

A Descriptive Analysis of Team-Teaching Method Application for Young Learners in Integrated Islamic Elementary School

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Abstract

This descriptive analysis explores the application of the team-teaching method for young learners, focusing on a case study at an elementary school in North Sumatra, Indonesia. The study investigates the planning, implementation, evaluation, and obstacles of team teaching in fourth-grade classrooms. Qualitative data was gathered through observations, interviews, and documentation. Findings reveal collaborative lesson planning between core and assistant teachers, with a clear division of roles. Implementation involves whole team participation, with one teacher delivering material while the other assists and supervises students. Evaluation encompasses teacher feedback and student assessment, utilizing summative and formative methods. Obstacles include uneven attention distribution and student dependency on assistant teachers, with proposed solutions such as class restructuring and fostering student independence. Recommendations include continuous teacher development, principal oversight, and student engagement in the learning process. Overall, the study underscores the importance of collaborative teaching methods for enhancing student learning outcomes and addressing challenges in the educational environment.

Keywords: Collaborative, Team-Teaching Method, Young Learner.

Abstrak

Analisis deskriptif ini mengeksplorasi penerapan metode pengajaran tim untuk pelajar muda, dengan fokus pada studi kasus di sebuah sekolah dasar di Sumatera Utara, Indonesia. Studi ini menyelidiki perencanaan, pelaksanaan, evaluasi, dan hambatan pengajaran tim di kelas empat. Data kualitatif dikumpulkan melalui observasi, wawancara, dan dokumentasi. Temuan menunjukkan perencanaan pembelajaran yang kolaboratif antara guru inti dan guru pendamping, dengan pembagian peran yang jelas. Implementasinya melibatkan partisipasi seluruh tim, dengan satu guru menyampaikan materi sementara yang lain membantu dan mengawasi siswa. Evaluasi meliputi umpan balik guru dan penilaian siswa, menggunakan metode sumatif dan formatif. Hambatannya antara lain distribusi perhatian yang tidak merata dan ketergantungan siswa pada guru pendamping, dengan usulan solusi seperti restrukturisasi kelas dan pembinaan kemandirian siswa. Rekomendasinya mencakup pengembangan guru secara berkelanjutan, pengawasan kepala sekolah, dan keterlibatan siswa dalam proses pembelajaran. Secara keseluruhan, penelitian ini menggarisbawahi pentingnya metode pengajaran kolaboratif untuk meningkatkan hasil belajar siswa dan mengatasi tantangan dalam lingkungan pendidikan.

Kata Kunci: Kolaboratif, Metode Team Teaching, Pembelajar Muda.



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Introduction

Today, along with the increasingly modern education system and growing demands, it is not seldom for schools that still use conventional learning strategies to fall far behind in carrying out the learning process. In the learning process with this traditional strategy, the learning process is carried out in solitary, meaning that the learning process, starting from planning and implementing to evaluating student learning, is carried out by one teacher. That has been the research focus throughout the years.¹ Some proposed that teachers employ a more effective strategy than a one-instructor classroom.² To accomplish more significant learning, it is often important to rely on team teaching, and with a team that complements and advises one another, teachers will use this as an evaluation in designing appropriate learning techniques based on student needs.³ The traditional teaching approach in Indonesia has stagnated, forcing efforts to establish new methods. In this sense, team teaching is chosen to improve the quality of English language learning, as evidenced by its success in countries such as Taiwan and Belgium.⁴

Indonesian education curricula are currently expanding. Far too many societal demands have been placed on teachers and education providers. Currently, teachers are expected to be more imaginative and creative. One form of creative and innovative learning is collaborative teaching.⁵ It is concluded that the method is effective.⁶ This issue is fundamental to address, as seen by the test results in Aceh, which produced an average score of 85.7. Compared to the national benchmark mean score of 75 issued by

¹ Dick M. Carpenter, Lindy Crawford, and Ron Walden, "Testing the Efficacy of Team Teaching," *Learning Environments Research* 10, no. 1 (January 1, 2007): 53–65, <https://doi.org/10.1007/s10984-007-9019-y>; Ling-Chian Chang and Greg C. Lee, "A Team-Teaching Model for Practicing Project-Based Learning in High School: Collaboration between Computer and Subject Teachers," *Computers & Education* 55, no. 3 (November 1, 2010): 961–69, <https://doi.org/10.1016/j.compedu.2010.04.007>.

² Paul R. Burden and David M. Byrd, *Methods for Effective Teaching* (Ann Arbor: Allyn and Bacon, 1994).

³ Solange Muglia Wechsler et al., "Creative and Critical Thinking: Independent or Overlapping Components?," *Thinking Skills and Creativity* 27 (March 1, 2018): 114–22, <https://doi.org/10.1016/j.tsc.2017.12.003>.

⁴ Marlies Baeten and Mathea Simons, "Student Teachers' Team Teaching: Models, Effects, and Conditions for Implementation," *Teaching and Teacher Education* 41 (July 1, 2014): 92–110, <https://doi.org/10.1016/j.tate.2014.03.010>; Dina Tsybulsky, "The Team Teaching Experiences of Pre-Service Science Teachers Implementing PBL in Elementary School," *Journal of Education for Teaching* 45, no. 3 (May 27, 2019): 244–61, <https://doi.org/10.1080/09589236.2019.1599505>.

⁵ Jenna Degan, "Stronger Together: A Case for Team Teaching in the Elementary School Setting," *Dissertations, Masters Theses, Capstones, and Culminating Projects*, May 1, 2018, <https://doi.org/10.33015/dominican.edu/2018.edu.01>.

⁶ Chilyatul Mazizah, Suwandi Suwandi, and Rudi Hartono, "The Effectiveness of Team Teaching and Blended Learning Strategies in Speaking Class to Students with Different Personalities," *English Education Journal* 11, no. 1 (March 15, 2021): 17–26, <https://doi.org/10.15294/eej.v11i1.42163>.

the country's National Authority of Education, the students' mean score is considered extremely good.⁷

SDIT Al-Hijrah 2 is one of the Integrated Islamic elementary schools in North Sumatra province that applies the method of team teaching in learning at every grade level. Each class has a maximum capacity of 28 children. In general, elementary school students have a variety of characteristics, so teachers are required to be more active with students to handle students during the learning process. In addition, in the implementation of learning, the teacher must be able to overcome students' learning difficulties and students' conditions so that students keep focusing on learning. Based on these conditions, the teacher needs a team-teaching method that can help overcome classroom problems together.

Although it has already been carried out, SDIT Al-Hijrah 2 has observed a lack of teacher involvement in the learning process. The learning process also takes a long time, and children's understanding of the material deteriorates. Initially, SDIT Al-Hijrah 2 used traditional methods such as direct, lecture/speech, and other conventional methods; however, the output of these methods did not significantly impact learning outcomes. Furthermore, there was an increase in learning outcomes in English despite some challenges when implementing the team-teaching method.

Based on the results of observations, it is known that this school applies the team-teaching method in the learning process in the classroom, which began in the 2014/2015 school year. This method is used at every class level, from the first to the sixth. The team-teaching method involves two class teachers: one teacher who acts as the primary teacher and the other who acts as an assistant teacher. Both class teachers are responsible for managing their classes.

Based on the explanation above, this research was carried out to describe the application of the team-teaching method conducted by this school's core teacher and assistant teacher. Therefore, four research questions are addressed in this study: 1). How is the team-teaching method planned in this school? 2). How is the team-teaching method implemented in this school? 3). How is the evaluation of the team-teaching method in this school? and 4) What are the obstacles faced in the team-teaching method in this school?

⁷ Rosnani Sahardin and MirzaAdia Nova, "The Effectiveness of Team Teaching in Improving Students Reading Skills," *International Journal on Studies in English Language and Literature* 6, no. 11 (2018): 14–21.

Method

This research used qualitative research. The type of this research was presented in the form of a description; the data is presented according to the research subject's language and perspective. The collected data is about implementing the team-teaching method at one school in Deli Serdang-North Sumatera. From the expression of the concept, it is clear that what is desired is information in the form of a description, which is to describe something according to what it is about the actual object of implementing the team-teaching method. In addition, the expression of the concept prefers the meaning behind the description of the data; therefore, this research is more suitable if a qualitative approach is used.⁸

The author employed a descriptive qualitative approach to perform this research. "A qualitative research study is needed to explore this phenomenon from the team-teaching method application for young learners."⁹ As a result, in discussing teachers' design, execution, evaluation, and obstacles of the team-teaching technique in this school, the researcher conducted qualitative research in which the writer collected data, examined it, and reached a conclusion.

In this study, the research participants are the teachers who teach or the team-teaching teachers, principals, and students who became key informants. In conducting this research, the researcher functioned as a key instrument and a data collector, so to obtain the required data, the researcher acted as a full observer. The data source is the source from which the data is extracted. When viewed in terms of the importance of the data, the data sources can be divided into two types: primary and secondary. Data tracking starts from the primary source. The primary source was obtained from the object of research, namely the class 4 team teaching teacher. The data was obtained from oral interviews, documentation, and participant observation.

On the other hand, secondary data sources are obtained from complementary secondary sources, including books that reference the themes raised. Data collection by the researcher is carried out in three ways: First, observation. Here, the researcher observes in grade 4. The researcher observes how the implementation of the team-teaching method takes place, how the teacher carries out teaching and learning

⁸ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif Dan R&D* (Bandung: Alfabeta, 2013).

⁹ John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th edition (Thousand Oaks, California: Sage Publication, Inc, 2018).

activities, how the teacher helps students with learning difficulties in class, and how students concentrate during learning.

Second, interview. The researcher explored interview information about the team-teaching method process at this school as an instrument through in-depth interviews with informants. This technique requires the researcher to be able to ask as many questions as possible with the acquisition of certain types of data so that detailed information is obtained, as well as a process of interaction and communication that aims to receive information by asking respondents. With this technique, the researcher explores the teacher's procedures in the team-teaching method process, which is expected to reveal both explicit and hidden experiences and knowledge.

Third, documentation, using documentation information as a third technique, helps gather information about the team-teaching method. In this documentation, the researcher can take photos of students and teachers in teaching and learning activities and can take pictures of students' works. Before being evaluated, data should be grouped according to themes or patterns, such as documentation, observation, and interview. Choose the data sources that differ and those that are comparable next. Finally, use your information to inform decisions and form conclusions. The researcher used content analysis for observation and documentation. We used coding and Huberman's step of miles on the interview data.

Result and Discussion

All learning must begin with a plan, where the planning of learning activities is an effort to determine the various activities that will be carried out concerning efforts to achieve the objectives of the learning process. Thus, the first thing that must be specified when making learning plans is what competencies will be achieved. Planning is a series of process activities that prepare decisions about what is expected to happen.

Lesson Plan

Here, a teacher must be able to plan, implement, and evaluate students so that the desired learning objectives align with expectations. In the team-teaching method, the teacher must be able to collaborate or cooperate in making these three things. Before teaching, the teacher must prepare the lesson plan (RPP) and compile it together. Team teaching teachers collaborate in the preparation of RPP. RPP is made for each person who will carry out teaching and learning activities, such as interviews conducted by

researchers related to preparing lesson plans with the team-teaching teacher (core teacher), Mr. Rian, in grade 4.

"For now, I am guided by the RPP and the syllabus. The preparation of this RPP is in line with the teacher's thematic handbook. So, before teaching, my colleague and I, Miss Isma, always plan lesson plans so that we don't feel confused when teaching and delivering materials in class."

In the team-teaching method, it is very important for implementing the learning process in the classroom. Based on the researcher's observations, the teacher is quite ready to teach. There is no confusion or error in teaching in class. It proves that preparing lesson plans is crucial before teaching or delivering material.

Mr. Rian explained how important lesson plans were when he was going to teach, namely:

"Yes, planning for this lesson is also essential because when Miss Isma and I are going to teach, we have to equate each other's perceptions about the materials we will teach so that we understand these materials during learning."

From the interview above, it is explained that the team-teaching method plan at SDIT Al-Hijrah 2 is guided by the lesson plans and syllabus so that in planning, the methods and media that will be used in the learning implementation process will be obtained. The two teachers both carry out the planning process of making lesson plans, syllabi, methods, and media so that the best methods and media will be obtained to implement learning.

What has been done by the team-teaching teachers in grade 4 SDIT Al-Hijrah 2 is following the theory explained by Richards & Farrell, namely that the team-teaching learning planning is carried out jointly by the two teachers, namely preparing RPP, determining the method, and determining the media to be used in learning. In practice, the two team-teaching teachers will not experience obstacles in teaching and can teach according to what has been targeted.¹⁰

Flexibility and Adaptability

Team teaching is an activity that involves several teachers and aims to improve quality and be able to solve student problems in class. The implementation of the team-teaching method is no different from the implementation of learning in general. Still, it

¹⁰ Jack C. Richards and Thomas S. C. Farrell, *Practice Teaching: A Reflective Approach* (New York: Cambridge University Press, 2011).

only differs in the number of teachers, usually done with one teacher, while team teaching is done with two or more teachers. Then, each team teacher has their respective roles and responsibilities, including being a teacher, mentor, and supervisor for students.

Good Teamwork

From the researcher's observations on team teaching class 4 SDIT Al-Hijrah 2, team teaching teachers were only divided into two teachers in learning. The first is the core teacher, and the second is the assistant teacher. Each teacher has a different role. When the core teacher conveys the material to students, the teacher assistant must accompany and help students with learning difficulties so that these students will not interfere with the learning process. Miss. Isma stated that during the implementation of learning in class 4:

"Yes, during class learning, Mr. Rian was a core teacher who taught students, and I accompanied several students who had difficulties learning. And so as not to disturb Mr. Rian conveying material, the students who do not understand Mr. Rian's explanation can ask me."

However, this learning is not only the core teacher who teaches; the assistant teacher can also teach or provide material to students. Then, the core teacher becomes the supervisor who accompanies students when they have difficulties learning. As stated by Mr Rian regarding the change of conveying material, namely:

"Yes, Ms. Isma once took turns delivering material or teaching in class. There were several lessons that Miss. Isma taught such English lessons. Miss Isma taught, and I accompanied and supervised the students. However, I am still the core teacher here. So, I teach more time as well as Miss. Isma is more of an assistant for the students."

So, the teacher assistant in the team-teaching method can vary according to the learning planning agreement the team-teaching teacher carries out. Miss. Isma, who is usually the assistant teacher in her class, teaches or provides material in English lessons in class 4 so that the core teacher can switch tasks to become an assistant in class 4.

According to Baeten & Simons, one of the team-teaching models is the observation model.¹¹ This model means one is teaching, and the other is observing. By

¹¹ Baeten and Simons, "Student Teachers' Team Teaching."

looking at this theory, SDIT Al-Hijrah 2 uses the observation Model. However, both teachers jointly teach in the same class.

Reflective Practice

The effectiveness of learning can be seen through evaluation. This evaluation is carried out when the learning has been completed. After attending the lesson, the evaluation is carried out so that the teacher knows the extent of the student's abilities. In addition, evaluation can also be used for teachers to measure or assess teaching abilities. For example, when the researcher conducted observations in the assessment given by the teacher, namely the fourth-grade students, after finishing learning, the teacher gave several questions about the material taught that day. After they answered the teacher's questions, the teacher sometimes gave students assignments to do at home before going home. It is in alignment with Mr. Rian's statement that;

"This is how I evaluate this lesson. I do it at the end of every lesson. So, after the lesson is over, my students will ask questions related to the material that has been presented. And sometimes I also give homework according to the material I teach."

In addition to giving questions and homework assignments, the teacher also provides evaluations such as tests at the end of the week or if the learning theme has been completed. It is done to measure how much students remember the material taught during class learning.

From the interviews and observations made by the researcher, it was explained that the evaluation was carried out in two aspects: teachers and students. There are several evaluation models in the student aspect: summative and formative. Summative is held during weekly tests and semester exams. While formative, which is held after the end of learning, for example, questions and answers and giving assignments. In the teacher aspect, fellow team-teaching teachers must provide criticism and suggestions to their team. With the criticism and suggestions of team teaching, teachers can improve the learning process in the classroom.

The evaluation done by the teaching teachers at SDIT Al-Hijrah 2 team follows the theory stated by Anderson & Speck. They noted that one strength of team teaching is that it can enhance the evaluation/feedback of students' performance.¹²

Classroom Management

At first, this team-teaching method was very beneficial for both teachers and students. Teachers can work together to plan learning and help each other if some do not understand one of the subjects. Teacher assistants can also assist students if material or assignments are not understood. However, some obstacles are experienced in a lesson by students, teachers, or others. For this reason, the researcher also found several barriers based on the results of observations and interviews.

In the team-teaching method, the assistant teacher pays less attention to all students, only focusing on some students. The teacher only observes one row of students' desks when guiding, and the others are ignored. These students are less fast in receiving lessons and slow in doing assignments, so the teacher often helps these students. Sometimes, the core teacher is more silent than controlling students. Another obstacle is that the existence of a team-teaching method makes some students often depend on their assistant teacher to do assignments or other things in class. It seems that the obstacles presented by Mrs. Novia, as the principal of SDIT Al-Hijrah 2, are:

"Perhaps this team teaching helps students in their daily learning in class. But this also makes the teacher only focus on the same students, like students who can't read and are slow in reading."

The existing theory stated by Burden & Byrd explains that team teaching learning requires more energy and thought than individual teaching. Team teaching teachers need more energy to pay attention to students who do not understand learning. Students who do not understand the material need more attention, so team teaching teachers need to think more about reinforcing the material being taught. As a team-teaching teacher, you must always be patient in dealing with students who have less ability to learn and team-teaching teachers.¹³

¹² Rebecca S Anderson and Bruce W Speck, “‘Oh What a Difference a Team Makes’: Why Team Teaching Makes a Difference,” *Teaching and Teacher Education* 14, no. 7 (October 1, 1998): 671–86, [https://doi.org/10.1016/S0742-051X\(98\)00021-3](https://doi.org/10.1016/S0742-051X(98)00021-3).

¹³ Burden and Byrd, *Methods for Effective Teaching*.

Discussion

The findings from the study on the team-teaching method in Class 4 at SDIT Al-Hijrah 2 highlight both the benefits and challenges of this approach to education. Firstly, the planning aspect of team teaching is crucial for ensuring that the learning objectives are effectively met. The collaboration between teachers in developing lesson plans helps to align their perceptions and provides a cohesive approach to teaching. Teachers can leverage each other's strengths and expertise by jointly preparing lesson plans to create a well-rounded student learning experience. However, one potential challenge identified is the need for continuous communication and coordination between teachers to ensure consistency in planning and implementation.

However, one major problem recognized is the requirement for ongoing communication and collaboration among teachers to guarantee consistency in planning and execution. However, material provision and learning activities may consume energy,¹⁴ so more effort is required to achieve maximum results.

Secondly, implementing team teaching involves assigning different roles to each teacher, such as core teacher and assistant teacher. It allows for a more personalized approach to instruction, with one teacher focusing on delivering content while the other provides support to students who may need additional assistance. However, it's important to ensure that both teachers are actively engaged in the teaching process and that the responsibilities are distributed effectively to avoid overlooking any students' needs. Because collaboration will occur with the participation of both teachers and students.¹⁵

Thirdly, evaluation plays a critical role in assessing team teaching effectiveness and identifying areas for improvement. Regular assessments allow teachers to gauge students' understanding of the material and adjust their teaching strategies accordingly. Additionally, feedback helps identify any issues or challenges that may arise during the learning process. However, it's essential to ensure that evaluations are conducted fairly

¹⁴ Banoor Yousra Rajabalee, Mohammad Issack Santally, and Frank Rennie, "A Study of the Relationship between Students' Engagement and Their Academic Performances in an eLearning Environment," *E-Learning and Digital Media* 17, no. 1 (January 1, 2020): 1–20, <https://doi.org/10.1177/2042753019882567>; Jen Chun Wang and Tsun Hsuan Wang, "Learning Effectiveness of Energy Education in Junior High Schools: Implementation of Action Research and the Predict–Observe–Explain Model to STEM Course," *Helijon* 9, no. 3 (March 1, 2023): e14058, <https://doi.org/10.1016/j.helijon.2023.e14058>.

¹⁵ Tsybulsky, "The Team Teaching Experiences of Pre-Service Science Teachers Implementing PBL in Elementary School."

and objectively, considering all students' diverse needs and abilities. It serves as a reflection for the teacher and the entire school.¹⁶

Finally, the study identifies potential obstacles to successfully implementing team teaching, such as unequal attention given to students and dependency on assistant teachers. These challenges underscore the importance of balancing providing individualized support and fostering student independence. Team teaching is a unique challenge since it improves teacher performance and makes students more engaged with the instructions and methods of teaching.¹⁷ Furthermore, teachers must be prepared to deal with challenges during team teaching, such as students' dependency on assistant teachers or difficulties regulating classroom dynamics.

Conclusion

The results of research conducted in the field regarding the team-teaching method in grade 4 SDIT Al-Hijrah 2 can be concluded in four ways. *First*, the planning of the team-teaching method was carried out jointly by both teachers in preparing the lesson plan from the existing syllabus and determining the media and methods used. Therefore, the type of team teaching is a team-teaching partnership. *Second*, the implementation of the team-teaching method uses a whole team-teaching model: all learning activities are carried out together by team-teaching teachers. *Third*, both teachers evaluate the team-teaching method to improve learning by giving criticism and suggestions to each teacher so that both teachers can enhance further learning. The evaluation uses two systems: formative and summative assessment. *Fourth*, Constraints faced in implementing team teaching are differences between teachers in determining learning methods, which can be overcome by asking a third teacher for their opinion.

Based on the exposure of the research findings and conclusions in this study, the suggestions are as follows. First, team-teaching teachers should continue to improve teaching skills, cooperate, have strong working relationships, have mutual trust in team teaching partners, and understand each other's roles in the classroom. Team-teaching teachers also apply many other team-teaching models to make them more varied. Second, the principal should continually monitor the implementation of team teaching

¹⁶ Baeten and Simons, "Student Teachers' Team Teaching"; Department of Education and Skills, *School Self-Evaluation Guidelines 2016-2020 Post-Primary* (Dublin 1: The Inspectorate Department of Education and Skills, 2016),

<https://www.gov.ie/pdf/?file=https://assets.gov.ie/25263/dcc85452ad6d451f89ed8e7b1967f200.pdf#page=null>.

¹⁷ Baeten and Simons, "Student Teachers' Team Teaching."

to determine the shortcomings and obstacles faced. Students are expected to take an active role in the learning process in the classroom. And students are also likely to constantly learn to be more independent when doing activities in class.

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