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The Implementation of The Everyone is Teacher Here Model Using *Short Card* media to Improve the Student Learning Achievement and Activities

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Abstract
This study aims to improve the Biology learning achievement and to overcome the student boredom through the application of the *Everyone Is Teacher* Here (EITH) learning model using *Short Card* media on the *Kingdom Animalia material*. This study used the Classroom Action Research (CAR) with 4 stages: *planning, implementation, observation*, and *reflection*. The subjects of the study were 34 students of grade X at one of the State Senior High School 2 Sungai Penuh. The study was conducted in three cycles. The data were collected by using the learning outcome tests, observation of the teacher skills and student activities, and documentation. Then, these data were analyzed descriptively, quantitatively and qualitatively. The results showed that the classical learning completeness increased from 50.00% in Cycle I to 73.53% in Cycle II, and reached 88.24% in Cycle III. The student activities and the teacher skills also increased to reach the very good category. Thus, it can be concluded that the application of the EITH model using *Short Card* is effective in improving the learning achievement and overcoming the student boredom on the material of *Kingdom Animalia*.

Keywords: Everyone Is Teacher Here, *Short Card*, learning achievement, learning boredom, Kingdom Animalia.

Introduction

Education is a strong foundation for understanding the changes in scientific progress and technological developments in the 21st century (Syahputra, 2024). In fact, 21st-century civilization emphasizes the ability of every student to think critically, creatively, collaborate, and communicate (Mantau & Talango, 2023). These abilities will influence the learning process they undergo in school. One such subject at the high school level is biology, which plays a crucial role in developing the students' scientific thinking skills and the conceptual understanding of life (Putri, Anas, & Adlini, 2023).

Obviously, biology instruction in schools aims not only to understand the life concepts but also to expand the scope of skills required by the students, including the conceptual knowledge, scientific process skills, scientific attitudes, and, most importantly, scientific literacy (Andriana, Erwing, & Adiansyah, 2023). These skills align with the demands of the 21st century and the independent curriculum (Sahil, Hasan, Haerullah, & Saibi, 2022). Biology instruction at the high school level, in line with 21st-century learning, is oriented toward active, contextual, and inquiry-based learning experiences, enabling the students to grasp the material more deeply and meaningfully (Permana & Pramono, 2021).

One of the biology subjects at the high school level is the *Kingdom Animalia*, which requires the analytical thinking skills, conceptual mastery, and strong memory (Arifin & Lestari, 2025). The students found this material boring, as evidenced by the 58% class results, with a minimum grade of 85% (Berutu, 2023). This boredom and lack of the student learning achievement in the *Kingdom Animalia* material is partly due to the conventional teaching methods employed by the teachers, which rely on the lectures and assignments (Diana, 2020).

Based on the observations of the Biology lessons in grade 10 of SMA Negeri 2 Sungai Penuh, the learning remains the teacher-centered. This demonstrated that the students appeared passive during the learning process.

Consequently, they are not fully engaged in the learning process, resulting in 30 out of 34 students not achieving their learning objectives. Therefore, the improvements are needed, specifically in the teaching methods and models used by the teachers. Creating enjoyable, meaningful, and in-depth learning can overcome boredom and improve the student learning outcomes (Firdaus, 2018).

Therefore, one learning model used to address the boredom by actively engaging the students and improving the learning outcomes is the *Everyone Is Teacher Here* (EITH) model (Aprilia & Ansori, 2020). The EITH model is a student-centered learning model where the students act as teachers for their classmates(Nofriadi & Yestin, 2022). Thus, the advantage of the EITH model is that the students are not merely listeners but can confidently and responsibly convey their understanding of the material to other students (Nurnaningsih et al., 2025). The advantages of the EITH model are further enhanced by the use of *short card* (Putra, Taufik, & Susanti, 2023).

Short card is the card containing important information related to the learning material and questions related to it (Achmada & Pratama, 2024). This helps the students remember concepts and fosters an active learning environment (Mutiah, Harahap, & Daulay, 2025). Implementing the EITH model and *Short Card* can facilitate the students' active participation in learning by sharing with others (Wikaningtyas & Sabara, 2022).

This study focused on the implementation of the *Everyone Is Teacher Here* learning model, using *short card*, as an effort to improve the learning achievement and overcome the student boredom in the *Kingdom Animalia*topic. This study is expected to provide an empirical contribution to the development of innovative, active, and student-oriented biology learning strategies, and provide an alternative solution for teachers in improving the quality of learning and student learning outcomes.

Method

This study was a Classroom Action Research (CAR) (Prapti, 2023). This type of research was conducted to improve the learning process in the classroom (Azis, Tikollah, Sahade, Azis, & Samsinar, 2023). It consisted of four stages: planning, implementation, observation, and reflection (Prihantoro & Hidayat, 2019). These stages were carried out continuously until the desired results are achieved.

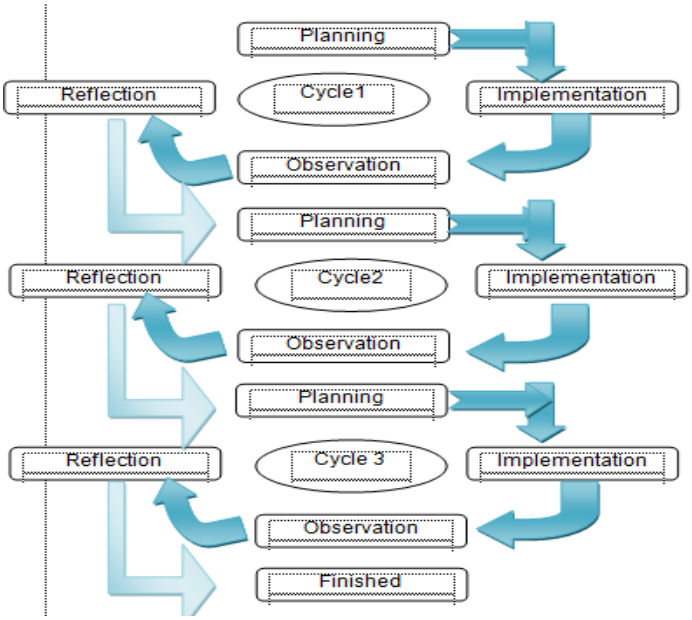

Figure 1. Classroom Action Research Flowchart

The research subjects were 34 tenth-grade students at SMA Negeri 2 Sungai Penuh, consisting of 17 boys and 17 girls. The study was conducted in the even semester of the 2024/2025 academic year, from February to April 2025. The focus of the action was the Kingdom Animalia.

The data of this study were collected by using tests and classroom observations. The tests were conducted to determine the student learning outcomes, and the observations were conducted to assess the student activities during the learning process and to assess the student engagement.

The quantitative data analysis was the test data which were analyzed by describing the average score (mean) and the percentage of classical learning completeness. The students were considered to have completed the task individually if they obtained a score of at least 75. On the other hand, the qualitative data analysis was the data got from the observations which these data were analyzed descriptively and qualitatively. The observation scores were categorized into four groups, namely Very Good, Good, Sufficient, and Poor, using the quartile divisions (Q1, Q2, and Q3) based on the maximum and minimum scores of the instrument (Purwanti et al., 2020). This study was considered successful if it met the following criteria: Classical learning completeness reached a minimum of 80% of students with a score of ≥ 75. The teacher skills and student activities must improve and reach a minimum category: Good or Very Good.

Results and Discussion

This classroom action research was conducted in three cycles to improve Biology learning achievement and address the student boredom through the implementation of the Everyone Is Teacher Here (EITH) model, using *Short Card*, on the Kingdom Animalia material. Each cycle demonstrated gradual changes in student learning processes and outcomes. This can be seen in Table 1.

Table 1. Summary of Research Results for Each Cycle

Cycle	Teacher Skills(%)	Student Activities(Scores)	Student Average Scores	Classical Completeness(%)
I	70.00 (Good)	3.21 (Good)	75.73	50.00
II	83.33 (Good	3.56 (Good)	78.94	73.53
III	93.33 (Very Good)	3.82 (Very Good)	83.47	88.24

Based on Table 1, the results of Cycle 1 showed that the observation results indicated that teacher skills were in the good category, but there were still weaknesses in the aspects of providing the reinforcement and classroom management. Meanwhile, the student activities were also in the goodcategory, but the active participation was still dominated by the certain students with higher levels of courage. Quantitatively, the average class score has reached 75.73, which meets the individual Minimum Competency (KKM). However, the classical learning completeness had only reached 50%. Thus,this result did not achieve the research success indicator of 80%. Based on these results, the reflections on Cycle 1 revealed that the students still lack confidence in expressing their opinions as teachers and that teachers are not optimal in providing feedback to students.

In addition, the results of Cycle 2 showed that the observations of the teacher skills significantly improved, particularly in the indicators of the classroom management and providing the reinforcement. The student activities also improved. They appeared more enthusiastic, bolder in expressing their opinions, and better prepared to carry out their roles as teachers. In terms of the learning outcomes, the classical learning completeness increased to 73.53%. Although this was a significant increase compared to Cycle 1, this achievement did not meet the research success indicator of 80%. The reflection revealed that some students, particularly those with the low academic ability, still had not yet completed the coursework. Therefore, Cycle III focused on strengthening conceptual understanding, providing individual guidance, and providing structured material summaries.

Moreover, the results of Cycle III showed that teacher skills achieved the very good category, characterized by the conducive classroom management, effective learning variations, and consistent motivation. The student activities also achieved the very good category, with almost all of the students actively participating in the discussions, presentations, and Q&A sessions. Quantitatively, the average class grade increased significantly, and the classical learning completeness rate reached 88.24%, exceeding the established research success indicators. The results in Cycle III demonstrated that the consistent and planned implementation of the EITH model using *Short Card* can improve the learning achievement and decrease the student boredom. This can be seen *Short Card* in figure 2.

Figure 2. Short Card

The research results showed that the implementation of the Everyone Is a Teacher Here (EITH) learning model, using *Short Card*, had a positive impact on improving the quality of the Biology learning process and outcomes. In Cycle I, the average class score reached 75, but the classical learning completeness only reached 50.00%. This situation indicated that the effectiveness of initial actions was still limited. The student activities tended to be dominated by the certain students who dared to speak up, while others were not actively involved. Furthermore, the teacher skills in providing the motivation and classroom management still needed strengthening for optimal implementation of the EITH model. These findings align with the research conducted (Asran, 2018), which emphasized that the active involvement of all students is a key factor in the success of the EITH model.

Furthermore, the improvements were made in Cycle II through the implementation of learning innovations, particularly in the student selection techniques and rewarding to reinforce motivation. The use of *Short Card* was maintained because it served as a visual aid that supports conceptual understanding and systematic division of learning roles, particularly in classificatory Biology material such as the Kingdom Animalia (Situmorang, 2020). As a result, the classical learning completion rate increased to 73.53%, the student activities became more evenly distributed, and the teacher skills showed significant improvement. However, these achievements did not fully meet the established completeness indicators, necessitating further improvements. In Cycle III, the actions focused on strengthening the material guidance, collaborative learning conclusions, and optimizing the role of students as "teachers" in the EITH model. This strategy proved effective in increasing the student engagement and the quality of learning interactions. The results showed a classical learning completeness rate of 88.24%, with the student activities and teacher skills in the very good category. These findings supported by the (Nurnaningsih et al., 2025) study that the success of cooperative learning is greatly influenced by teachers' ability to vary learning strategies, manage motivation, and create a conducive learning climate.

Overall, the improvements observed from Cycle I to Cycle III indicated that the implementation of the Everyone Is a Teacher Here (EITH) learning model using *Short Card* is effective in improving the learning outcomes, student activities, and teacher skills. This model not only encourage active student involvement, but also improve the quality of the Biology learning process in a sustainable manner.

Conclusion

Based on the discussion, it can be concluded that the implementation of the Everyone Is a Teacher Here (EITH) learning model, using *Short Card*, is effective in improving the quality of the Biology learning process and outcomes. The improvements occurred gradually in each cycle, both in the aspects of learning completeness, student activities, and teacher skills. The classical learning completeness, which was initially in the low category in Cycle I, experienced a significant increase, reaching 88.24% in Cycle III. In line with these findings, the student activities became more evenly distributed, and the teacher skills were in the very good category, indicating that the implemented learning activities successfully created active and meaningful learning.

Therefore, the implications of this study indicated that the EITH model, using *Short Card* can be used as an alternative Biology learning strategy, particularly for the materials requiring the conceptual understanding and classification. The success of the implementation of this model was greatly influenced by the teacher skills to manage the classroom, provide motivation, and continuously reflect and improve actions. Therefore, teachers are advised to combine the EITH model with a variety of learning innovations to maintain optimal the student

engagement. In addition, further research can examine the application of this model to different materials or levels of education to expand the findings and strengthen the generalizability of the research results.

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