

The Implementation of Interdisciplinary-Based Team Teaching Model (A Case Study in Ummusshabri School in Kendari Indonesia)

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Abstract: *This research aims to describe the implementation of interdisciplinary-based team teaching model, in which three teachers involved have different majors teaching in elementary classes. This research conducted in Ummusshabri Islamic Elementary School specifically in high performing classes called 'CIBI Classes' in Kendari City Southeast Sulawesi Province, Indonesia, using a qualitative approach with a case study design. In-depth interview, participant observation and documentation were employed to collect the data. The triangulation technique was used to check the credibility of the data. The findings indicated that the implementation of interdisciplinary-based team teaching in the investigated classes involved three teachers who have different majors, they are a religion teacher, science teacher and counseling teacher. They design the learning materials based on their expertise and they integrate the materials in one lesson planning and evaluation then respectively taught and applied to the students. This team teaching model gives advantages for both teachers and students. Therefore, it is recommended to teachers to better use team teaching model instead of solo teaching in teaching students and for further researcher, they should develop the findings of this research to further investigate the effectiveness of interdisciplinary team teaching by using different approach and design of research.*

Keywords: implementation, interdisciplinary-based, team teaching

1. Introduction

Implementation of education in schools specifically in elementary level more relied on teachers' role in conducting learning process in the form of teaching and learning interaction among teachers, between teacher and student, among students, and students' interaction with their environment. The role of teacher to be able to apply and develop curriculum is not a simple thing. Teachers must be able to fulfill a number of certain learning principles, they should pay attention on students' need and individual differences, develop learning strategies which enable students to be active, creative and joyful, also assess the process and result of students' learning accurately and comprehensively (Gultom, J.J, 2014)

Since 2014, primary and secondary levels of education in Indonesia apply Curriculum of 2013 (K13). K13 emphasizes on students activation in learning through scientific approach and demands creativity of teacher as facilitator and motivator in learning, specifically in elementary level, applied thematic learning model that needs certain skill and strategy to do. Even though, this investigated school becomes one of pilot project schools of the implementation of K13, until now there are still some challenges encountered by teachers in applying the curriculum. Low motivation, lack of pedagogic and professional competences of teachers identified as crucial problems, whereas the competences reflect teachers' ability in managing learning process and developing appropriate learning strategies (Gultom, J.J, 2014). All this time, learning strategies developed in schools done by an individual teacher. Each teacher is responsible for their own learning activities in planning, implementing and evaluating students' achievement. Furthermore, when teachers face curriculum

demands which are complex while school environment does not support as well, frequently the teachers feel powerless even frustrated because of their limitation in implementing the curriculum which is suitable with its standards.

To solve such above condition, team teaching strategy could be an alternative solution to overcome the existing problems. Team teaching involves more than one or two teachers in learning process by clearly and equally sharing roles and responsibilities. If it is professionally done, the application of team teaching surely enables to transfer experience, knowledge and skill among teachers. Teachers help and support each other in managing learning process even all problems occur could be solved together. The implementation of team teaching in schooling practices in Indonesia done in three ways: First, team teaching is a place for senior teachers forming their juniors. This way is not more than a training for teachers who do not have sufficient experience in teaching. When the junior teachers considered as having taught effectively, then they dominate the classes for the following teaching hours. Second, team teaching with teachers who have the same majors, for instance, they are all religion, science, or primary school education scholars. This model commonly develops in Indonesian schools. Third, team teaching with different expertise of teachers involved but absence of knowledge integration in teaching and learning process. This model has just shared the teaching jobs and teacher' authorities in the class proportionally.

Team teaching conducted by teachers with different expertise and collaborate on the basis of developing knowledge integration and trans-disciplinary considered as a new practice in the development of learning model in schools. This team teaching concept which being developed as a part of high performing programs in Ummusshabri

Elementary School so called CIBI Classes. The team teaching in CIBI Classes has its own characteristic and certainly different from team teaching practices in common. The team teaching members in each class have different knowledge background. They consist of a religion, science and guidance-counseling scholars. They collaborate in designing teaching materials and teaching the class. Meanwhile, the counseling teacher observes and records students' learning behavior to be followed up with some treatment. Besides, the function of counselor is documenting development of students' learning achievement both by online and real time. Based on some above consideration, it is important to know how this unique team teaching model to be implemented in elementary school and how they keep the team in harmony.

2. Literature Review

The Concept of Team Teaching

Longman Dictionary of Language Teaching and Applied Linguistics translates the phrase *team teaching* as a term refers to two teachers who share in teaching (Richards & Schmidt, 2002). Davis (1995) provides the definition of team teaching is that "All arrangements that include two or more faculty in some level of collaboration in the planning and delivery of a course". Based on the two definitions, team teaching defines as a model of instruction by which the delivery of teaching materials done together by two or more people to a group of students for the purpose of achieving instructional goals. In other words, team teaching constitutes instructional activities implemented by some people on the basis of shared agreement to attain educational goals. Quinn and Kanter define team teaching as a teamwork between two teachers who expertise on their fields teach with each other in a group of similar students (Wang, 2010).

The team teaching is developed on the assumption that teaching a subject with some teachers is more effective than by a single teacher. The main purpose of team teaching is that to improve the quality of teaching and learning process which is expected to increase students' learning achievement as well. As stated by Wadkins, Miller, and Wozniak (2006): "Team teaching can have a highly positive impact on student learning outcomes, largely due to the increased opportunity for student participation that team teaching provides. Importantly, a collaborative teaching environment invites students to take a more active role in the learning process".

Collaboration

Collaboration is identified as a key aspect of teachers' professional development. Educational reformers have recommended to pay more attention on collegial relations of teachers for the purpose of professional development (Little, 1993; Lieberman, 1995). Researchers report that regular opportunities for interaction with colleagues are essential in creating professional school cultures (Lieberman *et al*, 1988; Miller, 1988). In many schools, opportunities for collaboration among teachers are limited, interaction and communication with colleagues tend to be informal and occasional, even though teachers believe their teaching could be improved by working with colleagues (Little, 1990; Corcoran, 1998). Furthermore, the dominant school structure continues to emphasize teacher autonomy rather than

collaboration. For many years, schools have expected teachers to teach independently without assistance from others (Lortie, 1975). The above reasons seem to be the obstacles why collaboration has been largely ignored (Jang, 2006).

Collaboration combines the talents of numerous teachers to meet the needs of all students in the general education classroom and enhances the competencies of all teachers involved (Patterson *et al*, 2008). Collaboration between teaming teachers decreases the amount of individual planning time for which each teacher is responsible. Teachers reflect on lessons, students, and other aspects of teaching and learning in a way only collaboration between teammates can offer (Reid cited in Abdallah, 2009, Stewart & Perry, 2005). The research findings by Dugan and Letterman (2008) asserted that students preferred team-taught courses involving truly collaborative teaching methods. Peterson *et al* (2008) also found collaboration to be highly important for professional networking for positive impact on learning opportunities for children. Collaborative among teachers has prove that this model works in terms of improving student achievement. Rea and Connell in Reid (2012) emphasized that collaborative teaching structures that are well-planned, skillfully implemented and carefully evaluated hold the potential for addressing the demands for greater accountability for improving student outcomes.

Interdisciplinary Team Teaching

Interdisciplinary team-teaching occurs mostly in high schools as teachers with different areas of expertise collaborate to develop courses that integrate curriculum and fields of study. Murata (2002) asserts that effective team-teaching is a practice with broad appeal and potential for improving teaching. She believes these calls by secondary school principals can be answered to a great degree by creating more opportunities for interdisciplinary team-teaching. Davis (1995) indicates that in order for interdisciplinary team-teaching to be successful, teachers need to collaborate on planning, content integration, teaching and evaluation. Wenger and Hornyak (1999) further highlight that teachers need to develop lesson objectives together, discuss "turn taking" within the teaching partnership, and create time to discuss the overall quality of an effective lesson.

Team Teaching as Learning Model

Various model of team teaching stated by experts, two of them are Robinson and Schaible (2006) classifying team teaching into traditional team teaching, collaborative teaching, supported instruction, parallel instruction, differed split class and the monitoring teacher. In the Center for Teaching and Learning (2007) stated that there are two formats which can be done in applying team teaching, rotational model and dispersed team model. Rotational model is team teaching in which one teacher in the team teaches the class while another teacher monitors around the students during the learning process. In this model, teachers deliver the learning materials in accordance with their own expertise. It means when the monitoring teacher takes turn to teach the class, she/he should teach in front of the class while the first teacher alternately monitors the class. This model seems having a similarity with supportive team

teaching stated by Robinson and Schaible (2006) that supportive team teaching applied when one teacher is responsible to teach the subject matters while another teacher assigned to provide follow-up activities on relevant topics or learning skill. Another model proposed by the Center for Teaching and Learning is dispersed team model. In this model, materials delivery carried out every two or three times a week. All students must attend in the first class meeting, while for the second and third meetings only attended by small learning groups. In the first meeting, materials presented by one of teachers in the team and attended by the entire class. On the following day, the class divided into several small groups and taught by the team members. Considering the team teaching models which previously described, the model applied in CIBI Classes of Ummushabri School Kendari has a similarity with rotational model by the Center for Teaching and Learning (2007) or supportive team teaching stated by Robinson and Schaible (2006).

3. Method

Purpose

The purpose of this study is to examine the effectiveness of interdisciplinary-based team teaching. Specifically, the purpose would focus on the following problem: "How the implementation of interdisciplinary-based team teaching in Ummushabri Elementary School called 'CIBI Classes' in Kendari, Indonesia.

Approach

This study employs a qualitative approach. It is intended to describe the implementation of interdisciplinary-based team teaching model. So that, this study describes a process. According to Marshall and Rosman in Bafadal (1995) that a process should be approached qualitatively. A qualitative research has some characteristics. Those are the setting is natural, human as its instrument, inductively and descriptively data analysis, tend to a process than a result, having focus and criteria for checking data, tentative research design, and the result of study discussed and agreed by ones involved (Creswell, 2007). In this qualitative research, the researcher acts as a key instrument. The researcher becomes an instrument as well as a data collector (Bogdan & Biklen, 1982). By using human as an instrument, data can be obtained naturally and appropriate with the real condition. Therefore, the attendance of researcher is absolutely needed.

Location

This study was conducted in Ummushabri Elementary School. This school is an Islamic boarding school. This oldest Islamic school in the town administers all levels of education; kindergarten, elementary, middle and high schools. The underlying reason to choose the school is based on the certain criteria of effective school which proposed by Edmonds in his study. This school operates high performing classes called 'CIBI Classes' in which the investigated model applied. The CIBI Classes are elementary level of education. Prior to the decision made, the researcher carried out a preliminary study to decide this school as the site of this study.

Data Source

The data were obtained from human and non-human sources. Human source is someone who will be an informant and regarded as the one who fully understands about the implementation of interdisciplinary-based team teaching model of CIBI Classes. While non-human source is all school documentations which support the process investigated.

Data Collection

The data collecting techniques which used in this study are in-depth interview, participant observation, and documentation study (Bogdan & Biklen, 1982; Sonhadji, 1994). There are some people to be interviewed in order to obtain information related to the research question. Those are regarded as key informants. They are the head of foundation that the school within, principal and teachers. The interview technique was used without arranging strict questions. Participant observations done in three phases. First, *descriptive observation*, it is general description of social condition that happens in the school investigated. Second, *focused observations* carried out in order to find some categories related to the research question and purpose. After doing the observations many times, then the researcher narrowed the observation by doing *selective observations*. Similarly, documentation study was done to complete as well as confirming the data gathered from interviews and observations.

Data Analysis

One of the most important steps in the research process is data analysis. In a qualitative study, the discussion of data analysis clearly is not as common as in the case for quantitative research. Data analysis in a qualitative study defined as a systematic search for meaning. The analysis follows the interactive analysis model which proposed by Miles and Huberman (1992). It consists of some steps, namely data collection, data display, data reduction, data verification and drawing conclusion. The steps was done interactively.

Checking the Trustworthiness of Findings

Trustworthiness is one of the strengths of a qualitative research. It determines whether the research findings are accurate from the point a view of the researcher, the participant, or the readers of the study (Creswell & Miller in Creswell, 2009). Furthermore, Creswell recommended to use multiple strategies to check the accuracy of the findings. Similarly, Lincoln and Guba (1985) also suggested that a researcher should employ the following strategies: (1) persistent observation; (2) triangulation of data source, method, and other researchers; (3) member checking and peer reviewing; and (4) referential adequacy checking. To check the trustworthiness of the findings of this study, triangulation of data sources, method and member checking will be employed. Triangulation of data sources done by comparing and rechecking the information obtained from one informant to other informant. For example, from the principal to the vice principal and/or from one teacher to another teacher. Triangulation of method done by using some different methods to recheck the credibility of data or information obtained. For example, the result of observation compared to the result of interview. Then checking through

the relevant document. Member checking done on the persons who interviewed. This can be done in two ways. The first way, done directly when interview is going on. The second way, indirectly when the researcher reports the summary of interview which made by the researcher out of the time of interview.

4. Result

Materials Design of Knowledge Integration Based Team Teaching

Since Academic Year of 2015/2016, Ummusshabri Foundation Kendari has promoted high performing classes especially in its elementary level. This quality improvement strategy called CIBI which is an acronym of Indonesian words meaning Smart Intellectual Islamic-Based. Some excellent programs in CIBI Classes are; 1) memorizing al-Qur'an and daily prayers four times faster than which in regular classes; 2) bilingual based learning namely Arabic and English languages; 3) learning mastery twice faster than which in regular classes; 4) knowledge integration based team teaching facilitated by three teachers in every class with different expertise; 5) online and real time evaluation of technology and information-based both academic and non-academic achievement in order to be easier accessed by students' parents; 6) creative, beautiful and comfortable class design; and some other excellent programs. The most excellent program of the school related to the implementation of team teaching based learning. The team teaching applied in CIBI Classes basically as the realization of Curriculum 2013 (K13) that should be done integratively in order to avoid dichotomy of knowledge specifically between science and religion.

Different from application of team teaching in many schools in Indonesia, the team teaching implemented in Ummusshabri School facilitated by three teachers with multidisciplinary major. Prior to conducting the team teaching learning in CIBI Classes, the team members consist of religion, science and guidance-counselling teachers design the lesson, they discuss the content of materials related to science and religion which enable to integrate. On the materials presentation, religion and science teachers integrate both materials, while counselling teacher assigned to reinforce the lesson. Furthermore, the role of counselling teacher monitors phenomena on the changes of students' learning behavior, including observes the students who face learning problems, such as lack of concentration, tend to make troubles in the class and some other problems. As stated previously, before presenting the lesson, the team teaching members prepare the materials which is knowledge integration based supervised by a program coordinator. The materials mapping presented in the following table.

Table 1: Learning Materials Mapping of Interdisciplinary-Based Team Teaching Model

Subjects	Lessons	Content Integration
Fiqh	Rawatib Ritual Prayers	Comparison of small and large numbers
	Jama' and Qashar Ritual Prayers	
	Cleanse after Defilement	Self Sanitation
	Doing prayers consistently	Keep healthy

	even in unhealthy condition	
Arabic Language	Subjects' Names	Organs Function
	Water Ablution Organs	
	Five Times of Ritual Prayers	Hour and Time
	Diseases' Names	Scientific Explanation about Diseases
History of Islamic Culture	Social and Culture of Arabic People	Geographical Site
	Economic Condition	Trading
	Religion and Belief	Right and Obligation
	Childhood of The Prophet	Age, Habit and behavior
Morals	Thayyibah Sentence and Masya Allah	Natural and Artificial Environments
	Good Names of God (The Creator)	Scientific Creation of Whole Nature
	Faithful to the Angels of God	Phenomena on Nature
	Honourable Morals	Good Attitudes (live in harmony)
Al-Qur'an Hadist	The Superiority of Ritual Prayers	Live in Harmony
	Sura Al-Humazah	Kinds of Fire
	Sura At-Takatsur	Economical and extravagant
	Sura Al-zalzalah	Natural Disasters
English	I want an ice cream	Allowed and Forbidden Food
	He is a doctor	Occupations allowed by Allah
	He is My Family	Importance of Good Relationship
	Monster Monthly Has two big eyes	Water Ablution Organs
	Mira is wearing a blue dress	Clothing for covering parts of body which may not be visible.
Life Environment	Biotic and Abiotic Environments	Good Names of God
	Natural and Artificial Environments	Thayyibah Sentence
Thematic Topics	Development of Food Technology	Food Endurance Concept of The Prophet Yusuf
	Development of Communication Technology	Communication in The Prophet's Era and His Correspondence with Kings
	Transportation Technology	• Story of The Prophet Noah • Ummayah Descendants as the first inventor of compass needle
	Change on the shape of things	• Good Names of God • Angel's Duty (to go down the rain)
	Change on weather and climate	
	Change on seasons	
	Social Environment	Honourable Moral
	Social Environment Problems	Proper behavior in Society
Care about Social Environment	Religious Meal	

The following is the description of subject materials.

1. Fiqh

The fiqh materials which can be integrated with science related to rawatib and jama'-qashar ritual prayers. These

materials integrated with content of mathematics which is comparison between small and big numbers. For instance, to compare the number of rakaat in compulsory prayers. Optional prayers have two rakaats each and the number of rakaat in compulsory prayers are four for prayer isya, ashar, dan dzuhur but three rakaats in prayer maghrib. The real example to teach these materials is that rakaat in prayer isya is bigger than in prayer shubuh. In math, the teacher can use this symbol ">" (bigger/greater than). Example, $4 > 2$ (four is greater than two) or rakaat in prayer shubuh is smaller than in prayer maghrib. Example, $2 < 3$ (two is smaller than three). The students directly know the symbols as a sign of bigger and smaller as well as knowing the comparison in math. Based on the above examples, the students certainly obtain a complex knowledge that is religion and math. The same case is in material of self sanitation. Theoretically, it can be integrated with thematic materials concerning keeping the cleanliness. As the result, the students directly know the concept of keeping cleanliness in Islam which is scientifically reinforced.

2. Arabic Language

This subject content which can be combined into science is that material of water ablution organs. The material explains about the organs of water ablution consist of palm of hands, ears, head and feet. This can be integrated with a thematic material in Indonesian subject concerning organs' function. Meanwhile, the materials related to praying time have a correlation with the thematic learning. For example, based on the clock picture, students automatically know the secure praying times determined by Islam. Furthermore, the students also know how to count second to minute, minute to hour and so on. In this case, math and Arabic language (Islamic teaching) taught at once to students.



3. History of Islamic Culture

The table presents the history of Islamic culture which is integrated with geography content. Materials related to social and cultural condition of Arabic society elaborated that geographical site affects the character of society. In teaching the materials, the teacher uses a world map to give a broad understanding to the students. Through the map, the students recognize the site arrangement of Islamic nations both geographically and demographically. They also know the centers of Islamic civilization in the past.

4. Morals

Morals has a value integration with thematic learning that is Thayyibah Sentence. The material explains that when we see creatures of God; the universe with its flora, fauna and all its contents, we must say "masya Allah". This Thayyibah Sentence integrated with thematic learning about kinds of natural environments which consist of biotic and abiotic. Thematic teacher explains in details about the nature and the students are assigned to say "masya Allah".

5. Al-Quran Hadist

This subject could be given an example through materials about praying together. It is more flexible to integrate with other subjects such as thematic subjects under the theme of living in harmony. Teacher elaborates one of the ways to keep harmony in living is by praying together. Living in harmony has a power and the power would be difficult to be defeated. The meaning of doing prayer together that must be explained to the students is that living in harmony both in nation and religion.

6. English

On English course, it is given an example through the simple sentence: "I want an ice cream". On this lesson, the students are not only directed to master some related vocabularies by memorizing, the teacher also explains the meaning of the sentence. When the students have understood, then they are introduced to the religion content about allowed and forbidden food, including "ice cream" is allowed or forbidden on Islamic's view. Through this lesson, the students are expected to be able to master English as a foreign language all at once deepen their understanding about Islamic Laws.

7. Thematic Topics

In this subject, the teacher teaches about development of food technology in this era. The teacher then correlates the topic with the concept of food endurance in the era of Prophet Yusuf. By doing so, the students obtain complex information from two areas of knowledge, science and Islam. Even though not all materials can be integrated as previously described, some parts of materials can be combined only on the introduction of material presentation. For example, the material about algebra in math. Teacher can integrate it with history of Islamic culture it is related to the Islamic inventor who found algebra, his name was al-Khawarizmi.

Once the materials have been integrated, the team teaching members then design materials percentage using power-point presentation based on the result of materials sharing which have been done. All team teaching members are skilful using power-point presentation since the school management trained the CIBI teachers to have basic competence in applying power-point program through teachers' workshop named Developing Interesting and Creative Media in Teaching held on July 24, 2016, two years ago.

Strategy of Keeping Harmony of the Team Teaching

The strategy of the school management in improving teachers and staff qualities in CIBI Program of Ummusshabri School related to conceptual skills which must be possessed by the school management. Through conceptual skills, the management arranges effective and efficient strategies in keeping harmony and functional-relation of interdisciplinary-based team teaching members. At least, the management has administered their duties and authorities and not just act as a traffic policeman for the school, but also increases teachers' competence and performance. The two strategies conducted by the management to keep harmony of the team teaching are intensifying morning briefing and weekly evaluation.

1. Intensify Morning Briefing

In the context of Ummusshabri School, teachers considered as a part of own family. This cultural practice stimulates the school to continuously develop strategies which enable to bind harmonious relationship to create gradual improvement programs and increase teachers' performance as well as decreasing indiscipline problems of teachers. Morning briefing done everyday at different places around the school area such as in front of school office or CIBI Classes building. This activity becomes an effective strategy to increase teachers' discipline. For this strategy, the school leadership management provides an attendance list for teachers as a form of documentation that evaluated every week. This way can increase loyalty of teachers toward the school. High discipline and loyalty shown by the teachers indicating the success of school management in developing the team teaching considering to keep work commitment is not easy. However, each institution has their own performance standards and work rules, everyone involved must obey the standards and rules.

Briefing done by this school specifically to support CIBI Program for the purpose of discussing problems and finding the solutions. It is also to develop good communication between the leader and teachers. The time allocated for briefing normally 10 minutes, after that all teachers go to the mosque to do a morning ritual prayer or dhuha prayer together. In the briefing also delivered some issues that should be paid attention by the teachers in developing their performance at the same time motivating them to keep on their work spirit. This strategy also could build healthy communication among the teachers especially in implanting school culture to the teachers. Furthermore, morning briefing becomes an open forum for all teachers to tell their aspirations. It is clear that morning briefing constitutes a coordinating place to keep the harmony of team teaching. The answer for this issue goes stronger if looking the atmosphere when morning briefing taken place, all components of the school gather as a big family, together realizing the school ideal which humble, Islamic, prestigious, and having popular culture in society.

2. Weekly Evaluation

Weekly evaluation for teachers conducted by the school management constitutes as a way to manage human resources in CIBI Elementary Level Program which is able to upgrade long-term teachers' performance and develop CIBI Program itself. Weekly evaluation is in the form of performance appraisal in certain period. The evaluation also provides some feedback on the individual teacher, they are expected to develop their teaching performance. The purpose of weekly evaluation is to determine the success of CIBI Program in Ummusshabri School. The evaluation is not only done by the board of foundation and operational management, teachers and staff also given opportunities to evaluate their own weekly performance so that they know their own potentials to be further developed. Basically, weekly evaluation conducted to show teachers' positive performance toward the school. The evaluation also done to identify problems occur in each CIBI class throughout a week and to give some possible solutions. Another important thing is to appreciate weekly achievement. All

expected to be motivation for all teachers in CIBI Classes of Ummusshabri School.

5. Discussion

The implementation of interdisciplinary-based team teaching model in Ummusshabri Elementary School provides many advantages for both teachers and students. It increases students' learning achievement and strengthens collaboration among teachers since the teachers involved binded by a cooperation to make successful learning process for students (Davis, 1995). The application of team teaching does give many benefits not only for teachers but students as well. This issue has been asserted by many literature and researchers (Austin, 2002; Belenky et al., 1986; Cochran-Smith and Lytle, 1992; Cochran-Smith and Lytle, 1993; Focus on Faculty Newsletter, 2002; Letterman and Dugan, 2004; McLaughlin and Talbert, 1993; National Teaching and Learning Forum Newsletter, 2006; Shulman, 1986; Smith, 1994; Speaking of Teaching Newsletter 2007). The benefits of team teaching for teachers are they can learn about teaching; improve their own teaching skills; have opportunities to socialize graduate students into the world of teaching; step out of their comfort zone; have opportunities for creative assignments; become informed and encouraged in interdisciplinary research; see teaching through the learners' eyes; avoid the lonely, repetitive, fragmented experience of solo teaching; gain new insights into their disciplines; develop clearer perspective on the differences between disciplines; build collegial relationships; foster respect; and build bridges of understanding across disciplines.

Meanwhile, the benefits for students that the team teaching teachers can deepen students' analytical abilities; help to build bridges of understanding across disciplines for both faculty and students; build greater curricular coherence for students; create a greater sense of academic community; improve student-teacher relationships; make classes more interesting and challenging because of the novelty; improve student learning outcomes, retention rates, interpersonal skills, communication skills, analysis and judgment, and diversity (Austin, 2002; Belenky et al., 1986; Cochran-Smith and Lytle, 1992; Cochran-Smith and Lytle, 1993; Letterman and Dugan, 2004; McLaughlin and Talbert, 1993; National Teaching and Learning Forum Newsletter, 2006; Shulman, 1986; Smith, 1994; Speaking of Teaching Newsletter 2007).

Besides the many advantages, the model interdisciplinary-based team teaching also challenges teachers to be always keeping the harmony of team teaching, so that the teachers could implement it productively and collaboration among the teachers involved continually works as found in this present study related to the school effort in keeping the harmony of team teaching. Scholarly discussion on the drawback of team teaching is limited teachers (Klein, 1990; Letterman and Dugan, 2004). The literature suggest that team teaching can be detrimental to teachers performance when lack of sufficient time for collaborative work and lack of training in group dynamics exist, problems with overlapping roles occur, territorial and status conflicts exist, one discipline dominates the process, insufficient funding and inadequate logistics are provided as well as individual

autonomy is lost. On the other hand, some challenges from Students report that team teaching is ineffective when teachers are not flexible in addressing students' learning styles, confusion about learning expectations and disparity in evaluation exist.

The team teaching problems cited above can be solved if teachers implement best practices in planning and execution, and if schools implement best practices in fostering and supporting team teaching (Harris and Watson, 1997; Helms, Alvis, and Willis, 2005; Letterman and Dugan, 2004; National Teaching and Learning Forum Newsletter, 2006; Speaking of Teaching Newsletter 2006, 2007). The finding of this research should be considered to keep team teaching going with good harmony in collaboration among teachers for the purpose of providing conducive and productive learning environment for students.

6. Conclusion

Learning materials' design of CIBI Classes in Ummusshabri Elementary School Kendari conducted by team teaching. The teachers involved in teams make materials sharing, then create interesting power-point presentation to attract students' attention following the learning process and teach students collaboratively using bilingual (Indonesian-English) by three teachers, they are a religion teacher, a science teacher and a counselor. This formation of team teaching is available in each class. The learning evaluation on academic aspect carried out on every level of education, but evaluation of non-academic aspect done by team teaching in each class. To keep the harmony and functional-relation of team teaching teachers, Ummusshabri School Management does an every-morning briefing and weekly evaluation. Morning briefing done as an effort to build work motivation and commitment of all teachers, while weekly evaluation conducted as an effort to give reinforcement of teachers' work in order to keep motivation on doing their duties innovatively.

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