

## **Collaborative Observation of Interaction Between Educators and Prospective Educators**

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**Abstract.** Collaborative interaction is a collaboration between experienced and aspiring educators to achieve a common educational goal, involving observation and reflection to understand and improve teaching strategies. Research at SD Muhammadiyah 2 Tulangan shows that this collaboration is effective in helping educators and prospective educators develop more effective teaching skills and methods, ultimately improving the quality of education. This research used qualitative methods with interviews, observation and documentation approaches. The aim was to improve collaboration through knowledge sharing and the development of innovative teaching strategies. Socialization of activities included initial meetings, information distribution, discussions and debriefings. Coordination with schools involved scheduling, use of facilities and division of tasks. Learner introductions are conducted so that prospective educators can interact with students. The implementation of collaboration uses active learning methods, with evaluation through data collection, analysis, report preparation, and presentation of results to improve the quality of education. The collaboration involves sharing tasks and responsibilities, as well as guidance from experienced educators, allowing prospective educators to learn classroom management, teaching strategies and how to handle classroom situations. This enhances the professional competence of future educators and enriches the teaching methods of experienced educators through the exchange of ideas. The use of technology and active learning methods also improves learner participation and learning outcomes. The results of this study provide practical guidance for better teacher training programs and more effective education policies, creating a dynamic learning environment, helping all parties develop and improving the overall quality of education.

**Keywords** - Collaboration ; Educational Interaction ; Skill Development

### **I. INTRODUCTION**

Interaction collaboration is a matter of togetherness, cooperation, task sharing, equality, and responsibility where the collaborating parties have the same goal, common perception, desire to process, mutual benefit, honesty, compassion and community-based (Bidin A 2017). Collaborative interaction can create educators to be more responsible, so that it will gradually increase their level of motivation, especially when they work in teamwork (Choirul 2020). In the world of education, cooperation between experienced educators and prospective educators who are still in the learning stage is very important. For prospective educators, this collaboration provides an opportunity to learn from the experience and practical knowledge of more senior educators. As such, they can develop their skills faster and more effectively. Observation consists of the educator observing the learners' initial abilities and becomes a reflection activity conducted after the lesson. Thus, educators can gain a better understanding of how learners learn and develop more efficient approaches to improve their learning outcomes. It also helps educators in organizing better classes, providing better feedback, and arranging learning opportunities that suit learners' characters. So, learners can become more active in learning and improve their abilities. In determining the success of education, educators play a very important role. Educators are the center of educational success, which suggests that educators are at the forefront of achieving educational goals. As well as being responsible for imparting skills and knowledge, they are also responsible for shaping personalities, teaching and encouraging students. Education relies heavily on educators' dedication, abilities, and the methods they use to teach learners (Mutahajar 2019).

Collaborative interaction involves two or more people in a team working together to learn something (Dianti 2017). It is expected that through this collaboration, educators will gain new insights and improve their pedagogical skills, and future educators will gain a deeper understanding of effective teaching practices. These observations also investigate how effective observation is as a way of teamwork in education. Classroom observation allows prospective educators to observe real

interactions between educators and learners. It also allows them to evaluate effective teaching strategies. Analysis of these observations will help determine the best practices that can be implemented and improved. In addition, it provides an opportunity for prospective educators to see and learn teaching skills from more senior educators and receive useful feedback for their professional development. To achieve this goal, this research was conducted through observational observation at SD Muhammadiyah 2 Tulangan. This observation involves educators, prospective educators and learners in a real classroom situation. This method is expected to find ways to improve the quality of educators. Ultimately, this will have a positive impact on the overall quality of education. In addition, this research aims to emphasize the importance of cooperation in education as a way to continuously develop and improve teaching methods.

In the study, the subjects were experienced educators and prospective educators who were undergoing an observation program at the school. SD Muhammadiyah 2 Tulangan was chosen because it has a good reputation in implementing innovative programs for teacher professional development. The education level that is the focus of the research is basic education, which is an important period in the formation of the basic knowledge and skills of learners. Collaboration at SD Muhammadiyah 2 Tulangan between educators and prospective educators works together through various structured activities.

This research aims to increase understanding of how interaction collaboration serves as a method for educator professional development and to identify critical components that influence the success of collaboration between educators and future educators, as well as how this collaboration can be optimized to achieve better outcomes. In particular, this study provides practical guidance on how to implement collaborative observation in the field. In addition, the results of this study can be used in the creation of more organized teacher training programs that aim to improve the quality of learning in the classroom.

## **II. METHODS**

This research uses qualitative methods. The qualitative approach is a type of research whose findings are not obtained through statistical procedures, but rather refer to various perspectives and information on the existence of the research subject. With qualitative methods, researchers directly conducted research at SD Muhammadiyah 2 Tulangan. In this study, primary data obtained by researchers from in-depth interviews (indept interviews) with key informants, namely: principals, curriculum teachers and homeroom teachers. The data collection technique in this research is through interviews, observation and documentation to obtain the truth of information and a complete picture of certain information. The use of this qualitative method is intended to obtain collaboration between educators and prospective educators at SD Muhammadiyah 2 Tulangan so that it can run smoothly and effectively by using this learning method. This collaboration involves not only sharing knowledge and experience, but also the development of innovative teaching strategies that can be incorporated into the school curriculum. As a result, educators are expected to improve their professional abilities, which in turn will have a positive impact on the quality of education provided to learners. It is hoped that this joint effort can build a dynamic and sustainable learning environment that can change along with the changes and demands of modern education. all parties understand and are ready to participate in the activities.

### *2.1 Socialization of Activities*

Activity socialization is a very important first step to ensure that everyone involved understands the objectives, methods, and expected outcomes of the collaboration between educators and prospective educators. Activity socialization includes: First, an initial meeting in the form of holding

an initial meeting with the principal of SD Muhammadiyah 2 Tulangan and prospective educators to explain the purpose and plan of collaborative activities. Second, information distribution where we provide an introductory letter to SD Muhammadiyah 2 Tulangan in the form of a paper sheet as well as the observation activities that we will carry out and explain the details of the observation activities. Third, discussion and question and answer where a question and answer session is held to ensure all parties understand and are ready to participate in the activity.

### *2.2 Coordination with Schools*

Good coordination with the school is key to the successful implementation of collaboration activities. By ensuring that all parties understand and are ready to participate in the observation activities. Thus, the success of collaborative activities depends on good coordination with the school. This coordination includes: First, determining the schedule of collaborative activities that are jointly arranged and agreed upon by the school and the research team. Second, determining the space and facilities where the use of classrooms and other facilities is arranged as needed during the activity. Third, the division of tasks of roles and responsibilities of each educator and prospective educators who have been clearly defined during collaborative activities. all parties understand and are ready to participate in the activities.

### *2.3 Learner Introductions*

By ensuring all parties understand and are ready to participate in the observation activities. So, it is very important to introduce prospective educators to learners before starting collaboration activities so that there is a good relationship and a comfortable learning atmosphere. The steps of learner introduction include: First, learner introduction where the prospective educator introduces themselves and explains their role in this observation activity during the introduction session in the classroom. Prospective educators can also provide ice breaking to build closeness between learners and prospective educators. Second, prospective educators accompany learners in teaching and learning activities to understand class dynamics.



Photo 1. Introduction of Learners

### *2.4 Implementation of Collaboration Activities*

Implementation of collaboration activities is based on plans that have been developed and socialized. So, the plans that have been developed and socialized are used to implement collaborative activities. The implementation of this implementation is in the form of an active learning approach where active learning methods such as group discussions are used to involve students directly.

### *2.5 Evaluation of Collaboration Outcomes*

The evaluation process includes: First, data collection in the form of interviews and observations to evaluate the results of the collaboration. Second, analysis of the data obtained to assess the achievement of activity objectives and identify areas that need improvement. Third, the preparation of a report that includes findings, analysis, and recommendations for improving the quality of educators is compiled. Fourth, presentation of evaluation results to discuss improvements.

### **III. RESULT AND DISCUSSION**

Collaboration between educators and prospective educators is a matter of cooperation, sharing tasks, and responsibilities. The collaboration aims to create a common perception and provide mutual benefits in the learning process. As in SD Muhammadiyah 2 Tulangan, the collaboration of educators and prospective educators starts from an interaction between educators and prospective educators to students that has been running well and productively. Experienced educators provide direct guidance to prospective educators on how to teach innovatively and effectively. In this case, prospective educators have the opportunity to see and learn related to methods in classroom management, use of media, and creative and efficient teaching strategies. In addition, prospective educators can also see firsthand how experienced educators handle various situations in the classroom, for example situations related to how to meet the needs of students, supervise the behavior of students, and create a pleasant learning environment. In the learning process, of course, there are various problems that occur in the classroom, so they must be resolved immediately so that the disruption to the implementation of learning does not last long (S 2020). These observations can show that prospective educators gain a deeper understanding of how to interact effectively with students and how to manage classroom dynamics to support an optimal learning process.



Photo 2. Prospective Educators Interacting with Learners

Observation with interaction collaboration is very important in developing the professional competence of prospective educators because it can apply what theories they will apply by learning the real situation in the classroom. Thus, they are better prepared to become competent educators. The collaboration shows that interacting with educators and prospective educators can benefit all parties. An educator not only provides their knowledge and experience, but also receives new perspectives and ideas from future educators. In collaboration there is often an exchange of ideas, resulting in new ways of teaching that may not have been thought of before. In addition, prospective educators get information related to the importance of learning motivation for students, because knowledge and understanding of learning motivation in students can be useful for an educator to arouse, increase and maintain students' enthusiasm for learning until success. Knowing and understanding the learning motivation of students in class that varies, some are indifferent, some do not get attention, and some are eager to learn. Motivation can also be used as a matter to improve and realize educators to choose one among various roles such as advisor, facilitator, instructor, discussion partner, encourager, giver of hadiyah or educator. In terms of collaboration, it can be concluded that the task of an educator is to make students learn until they succeed. Associated with his profession lies in changing students who are not interested in learning to be eager to learn (Rumhadi 2017). They can then use this understanding to create more creative and successful teaching strategies. The presence of future educators inspires experienced educators to evaluate and update their own

methods. Many experienced educators say that working with future educators increases their motivation and encourages them to continuously improve their professional skills. The management of learning in the classroom needs to be well managed in order for learning to be optimally successful. Overall, this collaboration creates a dynamic and mutually beneficial learning environment where both experienced and aspiring educators can significantly improve their pedagogical skills. This constructive exchange of ideas aids continuous innovation and improvement of the quality of education in educational institutions.



Photo 3. Effective and efficient learning in the classroom

Collaborative interaction between educators and prospective educators has a significant effect in improving the quality of learning in the classroom. The collaborative interaction can create a more dynamic and interactive learning atmosphere where students are also involved. Collaborative interaction between educators and prospective educators in the active learning process can be applied such as group discussions, giving learners the opportunity to work together in solving problems, sharing opinions, and improving learners' social and communication skills. Not only do learners gain a better understanding of the material, but these group discussions also improve their ability to think critically and analytically. In addition, the use of technology such as digital devices, apps and online platforms in education has increased learner participation. Technology enables a more interactive and engaging approach to learning and access to a rich and diverse range of learning resources. By using technology, learners can learn in ways that are more suited to their individual learning styles and more suited to their own needs. These methods can result in improved learner learning outcomes. Learners can achieve better results after using active and collaborative learning strategies, as shown by periodic assessments and evaluations. Material comprehension, critical thinking skills, teamwork skills, and creative problem-solving skills are all part of these assessments. Learners not only gain academic improvement, but also acquire important life skills such as communicating, cooperating, and adjusting to change. Learners become more confident in expressing their opinions and ideas, and they become more open to other ideas and perspectives. So, collaborative interactions between educators and future educators can also benefit the educators themselves. Educators gain new perspectives and ideas from future educators, which can inspire them to use more creative and effective teaching approaches. This increases their desire and motivation to continue developing their teaching skills and approaches. Overall, this collaboration creates a more inclusive and productive learning environment where everyone - educators, future educators and learners - can develop and learn together. This improved quality of learning provides better learning outcomes in the short term, but also prepares students for future challenges.





Photo 4. Learner's Activeness in Learning.

In collaboration, interactions between educators and future educators can improve the overall quality of educators, such as being incorporated into teacher training programs. Better trained and motivated educators will have the ability to create more effective and inspiring learning environments for learners. Ultimately, this will have a positive impact on the overall quality of education, with more engaged learners and better learning outcomes. Education policymakers should also consider some of the findings in developing standards and guidelines for educator training programs. Investing in training programs that include collaborative observation can be a strategic move to improve the quality of teaching in schools. In addition, policy support for collaboration between higher education institutions and schools can strengthen the implementation of effective educator training programs. Overall, this study shows that collaborative observation of interaction is an effective approach to improving educators' skills and knowledge. If used well in educator training programs it can result in significant improvements in the quality of education, with long-term benefits for learners and the education system.

#### **IV. CONCLUSION**

The conclusion of this study shows that the collaborative interaction between experienced educators and prospective educators at SD Muhammadiyah 2 Tulangan is very effective in achieving the same educational goals. Through qualitative methods involving interviews, observation, and documentation, it was found that this collaboration helps develop more effective teaching skills and methods. The implementation of collaboration, which includes task sharing, mentorship, use of technology, and active learning methods, not only improves the professional competence of prospective educators but also enriches the teaching methods of experienced educators. The results of this study provide practical guidance for better teacher training programs and more effective education policies, creating a dynamic learning environment and improving the overall quality of education.

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