address some of the challenges faced by traditional approaches to Islamic economics subject. For instance, the tendency towards a fiqh-based neoclassical approach, as discussed in the literature (Ahmad & Hanapi, 2018), can be complemented by a more eclectic and collaborative approach that draws on students' diverse perspectives and experiences. By engaging in peer-based discussions, students can explore the practical applications of Islamic economic principles and develop critical thinking and problem-solving skills (Ashaari et al., 2012). This can be particularly valuable in the context of Islamic finance, where students can work together to navigate the complex regulatory and ethical considerations that govern the industry (Hassan et al., 2019).

Despite the rich historical foundation and theoretical advancements in Islamic economics, contemporary education in this field faces significant challenges. Traditional approaches, predominantly text book-based and lecture centred in nature, often lack the interactive and practical engagement necessary for students to fully grasp the complexities and real-world applications of Islamic economic principles. This gap is particularly pronounced in the context of peer-based learning, which has shown promise in enhancing students' understanding and application of these principles. Thus, this study came up with research questions as follows: "How can peer-based teaching methods be effectively utilised to improve student understanding of Islamic economics, thereby addressing the limitations of traditional textbook-based and lecture centred approaches?". Thus, to answer this question, the objective of this study is to identify the creative approaches that students choose to make Peer-Based learning more effective in understanding Islamic economics. Additionally, the study aims to evaluate the impact of these teaching methods using pre- and post-test assessments.

Peer-Based Teaching Techniques: A Review

Peer-teaching refers to the instructional approach where students take on the role of teachers and facilitate the learning of their classmates. This can involve a range of strategies, such as peer tutoring, collaborative learning, and group projects. The key benefits of peer-teaching in the context of Islamic economics subject include: enhanced student engagement, the development of critical thinking and problem-solving skills, cultivation of a supportive, inclusive learning environment and a deeper understanding of the subject matter; and incorporating problem-based learning and team projects to create a more dynamic and engaging classroom experience. (Valdez et al., 2018) (Abdullah, 2019)

The implementation of peer-teaching in the Islamic economics classroom can take various forms, depending on the specific learning objectives and the needs of the student population. A variety of creative methods have been employed by students in the classroom, and three in particular have been identified as interesting and effectives. The three methods that have been utilised are as follows;

1) Creative Sketch Peer-Based Teaching Technique
2) Nike Swoosh Curve Peer-Based Teaching Technique
3) Acronym Peer-Based Teaching Technique

Peer Teaching Using the Creative Sketch Technique

The use of creative sketch techniques can be a valuable tool in the implementation of Peer-Based-teaching Techniques in the Islamic economics classroom. Encouraging students to work collaboratively to visually represent key concepts or ideas, through the creative sketch Technique can help to foster

deeper understanding, promote active engagement, and facilitate the practical application of Islamic economic principles (Moosavian, 2017)(Kholis & Khumaidah, 2021). Through the process of creating and sharing visual representations, students can engage in meaningful discussions, challenge each other's perspectives, and develop critical thinking skills that are essential for navigating the complexities of the Islamic finance industry. For example, students could be divided into small groups and tasked with creating a visual representation of how topics in Islamic economic subject can be applied to address a specific real-world challenge, such as promoting sustainable development or enhancing financial inclusion. Working together to brainstorm, design, and present their sketches, students can not only deepen their understanding of the relevant economic concepts but also hone their communication, collaboration, and problem-solving abilities - all of which are crucial for the successful implementation of peer-based teaching Techniques in the Islamic economics classroom. (Ananda & Iskandar, 2021) (Omar & Noh, 2015)

Nike Swoosh Curve Peer-Based Teaching Technique

Another approach to incorporating Peer-Based-teaching in the Islamic economics subject is the Nike Swoosh curve Technique. This technique involves using practical examples and case studies to help students connect theoretical concepts with real-world applications using existing picture. Presenting students with realistic scenarios and challenges, and then guiding them through the process of analysing and problem-solving, the Nike Swoosh curve Technique can help to bridge the gap between theory and practice. For instance, students could be presented with a difficult topic to study in the subject of Islamic Economics, and then the student will be given tasked with working in groups to develop a comprehensive strategy for addressing these issues. Through this collaborative process, students can not only deepen their understanding of Islamic economic principles but also develop the critical thinking and decision-making skills that are essential for success in the industry.

Acronym Peer-Based Teaching Technique

Another Peer-Based-based teaching technique that can be effective in the Islamic economics classroom is the use of acronyms. This Technique involves the creation of memorable acronyms that encapsulate key concepts or principles within the field of Islamic economics. For example, an acronym such as "ZAKAT" could be used to represent the five pillars of Islamic finance: Zakat (charitable giving), Accountability, Kinship, Asset-backed transactions, and Transparency. Encouraging students to work collaboratively to develop and present these acronyms, the teacher can foster a deeper understanding of the subject matter, while also promoting active engagement and the development of critical thinking skills. Through the use of peer-based teaching Techniques, the Islamic economics subject can be transformed into a dynamic and interactive learning experience that empowers students to take an active role in their education.

This research aims to evaluate the effectiveness of creative teaching Techniques in enhancing students' understanding of Islamic Economics. Each group will select a topic and develop innovative ways to explain these concepts. The study will use pre-tests and post-tests administered via Google Forms to assess the impact of these creative Techniques.

METHOD

Student could be asked to select one topic from the textbook of Islamic Economics subject. Topics may include: market structures, principles of Islamic finance, wealth distribution or Maqasid al-syariah. Working in small groups, they would then be tasked with brainstorm and developing creative Techniques to explain their chosen topic. Examples of creative Techniques include 1) Creative Sketch, 2) Nıke Swoosh curve and 3) Acronym Technique. The Techniques should aim to simplify complex

concepts, making them more accessible and engaging for peer students. A pre-test will be created using Google Forms to evaluate students' initial understanding of the selected topics. The pre-test will consist of multiple-choice questions, short-answer questions, and problem-solving exercises related to the topics. Each group will present their creative teaching Technique to the class. Presentations will include visual aids, demonstrations, and interactive elements to engage the audience. The duration of each presentation will be standardised to ensure consistency. Following the presentations, a post-test will be administered using Google Forms to assess any changes in students' understanding of the topics. The post-test will mirror the pre-test in format and content to allow for direct comparison of results. The data will be analysed to measure the effectiveness of each creative teaching Technique. Statistical analysis, such as descriptive or paired t-tests, will be used to determine the significance of the improvement in students' understanding. Later the students will compare the pre-test and post-test results to evaluate the impact of the creative techniques. This study will be identified which Techniques were most effective in enhancing students' understanding. The research method outlined above aims to systematically evaluate the effectiveness of creative teaching techniques in improving students' understanding of Islamic Economics. By using pre-tests and post-tests, the study will provide empirical evidence on the impact of these techniques, offering valuable insights for educators and peer students seeking to enhance their teaching strategies.

RESULTS

The impact of three distct Peer-Based Teaching Techigues was assessed to understand their impact on studenta learning and teaching using pre and post test. These techniques, designed to foster collaboration and enhance the learning experience, were evaluated based on the test. The outcomes of this evaluation are discussed in detail below,

1. Group using Peer-Based teaching using the creative sketch Technique

The technique that the student use is to present the title of Islamic financial instruments using the straight-line sketch technique and the relationship between gender differences. This technique can make it easier for peer students to distinguish between the eight types of instruments available more precisely and easily. This technique is also easy to do because it only requires students to drawa line and imagine a marriage between a man and a woman.

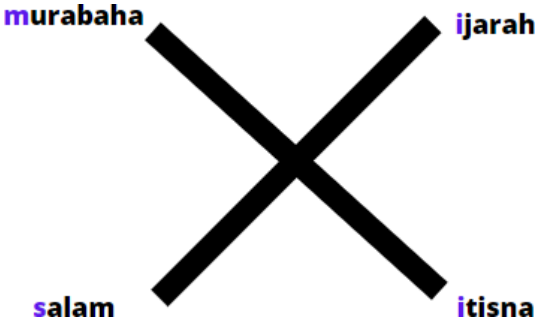

Diagram 1. Misi X

The first way is that students need to draw two straight lines that cross each other to show the letter X as in the figure above. Students need to remember the words "misi:x" which means for;

a. m for Murabaha
b. i for Ijarah
c. s for Salam
d. i for Istisna
e. x for exchange

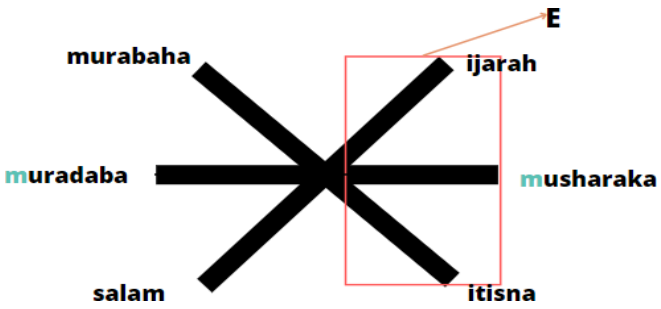

Diagram 2. Meme X

After that, students need to make a line that intersects with the letter X and is done in the middle of the letter like in the figure above. In these steps, they need to remember the word "meme". here, students can see the letter E after drawing a line that means Equity. The two letters M in the word "meme" carry meaning.

a. m for Mudaraba
b. m for Musharaka

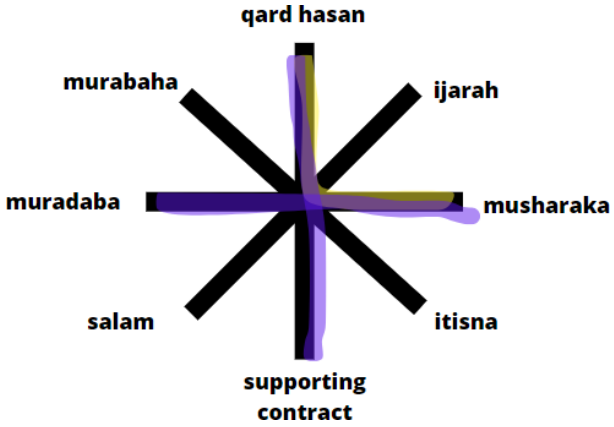

Diagram 3. X to L

The best way is to draw a straight line from top to bottom that crosses the letter X. With that, students can see one letter which is L, and one symbol + like the diagram above. The letter L stands for Loans that are suitable for Qard Hasan instruments. and the + symbol means plus and support that relates to the supporting contract.

Table 1. Percentage of Students Scoring Correct Answers on Pre-Test and Post-Test Using Sketch Teaching Technique.

Question	Pre-test (%)	Post test (%)	Improvement (%)
1	15.6	93.7	83.3
2	34.3	87.5	60.8
3	43.75	87.5	50
4	50	84.4	40.7
5	56.2	81.2	30.7
6	12.5	84.4	85.1
7	56.2	87.5	35.7
8	34.3	62.5	45.1
9	43.7	96.8	54.8
10	71.8	100	28.2
Average	**41.8**	**86.5**	**51.4**

The table 1 compares the percentage of students who scored correctly on individual questions in both a pre-test and a post-test after using the Sketch Teaching Technique. Pre-test (%) is the percentage of students who answered each question correctly before the Sketch Teaching Technique was applied. Post-test (%) is the percentage of students who answered each question correctly after the Sketch Teaching Technique was applied. Improvement (%) is the difference in the percentage of correct answers between the pre-test and the post-test, showing the improvement after the teaching Technique was used. Table 1 shows significant Improvement, there is a substantial increase in the percentage of students answering correctly for all questions after the Sketch Teaching Technique was applied. For example, Question 1 showed an improvement of 83.3%, from 15.6% in the pre-test to 93.7% in the post-test. Highest Improvement, question 6 showed the highest improvement at 85.1%, increasing from 12.5% in the pre-test to 84.4% in the post-test. Lowest Improvement, question 10 showed the lowest improvement at 28.2%, increasing from 71.8% in the pre-test to 100% in the post-test. Although the improvement percentage is the lowest, it still shows a perfect score in the post-test. Average Improvement, on average, there was an improvement of 51.4% across all questions, with the pre-test average at 41.8% and the post-test average at 86.5%. The data indicates that the Sketch Teaching Technique significantly improved students' ability to answer the questions correctly. The substantial increase in post-test scores across all questions suggests that this teaching Technique is effective in enhancing student comprehension and performance.

2. Group 2 Using Nike Swoosh Curve Teaching Technique

Group 2 employed the innovative Nike Swoosh Curve Teaching Technique, a method designed to enhance student engagement and comprehension through a structured, visually stimulating approach. The technique is inspired by the iconic swoosh curve of the Nike logo, symbolising a dynamic and progressive learning curve that aims to gradually elevate students' understanding and skills. This teaching strategy emphasises a gradual build-up of complexity, starting with basic concepts and steadily introducing more advanced topics as students' confidence and proficiency grow. The swoosh curve metaphor represents this progression, ensuring that students have a solid foundation before moving on to more challenging material.

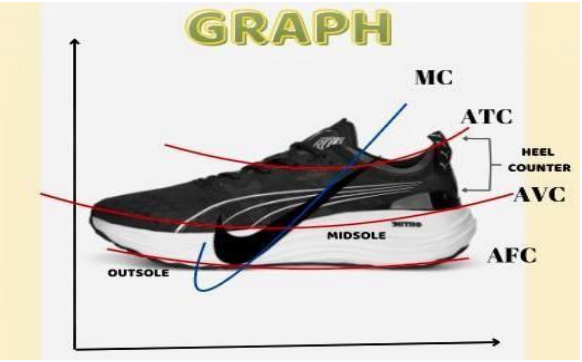

Diagram 4. Nike Swoosh Curve Deriving Average and Marginal Cost Curves from Total Fixed Cost, Total Variable Cost and Total Cost Curves

Technique of implementation:

a. AFC is a hyperbola-shaped curve. These are costs that remain constant regardless of output level. The curve is shown as a declining curve that never touches the horizontal axis. The reason is because fixed cost can never be zero which causes the AFC curve to always be above the horizontal line. For example, rent, permanent employee salary, and insurance. These expenses are incurred even when productivity is zero. So, to make people easily remember where the position of AFC is, we illustrate it as a outsole of the shoe.

b. AVC curve typically has a U-shaped curve. This represents the principle of diminishing returns, in which costs per unit initially fall as output rises, but after a certain point, they begin to rise. Examples include raw supplies, direct labour, and utilities. These costs rise as output rises. Based on the diagram, we illustrate the AVC curve at the shoe midsole.

c. ATC is when AVC and AFC make up a U-shaped curve that is impacted by the law of diminishing marginal returns. An economic theory known as the rule of decreasing marginal returns states that introducing a new factor of production will result in less significant gains in output once an optimal level of capacity has been attained. That's why ATC will decline because AFC and AVC must also decline for ATC to decline. ATC is at the heel counter in the diagram displayed above.

d. MC is a U-shaped curve due to the rule of diminishing marginal returns, the curve falls as output increases in a u-shaped pattern. The 'tick' shape of the marginal cost curve results from the marginal cost falling at low output levels because of productivity and efficiency gains. However, production costs begin to rise as output is too large, which explains why the marginal cost curve rises quite quickly at high output levels. For this reason, we refer to MC as a NIKE label.

Table 2. Percentage of Students Scoring Correct Answers on Pre-Test and Post-Test Using Nike Swoosh Curve Teaching Technique.

Question	Pre-test (%)	Post test (%)	Improvement (%)
1	74.3	94.8	21.6
2	79.4	94.8	16.2
3	30.7	92.3	66.7
4	69.2	94.8	27.0
5	69.2	94.8	27
6	71.7	94.8	24.3
7	69.2	92.3	25.0
8	61.5	92.3	33.3
9	71.7	94.8	24.3
10	25.6	92.3	72.2
Average	**62.25**	**93.8**	**33.8**

Table 2 shows on the overall Improvement, there is a noticeable increase in the percentage of students answering correctly for all questions after the Nike Swoosh Curve Teaching Technique was applied. Highest improvement is on question 10 showed the highest improvement at 72.2%, increasing from 25.6% in the pre-test to 92.3% in the post-test. Lowest improvement, question 2 showed the lowest improvement at 16.2%, increasing from 79.4% in the pre-test to 94.8% in the post-test. Despite the lower improvement percentage, the post-test score is high. Consistent Post-Test Scores is shown in many questions, such as questions 1, 2, 4, 5, and 6, showed post-test scores of 94.8%, indicating a consistent high level of understanding after the teaching Technique was applied. Average improvement, as on average, there was an improvement of 33.8% across all questions, with the pre-test average at 62.25% and the post-test average at 93.8%. The data suggests that the Nike Swoosh Curve Teaching Technique effectively improves students' ability to answer questions correctly. Although the average improvement (33.8%) is lower compared to the Sketch Teaching Technique, the post-test scores are consistently high, indicating that students reached a high level of comprehension and performance using this Technique.

3. Group 3: Acronym Teaching Technique

Group 3 choose to teach subject of Monetary Policy. The main essence of the topics is on the explaining the impact of expansionary monetary policy.

Impact of expansionary monetary policy on IS-LM equilibrium:

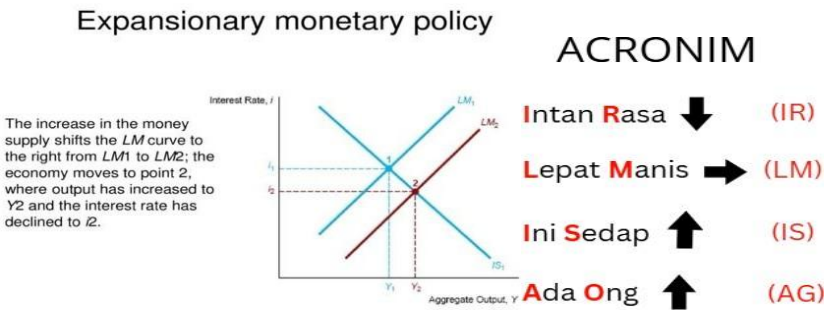

Diagram 5 : Impact of expansionary monetary policy on IS-LM equilibrium

After analyzing the students' difficulty in remembering the curve changes, the group have created the acronym Technique to help peer students remember the curve changes and memorize the abbreviations of the acronyms. Among the acronyms are Interest Rate (Intan Rasa), Liquidity Money (Lepat Manis), Investment Saving (Ini Sedap), Average Government (Ada Ong). They have explained in detail how to remember the curve changes in a Technique that is easy for the students to understand. The increase in the money supply shifts the LM curve tothe right from LM1 to LM2. Where output has increased to Y2 and interest rate has declinedto I2.

Impact of conventional expansionary monetary policy on AD-AS equilibrium

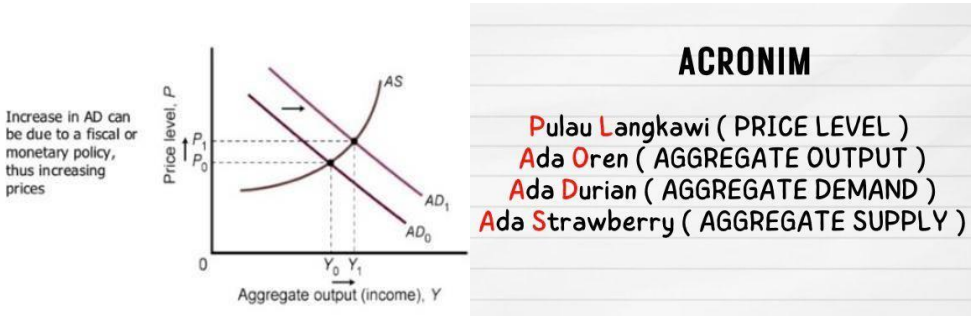

Diagram 6 : Impact of conventional expansionary monetary policy on AD-AS equilibrium

After analyzing the student's difficulty in remembering the curve changes, we had created the acronym. Acronyms help students to easily remember all the terms found on theAD-AS equilibrium curve. Among the acronyms are Pulau Langkawi (price level), Ada Oren (aggregate output), Ada Durian (aggregate demand), Ada Strawberry (aggregate supply). We had explained in detail how to remember all of the terms in the curve that is easyfor the students to understand. The increased in aggregate demand can be due to a fiscal or monetary policy, increasing prices.

Impact of Conventional Contractionary Monetary Policy on IS-LM Equilibrium

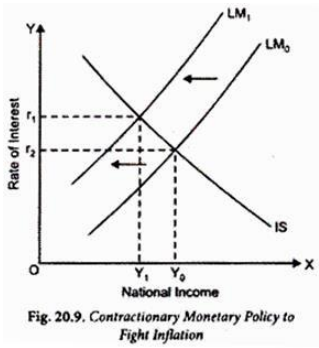

Diagram 7: Contractionary Monetary Policy to Fight Inflation

A contractionary monetary policy slows the rate of growth in the money supply or outrightly decrease the money supply to control inflation. While sometimes necessary, a contractionary monetary policy can slow down economic growth, increase unemployment and depress borrowing and spending by consumers and businesses. A graphic illustration of a conventional contractionary monetary policy on IS-LM equilibria.Change in the equilibria by the reduction in money supply which is represent as shifts of the LM curve from LM to LM'. Now we can see its respectively increasing the interest rate (i) fromi to i' level. Impact of conventional contractionary monetary policy on ad-as equilibrium

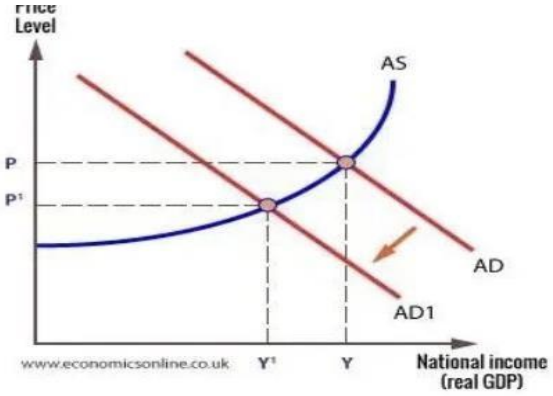

Diagram 8: Impact of Conventional Contractionary Monetary Policy on IS-LM Equilibrium

AD-AS equilibrium also will be impacted by conventional contractionary monetary policy.We provide example of ad-as equilibrium and put some notes around the equilibrium to make teach the other students. The notes we put up are brief notes that only have important keywords related to the impact of conventional contractionary monetary policy. Using this image and notes, the group explained to peer students in detail and make sure they understand it. There are several points that the group explained to peer students, one of which is higher interestrates can prevent consumers from making loans and cause a decrease in aggregate demand.Interest rates become higher due to contractionary monetary policy that happened. When thecentral bank raises interest rates, it becomes more expensive for businesses and individuals to borrow money. According to law of demand, demand will decrease when price increase and it was happening to aggregate demand cause of contractionary monetary policy. AD curveshift to the left (AD0 – AD1) means decreases in demand cause of the new aggregate output and price level Y1 and P1.

Conventional monetary policy's tools:

There are five conventional monetary policy's tools that students need to know and memorize it. For this part we use acronyms to make students easy to remember it. It is because quite hard for students to memorize the term of monetary policy's tools without anyhelp. Acronyms we use are *Orang* (Open Market Operations), *Ramai* (Reserve Requirement), *Dapat* (Discount Rate), *Tengok* (Term Auction Facility) and *Itik* (Interest on Reserves). Therefore, students can remember the sentence *`Orang Ramai Dapat Tengok Itik'* and convertall words to term of conventional monetary policy's tools.

Islamic monetary policy's tools:

Islamic monetary policy's tools have term that quite hard for memorize. For this part,we also use acronyms to help students memorize all of Islamic monetary policy's tools. Acronyms that we use for this part are *Wadi* (Wadi'ah Acceptance), *Gembira* (Government Investment Issues), *Makan* (Malaysian Islamic Treasury Bills), *Cucur* (Central Bank Ijarah Certificates), *Ikan* (Islamic Negotiable Certificate of Deposit), *Masakan* (Mudarabah Interbank Investment), *Ibu* (Interbank Musharakah). Therefore, students need to remember the sentence *'Wadi Gembira Makan Cucur Ikan Masakan Ibu'* and convert all words to term of Islamic monetary policy's tools.

Table 3. Percentage of Students Scoring Correct Answers on Pre-Test and Post-Test Using Acronym Teaching Technique.

Question	Pre-test (%)	Post test (%)	Improvement (%)
1	51.5	96.7	46.7
2	36.3	74.1	51.0
3	39.3	74.1	46.9
4	33.3	38.7	13.9
5	27.2	51.6	47.2
6	36.3	83.8	56.6
7	27.2	83.8	67.5
8	54.5	83.8	34.9
9	27.2	90.3	69.8
10	48.4	70.9	31.7
Average	38.12	74.78	46.6

Table 3 shows the overall improvement using acronym Peer-Based teaching Technique. There is a clear increase in the percentage of students answering correctly for all questions after the Acronym Teaching Technique was applied. Highest improvement, question 9 showed the highest improvement at 69.8%, increasing from 27.2% in the pre-test to 90.3% in the post-test. Lowest improvement, question 4 showed the lowest improvement at 13.9%, increasing from 33.3% in the pre-test to 38.7% in the post-test. Consistent gains, questions 6 and 7 showed significant improvements of 56.6% and 67.5%, respectively, indicating strong gains in those areas. Average improvement, on average, there was an improvement of 46.6% across all questions, with the pre-test average at 38.12% and the post-test average at 74.78%. The data suggests that the Acronym Peer-Based Teaching Technique is effective in improving students' ability to answer questions correctly, with an average improvement of 46.6%. Despite some variability in the improvement across different questions, the overall post-test scores indicate a substantial increase in student comprehension and performance using this Technique.

DISCUSSION

The comparison of the percentage improvement in student performance using three different peer-based teaching Techniques—Sketch Teaching Technique, Nike Swoosh Curve Teaching Technique, and Acronym Teaching Technique—reveals distinct patterns in how each approach enhances students' ability to answer questions correctly from pre-test to post-test. By examining the improvements in students' correct answer rates for each Technique, we can identify the effectiveness of each teaching strategy. The Sketch Teaching Technique, for instance, showed an average improvement of 51.4%, demonstrating substantial gains across all questions. The Nike Swoosh Curve Teaching Technique yielded an average improvement of 33.8%, indicating a consistent yet slightly lower enhancement compared to the Sketch Technique. Finally, the Acronym Teaching Technique resulted in an average improvement of 46.6%, highlighting its effectiveness in boosting students' comprehension, though with some variability in performance gains across different questions. This comparative analysis underscores the relative strengths and areas for potential optimization within each peer-based teaching Technique, providing valuable insights for educators seeking to adopt the most effective strategies for improving student learning outcomes.

Table 3. Percentage of Students Scoring Correct Answers on Pre-Test and Post-Test Using Creative Sketch, Nike Swoosh Curve and Acronym Peer-Based Teaching Technique.

Question	Creative sketch (%)	Nike Swoosh Curve (%)	Acronym (%)
1	83.3	21.6	46.7
2	60.8	16.2	51.0
3	50	66.7	46.9
4	40.7	27.0	13.9
5	30.7	27	47.2
6	85.1	24.3	56.6
7	35.7	25.0	67.5
8	45.1	33.3	34.9
9	54.8	24.3	69.8
10	28.2	72.2	31.7
Average	51.4	**33.8**	46.6

Table 3, shows some observation using Creative Sketch, Nike Swoosh Curve and Acronym Peer-Based Teaching Techniques. Overall improvement, Creative Sketch shows the highest overall average improvement at 51.4%. Nike Swoosh Curve, exhibits an average improvement of 33.8%. Acronym Peer-Based teaching Technique, reflects a solid average improvement of 46.6%. Individual question performance, Creative Sketch, Highest improvement on question 6 (85.1%). Consistently strong improvements across most questions, with notable increases on questions 1, 2, and 9. Nike Swoosh Curve, Highest improvement on question 10 (72.2%). Strong performance on questions 3 and 10, but lower improvements on other questions. Acronym, highest improvement on question 9 (69.8%). Significant improvements on questions 7 and 6, indicating a strong effect on those particular questions.

Strengths and Weaknesses Creative Sketch, particularly effective for questions 1, 2, and 6, suggesting it enhances comprehension significantly in those areas. Less improvement on question 5 (30.7%), though still meaningful. Nike Swoosh Curve, best for improving performance on question 10, indicating strong potential for certain types of content. Relatively lower performance on questions 1, 2, and 9. Acronym, Highest overall improvements in questions 7 and 9, suggesting it helps in retention and recall for specific content. Lower performance on question 4 (13.9%), indicating a need for better integration of the Technique for certain question types. This comparative analysis highlights that

while all three teaching Techniques are effective, each has unique strengths, Creative Sketch: Most effective overall with the highest average improvement, particularly strong in boosting comprehension across a range of questions. Nike Swoosh Curve: Shows significant improvement in specific areas (notably Question 10) but less consistent across all questions. Acronym: Provides substantial improvements in retention and recall for specific questions, making it a valuable Technique for targeted content enhancement. Educators can use these insights to tailor their teaching strategies, combining elements of each Technique to maximize student performance across different types of content. The findings are much consistent with some findings from (Sankey et al., 2010) (Benedicto & Andrade, 2022) (Almulla, 2023)

CONCLUSION

The comparative analysis reveals key observations and insights from the comparative analysis of the Creative Sketch, Nike Swoosh Curve, and Acronym Peer-Based Teaching Techniques. The primary conclusions are as follows:

1. Overall Improvement:
    a. Creative Sketch: Demonstrates the highest overall average improvement at 51.4%, indicating its strong effectiveness in enhancing student comprehension across a broad range of questions.
    b. Nike Swoosh Curve: Shows an average improvement of 33.8%, reflecting its effectiveness in specific areas but less consistent improvement across all questions.
    c. Acronym: Reflects a solid average improvement of 46.6%, indicating its significant impact on student retention and recall for particular content areas.
2. Individual Question Performance:
    a. Creative Sketch: Exhibits the highest improvement on Question 6 (85.1%) and consistently strong improvements across most questions, notably Questions 1, 2, and 9.
    b. Nike Swoosh Curve: Achieves the highest improvement on Question 10 (72.2%), with strong performance on Questions 3 and 10, but lower improvements on other questions.
    c. Acronym: Shows the highest improvement on Question 9 (69.8%), with significant improvements on Questions 7 and 6, indicating its strong effect on those specific questions.
3. Strengths and Weaknesses:
    a. Creative Sketch: Particularly effective for Questions 1, 2, and 6, suggesting it significantly enhances comprehension in these areas. However, it shows less improvement on Question 5 (30.7%), though this is still meaningful.
    b. Nike Swoosh Curve: Best for improving performance on Question 10, indicating strong potential for specific types of content. However, it has relatively lower performance on Questions 1, 2, and 9.
    c. Acronym: Provides substantial improvements in retention and recall for Questions 7 and 9, making it valuable for targeted content enhancement. However, it shows lower performance on Question 4 (13.9%), indicating a need for better integration for certain question types.

Overall Conclusion, the comparative analysis underscores that while all three teaching Techniques are effective, each has unique strengths:

a. Creative Sketch is the most effective overall, with the highest average improvement and consistent strong performance across a range of questions.

b. Nike Swoosh Curve shows significant improvement in specific areas, particularly Question 10, but is less consistent across all questions.

c. Acronym provides substantial improvements in retention and recall for specific questions, making it a valuable Technique for targeted content enhancement.

Educators can use these insights to tailor their teaching strategies, combining elements of each Technique to maximize student performance across different types of content.

Recommendations

Based on the comparative analysis of the three peer-based teaching Techniques—Creative Sketch, Nike Swoosh Curve, and Acronym—the following recommendations are made for educators seeking to maximize student performance and comprehension:

1. Integrate Creative Sketch for General Comprehension:
    a. Utilise the Creative Sketch Technique for topics that require broad comprehension and understanding, as it has shown the highest overall improvement (51.4%) and consistent performance across a range of questions.
    b. Focus particularly on areas where visual and creative aids can significantly enhance learning, such as abstract concepts or complex processes.
2. Target Specific Content with Nike Swoosh Curve:
    a. Apply the Nike Swoosh Curve Technique to specific content areas where it has demonstrated strong effectiveness, particularly for improving performance on specific types of questions like Question 10 (question on label the graph).
    b. Consider using this Technique for topics that benefit from gradual learning curves and clear progressions.
3. Enhance Retention with Acronym Technique:
    a. Use the Acronym Technique to enhance retention and recall for specific content, as it has shown substantial improvements in questions like 7 (questions on how does an increase in interest rates affect business investment) and 9 (list of conventional monetary policy tools).
    b. Employ this Technique for content that involves memorization, such as key terms, lists, or sequences.
4. Combine Techniques for Optimal Results:
    a. Develop a blended approach that leverages the strengths of each Technique. For instance, begin with Creative Sketch to build foundational understanding, reinforce key points with the Acronym Technique, and use Nike Swoosh Curve for detailed, step-by-step content.
    b. Adapt the teaching strategy to the specific needs of the students and the nature of the content, ensuring a flexible and responsive teaching approach.
5. Monitor and Adjust:
    a. Continuously monitor student performance and feedback to assess the effectiveness of each Technique in different contexts.
    b. Be prepared to adjust the teaching Techniques based on ongoing evaluations, ensuring that the approach remains dynamic and student-centred.

By integrating these recommendations, educators can create a more effective and engaging learning environment that maximizes student performance and caters to diverse learning needs.

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