

CHAPTER I

INTRODUCTION

A. Background of Study

Education plays a strategic role in improving the quality of human resources, as it is not only oriented toward achieving learning outcomes but also toward creating effective, meaningful, and sustainable learning processes. The success of education is largely determined by the quality of learning implemented in the classroom. In this context, teachers serve as the main actors in designing, implementing, and evaluating learning activities. Therefore, teachers are required to have a comprehensive understanding of various learning strategies before carrying out the teaching and learning process.

Learning strategies have long been recognized in the field of education; however, they remain a crucial aspect that must continuously be developed and adapted to the changing demands of the times. This need arises from the dynamic and complex classroom environment, where students come from diverse backgrounds and possess different abilities, learning styles, and educational needs. And this strategies or models function as systematic plans that guide teachers in managing classroom instruction. Joyce, Weil, and Calhoun (2015), stated that learning strategies or models are patterns or plans that can be used to shape curricula, design instructional materials, and guide learning activities in the classroom. Thus, learning strategies serve as essential guidelines for teachers to organize learning experiences so that instructional objectives can be achieved optimally. The use of appropriate learning strategies greatly influences student's

learning success. Slavin (2011), emphasizes that effective learning occurs when teachers are able to align learning strategies with student's characteristics and the learning objectives to be achieved. Learning strategies include several interconnected components, such as lesson planning, instructional approaches, underlying learning theories, learning models, and classroom management techniques. A proper combination of these components will create a conducive learning environment and encourage students to actively engage in the learning process.

However, in practice, many teachers have not yet implemented learning strategies optimally. Learning activities are often still dominated by lecture-based methods, which position students as passive recipients of information. This condition can reduce student's motivation and limit the development of critical, creative, and collaborative thinking skills. As a result, learning outcomes may not reach their maximum potential. Therefore, the selection and application of appropriate learning strategies are essential in addressing classroom learning challenges.

In conclusion, learning approaches play a vital role in the educational process. Teachers need to understand various types of learning strategies and their theoretical foundations in order to design and implement teaching methods that are effective, efficient, and suited to student characteristics. Through the application of appropriate learning strategies, it is expected that the learning process can run optimally and educational goals can be achieved effectively.

English language learning plays a very important role in the education system, especially in relation to globalization and the development of science and technology. English is not only a subject, but also serves as a very important international communication tool in various academic and professional fields. Therefore, English teachers are expected to be able to create learning experiences that are effective, innovative, and sensitive to the diverse needs of students. In practice, teaching English in the classroom faces various challenges, such as differences in students' initial abilities, learning styles, motivation, and diverse social and cultural backgrounds. This complexity requires English teachers to not only master the subject matter, but also be able to design and implement teaching approaches that are appropriate for the characteristics of their students. Richards and Rodgers (2014), state that success in language learning is greatly influenced by the methods and approaches applied by teachers, including how they manage interactions, teaching materials, and learning activities in the classroom.

However, the demand to design effective learning experiences is often a challenge that is difficult to overcome independently. Heavy workloads and limited perspectives and experience can be obstacles for teachers or lecturers in optimizing the teaching process. Therefore, collaboration among educators has emerged as an alternative strategy that is considered capable of improving the quality of English language learning. This collaboration allows educators to exchange ideas, experiences, and expertise in designing and implementing the learning process. One method of collaboration that is often applied in the education sector is collaborative teaching, which includes semi-teaching. According to research by Friend, Cook,

Hurley-Chamberlain, and Shamberger (2010), co-teaching is an approach in which two or more educators collaborate to plan, implement, and evaluate the learning process for a group of students. Through collaborative teaching, teachers can complement each other's strengths while reducing existing weaknesses, making learning more diverse and adaptable.

Then, according to Khasawneh et al. (2023), collaboration in teaching allows educators to exchange experiences and skills in the teaching process and provide more specific learning support for students with varying needs. In the context of English language teaching, this collaboration can boost the quality of interaction in the classroom, enrich teaching methods, and offer more in-depth feedback to students. However, the use of collaborative teaching methods in English language learning is still not being implemented optimally, especially at certain levels of education. Many teachers still teach separately without taking advantage of collaboration opportunities as a means of professional development and improving the quality of learning. This situation indicates the need for further research on the application of collaborative teaching in English language learning.

English language teaching in Indonesia begins in elementary school and continues through college as a compulsory subject, but faces various obstacles such as curriculum changes, differences in student abilities, and variations in learning time. Many students choose to study independently, which results in individual problem solving. Collaborative learning methods have emerged as a potential solution, where a group of people work together to plan, implement, and evaluate

learning, thereby developing more effective and creative teaching strategies and methods.

Although collaboration in teaching is recognized as having many advantages for improving the quality of learning, its application in English language teaching is still not optimal. Many lecturers face challenges in working together due to differences in educational backgrounds, teaching styles, personalities, limited time, and lack of support from institutions. In addition, previous studies have focused more on student's collaboration or collaboration in general, while research that analyzes in depth the experiences of English lecturers in collaborative practices is still rare. According to research by Bhim Lal Bhandari (2025), emphasizes collaborative forms and activities in learning, without specifically examining how lecturers understand collaboration, how collaboration affects English teaching methods, and the challenges and benefits lecturers face after engaging in collaboration. Therefore, this study attempts to fill this gap by exploring in depth the experiences of English teachers in applying collaboration in the teaching process, (Bhim Lal Bhandari, 2022). And there are still many problems that lecturers face in the application of collaboration in English teaching that face various challenges. Some lecturers may find it difficult to share teaching responsibilities due to differences in approach, personality, or lack of time to collaborate. In addition, there is a lack of in-depth research on how this collaborative teaching experience affects the effectiveness of English teaching and learning.

Therefore, it is important to explore how lecturers experience this collaborative process, what benefits they gain, and what obstacles they encounter in practice. Teacher collaboration can be explained through the concept of Collaborative Professionalism proposed by Hargreaves and Fullan (2018), which emphasizes that teachers work together by sharing knowledge, expertise, and responsibilities to improve the quality of teaching and learning. Through collaboration, teachers can exchange ideas and develop effective strategies to support student learning (Hargreaves & Fullan, 2018).

From an Islamic perspective, collaboration is in line with the values of mutual support and cooperation as stated in QS. At-Taubah verse 71. This verse encourages believers to help one another in goodness and truth. In education, these values are reflected in teachers' collaborative efforts to enhance learning quality and support students' development.

Allah states in the At- Taubah verse 71:

وَالْمُؤْمِنُونَ وَالْمُؤْمِنَاتُ بَعْضُهُمْ أَوْلِيَاءُ بَعْضٍ يَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ الْمُنْكَرِ
وَيُقِيمُونَ الصَّلَاةَ وَيُؤْتُونَ الزَّكَاةَ وَيُطِيعُونَ اللَّهَ وَرَسُولَهُ ۗ أُولَٰئِكَ سَيَرْحَمُهُمُ اللَّهُ إِنَّ اللَّهَ
عَزِيزٌ حَكِيمٌ.

This verse encourages us to help each other in goodness. In the context of education, collaboration among lecturers can be considered a form of kindness, as it aims to improve the quality of learning for students. The At-Taubah verse 71 emphasizes the significance of collaboration in goodness and piety, as stated in Allah's words, “and help one another in (practicing) virtue and piety, and do not help one another in committing sin and enmity.” This verse provides a moral and

spiritual foundation for all forms of collaboration, including those in education. Collaborative teaching amongst lecturers is based on the principle of *ta'awun 'ala al-birr*, or working together for mutual benefit. Because of this, collaboration in learning is more than just a pedagogical strategy, it is also a source of inspiration and contribution to the development of character and quality of education.

Previous studies have highlighted the importance of collaborative teaching in English language education. Svendsen (2016), found that English lecturers in Norway employed collaborative practices to improve classroom teaching by sharing instructional responsibilities and enhancing pedagogical effectiveness. This finding also reflects differing cultural perspectives on the role of lecturers, where in Eastern societies lecturers are often viewed as omniscient authorities, while in Western contexts they are perceived more as facilitators or guides. Collaborative teaching offers a pedagogical approach that helps address the complexity of teaching English, including managing students' diverse abilities, increasing student participation, and fostering professional interaction among lecturers in planning, implementing, and evaluating learning strategies. Through collaboration, lecturers can exchange experiences, knowledge, and teaching techniques, complement each other's strengths and weaknesses, and jointly manage the learning process.

Similarly Bhandari (2022), noted that although numerous studies have examined collaborative teaching activities from the students' perspective in English classes, limited research has focused on collaborative practices among English language lecturers themselves. Given the significant role of lecturer collaboration in enhancing professional development and teaching confidence, further

investigation into collaborative teaching practices, particularly in the context of community schools in Nepal, is both necessary and valuable.

This study aims to explore in depth how English lecturers interpret and understand the concept of collaboration in the teaching process, including their perceptions, attitudes, and views toward collaborative teaching practices, as well as to examine how lecturer collaboration influences the strategies, methods, and teaching practices applied in English classrooms during the planning, implementation, and evaluation of learning. In addition, this study seeks to identify the benefits experienced by lecturers after implementing collaborative teaching, such as increased professionalism, teaching creativity, and more effective instructional planning, while also revealing the challenges and obstacles encountered during the collaboration process. This research is important because it provides valuable insights into lecturers' teaching experiences, particularly regarding strategy implementation, challenges faced, and benefits gained through collaboration, which in turn can contribute to improving both teaching quality and student learning outcomes. Furthermore, the findings are expected to contribute to the development of theory and practice in English language teaching, support lecturers' professional and career development, and serve as a reference for educators, educational institutions, and policy makers in designing collaborative-based professional development programs that enhance the quality of English language learning.

Meanwhile, the phenomenon of collaborative teaching in higher education explains that collaborative teaching is an effective and relevant approach to

overcoming modern educational challenges. This model has the potential to improve student understanding, strengthen their social and academic skills, and encourage their active participation in the learning process (Afriadi, 2024). In the context of higher education, collaborative teaching is also effective in improving learning between students and teachers, both pedagogically and professionally. When prospective teachers participate in collaborative teaching, their learning performance is better than when using traditional teaching methods (Othman, 2020).

According to Afriadi (2024) and Othman (2020), the results of this collaboration are very beneficial for the role of facilitators, learning maturity, adequate training, and the readiness of students to actively participate in group work. In a more specific context, the implementation of the collaborative teaching model in the Sufism Ethics class at the Sharia Economics Study Program at Ibrahimy University Situbondo provides significant benefits for both students and lecturers. This model can improve students' comprehension skills, encourage engagement and interaction in the classroom, and facilitate the internalization of Akhlak Tasawuf principles more effectively through discussion and group work (Hafid, 2023). Collaborative teaching positions students as the center of learning and views knowledge as a social construct formed through cooperation and interaction among students. As a result, this collaborative teaching approach has proven to be more effective than traditional teaching methods, especially in developing students' conceptual understanding of moral and spiritual principles (Hafid, 2023).

In an effort to improve the quality of learning and education, Antasari State Islamic University Banjarmasin has implemented various innovative strategies, one of which is through a collaborative teaching approach that has been applied by several lecturers. According to the information obtained, collaborative teaching at Antasari State Islamic University Banjarmasin is a learning approach that involves two or more lecturers in a single teaching process with the main objective of improving the quality of education. Through collaboration between lecturers, the quality of teaching can be improved through the sharing of knowledge, skills, and experience. In addition, collaborative teaching also encourages stronger cooperation and collaboration between lecturers, students, and other academic stakeholders. According to Pratiwi Agustin (2013), argued in collaboration research at Antasari State Islamic University that Collaborative teaching is an effective instructional approach that emphasizes cooperation, shared responsibility, and interaction between teachers and students in the learning process. It is also an appropriate and effective approach to improving the teaching and learning process. This approach opens up opportunities for creativity and innovation in the development of learning materials and methods, which ultimately improves the quality and competence of students graduating from Antasari State Islamic University Banjarmasin.

At the departmental level, particularly in the English Language Education Study Program at the Antasari State Islamic University Banjarmasin, collaborative teaching is applied more specifically to support the improvement of English teaching quality. Through collaboration between lecturers with different

backgrounds and expertise, the quality of English teaching becomes more optimal and varied. This approach aims to improve students' English skills, both in terms of language skills and academic understanding. In addition, collaborative teaching also encourages active and productive cooperation between the lecturers and students in the learning process, thereby creating a more effective and participatory learning atmosphere.

Based on the explanation above, and previous observations in Antasari State Islamic University and English Language Department, make the researcher to conduct with the title *“Exploring Collaborative Teaching Experiences in Teaching English”*.

B. Definition of Key Terms

1. Exploring

Generally exploration is the former emphasizes theory development from data, while the latter emphasizes methodology and actual data collection used to develop data in research. Exploration refers to a stage or type of research that aims to explore, understand, and discover initial information about a phenomenon, problem, or topic that is still not widely known. Exploration aims to generate new ideas and assemble them to form theories that emerge directly from the data. In this research exploration focus on exploration lectures's experiences in collaborative teaching strategies in the classroom.

2. Collaborative Teaching

Collaborative teaching is a group of lecturers collaborate which two or more lecturers work together in designing, implementing and evaluating the learning process, to achieve the teaching process. Its goal is to increase student's learning outcomes and the effectiveness of instruction, crucial for high quality performance. They also share teaching responsibilities in planning the lessons, in-class instruction, and follow-up work. In addition, collaborative teaching also features the collective efforts of lecturers in working together to teach and develop their teaching performance and students's engagement during learning process. Which aims to improve the quality of teaching that include teaching professionalism for the lecturers in this case explain about does collaborative teaching influence how lecturers teach English, the experiences that influence planning in learning, and how this collaborative teaching influences reflection among fellow lecturers after implementing collaborative teaching. Then, for the student's engagement during the learning process, include how students interact with each other during the learning process and how students participate during the learning process.

3. Lecturer's Experience

Lecturers experiences are experiences gained by lecturers during the teaching process, including interactions with students, application of teaching methods, challenges in the classroom, as well as professional development in the world of education. The experience here focuses on what lecturers gain during the collaborative process in teaching. This experiences included, challenges in implementation of collaboration, implementation strategies lecturers of

collaboration, or benefits after collaborating together. In addition, lectures experience refers to planning in teaching, challenges in implementing what the lectures have experienced, and interactions experienced by lectures during collaboration and the dynamics of cooperation in the division of tasks in teaching English.

C. Research Questions

1. What is the lecturer's experience in implementing collaborative teaching strategy in teaching English?
2. What challenges and benefits are encountered after implementing the collaborative teaching strategy in the classroom?

D. Objectives of Study

1. To investigate the lecturer's experience in implementing of collaborative teaching strategy in teaching English.
2. To identify the challenges and benefits are encountered after implementing the collaborative teaching strategy in the classroom.

E. Significance of Study

This research aims to give both theoretical and practical benefits are:

1. Theoretical Benefits

The goal of this study to improve the quality of learning, potential students and achieve better educational goals. This study will provide new insights into collaborative approaches among lectures in the context of English language teaching. In addition, this research contributes to the theoretical development of collaborative learning. Research has confirmed that collaboration between lectures

makes contribution to their sustainable growth. Where lectures who collaborate in teaching can find benefits, good teamwork, and give them a lot of experience to develop their own teaching strategies. In addition, not only lectures get benefits and experiences and how to develop their teaching skills, but students also get various learning needs for each of them from this collaborative learning between lectures.

2. Practical Benefits

a. For Lecturers

Collaboration provides opportunities for them to exchange experiences regarding teaching and use methods that have been proven effective, with the hope that their knowledge of teaching methods and the English language learning process will improve. By collaborating, teachers can reevaluate their teaching approaches, receive positive feedback, and apply more successful methods. In addition, collaboration creates a more professional and supportive work environment, where teachers feel more motivated, confident, and engaged in teaching activities. These relationships between them encourage continuous improvement and innovation in lesson planning, classroom management, and assessment, which in turn helps students learn better according to their individual needs.

b. For the Students

Collaboration among lecturers provides significant benefits for students. Through collaborative teaching, students gain access to a variety of methods, perspectives, and learning activities tailored to individual learning styles and needs. This approach makes English language learning more structured, interactive, and

engaging, thereby improving students' comprehension in listening, speaking, reading, and writing. In addition, collaborative teaching encourages active participation, increases motivation, and builds students' confidence because they receive guidance, support, and feedback from more than one lecturer. Thus, students have the opportunity to achieve better learning outcomes and develop a positive attitude towards English language learning.

c. For Next Researchers

Can be encouraging innovation, for example through the development of joint learning materials or the use of technology to support lectures collaboration. In addition, researchers can examine how collaboration between lectures affects student learning outcomes in English subjects, both in terms of language skills (listening, speaking, reading, writing) and student learning motivation