

## Madrasah Teachers' Readiness in Developing Collaborative English Teaching Module

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### Highlights

Madrasah Teachers' Readiness in working conditions, teacher-student relationships, teacher qualifications, ICT, and in-service training has scaffolded their ability to develop and implement independent curriculum teaching modules.

**ABSTRACT:** This qualitative case study examines the readiness of five Madrasas to develop collaborative English teaching modules within an independent curriculum framework. These Madrasas were selected for their exemplary practices and potential to serve as models. Through appreciative interviews and asset discovery, we assessed readiness in critical areas: working conditions, teacher-student relationships, teacher qualifications, ICT readiness, and in-service training. The findings reveal a positive work culture characterized by post-training knowledge dissemination and collaborative learning plan sharing. Teacher-student solid relationships further support academic success, as demonstrated by student achievements in various competitions. Teacher qualifications are robust, with many possessing advanced degrees and engaging in continuous professional development. The readiness of these Madrasas is underscored by their ability to leverage past experiences, such as those from the USAID PRIORITAS initiative. The study highlights the significant readiness of these Madrasas to develop and implement independent curriculum teaching modules.

**Keywords:** Collaborative, Madrasa, Readiness

### Introduction

Collaborative English teaching is a dynamic approach that emphasizes teamwork among educators to enhance students' language skills (Ashton-Hay & Pillay, 2010). By working together, teachers can create engaging and comprehensive modules that cater to diverse learning styles and abilities. Collaborative teaching involves two or more teachers working together to plan, teach, and assess a group of students. It is an effective way to enhance student learning and teacher professional development. Several researches have shown that collaborative teaching improves student achievement and teacher satisfaction (Anwar et al., 2021; Salamanti et al., 2023; Şeker, 2007).

Madrasah teachers need to understand the benefits of collaborative teaching and work together to overcome these challenges. By developing collaborative English

teaching modules, teachers can create a dynamic and engaging learning environment for their students (Rao, 2019). Madrasah education in Indonesia plays a crucial role in shaping the minds and skills of young Muslims. With a focus on religious and secular education, madrasahs strive to provide students with a well-rounded education that prepares them for success in their spiritual and academic pursuits (Husin, 2018). One key aspect of this educational process is teaching English language skills. English is a global language, and proficiency in English can open up a world of opportunities for madrasah students. To enhance the teaching of English in madrasahs, teachers need to develop collaborative teaching modules that engage students and promote active learning.

Madrasah teachers play a crucial role in shaping the future of their students. However, based on the initial interview with madrasah teachers, not all teachers were ready to implement collaborative teaching modules. Madrasah teachers must have the necessary skills and knowledge to effectively develop and implement these modules (Karimatunisa & Sartika, 2024). Madrasah teachers' readiness can be assessed based on their understanding of collaborative teaching practices, willingness to collaborate with other teachers, and ability to adapt to new teaching strategies. Professional development programs can help improve teachers' readiness and confidence in implementing collaborative teaching modules. Madrasah teachers may face various challenges when developing collaborative English teaching modules. These challenges could include limited resources, lack of school administration support, and fellow teachers' resistance (Balayanan & Lumapenet, 2024). Overcoming these challenges requires a solid commitment to professional development and a willingness to collaborate with colleagues.

Madrasah teachers face unique challenges when developing collaborative English teaching modules. These challenges may include limited resources, cultural barriers, and varying levels of English proficiency among students (Fajaryani, 2018). Overcoming these obstacles requires creativity, resilience, and a solid commitment to student success. Madrasah teachers face several challenges in developing collaborative English teaching modules. One of the primary challenges is the limited resources available to them. Madrasahs often lack the funding and support to create innovative teaching materials and activities (Ainurrifqi, 2024). As a result, teachers must rely on their creativity and resourcefulness to design practical teaching modules. To address these challenges, Madrasah teachers can implement various strategies to develop practical collaborative English teaching modules. This challenge may involve conducting needs assessments, leveraging technology, incorporating real-world examples, and providing ongoing professional development opportunities for teachers (Balayanan & Lumapenet, 2024). Another challenge is the diverse range of student abilities in madrasah classrooms. Madrasahs cater to students from various backgrounds and academic levels, making it challenging for teachers to tailor their teaching to meet the needs of every student. Collaborative teaching modules can help address this challenge by providing opportunities for students to learn from each other and work together to improve their English skills.

An essential aspect of teacher readiness is the working conditions in which educators carry out their teaching duties. Multiple studies repeatedly demonstrate that the circumstances under which teachers operate substantially influence their job contentment and future professional aspirations (Karimatunisa, 2024; Palermo, 2007). Teachers exhibit

higher levels of job satisfaction and are more inclined to remain at educational institutions that foster favourable work environments, irrespective of the demographic composition of the student body. The primary factors of utmost importance to teachers in their work environment are not limited to primary working conditions like cleanliness of facilities or availability of instructional technology (Baharuddin, 2021). Instead, they primarily focus on social conditions, school culture, principal leadership, and relationships with colleagues.

Teacher readiness plays a crucial role in successfully developing collaborative English teaching modules. Educators must have the necessary knowledge, skills, and resources to create engaging and impactful learning experiences for their students. By fostering a continuous learning and growth culture, Madrasah teachers can enhance their readiness and effectiveness in module development. Despite their challenges, madrasah teachers have developed various strategies to improve their readiness to establish collaborative English teaching modules. One strategy is using technology to enhance the teaching and learning process. Teachers can use online resources, educational apps, and multimedia tools to create interactive and engaging lessons, encouraging student participation. The efforts of madrasah teachers in developing collaborative English teaching modules have significantly impacted student learning outcomes. Teachers have improved student motivation, confidence, and proficiency in English by providing students with opportunities to work together and engage in interactive learning activities. Research has shown that collaborative learning can lead to higher levels of academic achievement, enhanced communication skills, and greater cultural awareness among students (Cagatan, 2024). Madrasah teachers prepare students for success in an increasingly globalized world by encouraging collaboration and cooperation in the classroom.

The teacher-student interaction is another crucial aspect of teacher readiness. Multiple studies have established a positive correlation between the quality of teacher-student relationships and the intellectual readiness of preschoolers for school (Narea, 2022; Palermo, 2007). Teacher-student solid relationships were linked to higher academic readiness levels, whereas dependent and conflicted relationships were connected to lower academic readiness levels (Spilt, 2012). The dynamics between teachers and students also impact children's conduct and their likelihood of being excluded from peer groups. This dynamic, in turn, influences the connection between harmful teacher-child interactions and academic preparedness.

Teacher qualifications and ongoing professional development are crucial aspects of teacher readiness. A comprehensive study has demonstrated that teacher qualities, including education, primary experience, teaching certification, and in-service training, such as specialized training and coaching, substantially correlate with classroom quality and the development of children's school preparation skills (Harris, 2011). Teachers with advanced qualifications and extensive training are more proficient in creating an educational setting that fosters and enhances children's academic and social abilities. Research consistently indicates that constructive relationships between teachers and students significantly improve student engagement, motivation, knowledge retention, problem-solving abilities, and overall academic performance (Pianta et al., 2007; Sanders & Rivers, 1996). Although the current body of research offers important perspectives, it predominantly relies on data gathered from classrooms in the United States and Western

societies. It is essential to investigate these dynamics in various cultural contexts. Research consistently indicates that constructive relationships between teachers and students significantly improve student engagement, motivation, knowledge retention, problem-solving abilities, and overall academic performance (Pianta et al., 2007; Sanders & Rivers, 1996). Although the current body of research offers important perspectives, it predominantly relies on data gathered from classrooms in the United States and Western societies. It is essential to investigate these dynamics in various cultural contexts.

Furthermore, the preparation of teachers in terms of their ICT skills and abilities, namely their assessment of the necessary competencies for incorporating technology into classroom instruction, is a crucial aspect of teacher preparedness in the digital age. Teachers' ICT knowledge, abilities, and attitudes have been discovered to influence their overall readiness to use ICT. Gender was determined to exert a notable impact on ICT knowledge, abilities, and attitudes variations characterize teachers' ICT readiness. The components of teacher readiness encompass the working environment, teacher-student connections, teaching qualifications, in-service training, and ICT readiness. These components enhance teachers' classroom efficacy and capacity to facilitate students' academic preparedness and achievement.

## **Method**

This study employs a qualitative research approach, utilizing a case study design to explore the readiness of madrasah teachers to develop collaborative English teaching modules. The case study method allows for an in-depth examination of the phenomena within its real-life context, providing rich, detailed insights into the experiences and perceptions of the participants (Miles & Huberman, 1994). In this study, researchers choose case studies when they seek detailed insights, context-specific understanding, and rich data about the readiness of Madrasah Teachers in terms of working conditions, teacher-student relationships, teacher qualifications, ICT readiness, and in-service training. When selecting participants for a case study, researchers use purposive sampling to ensure meaningful insights about the readiness. The participants in this study consist of nine teachers from both state and private madrasahs who have substantial knowledge and expertise in English language teaching and teacher training. Another inclusion criteria for the participants were teachers who were willing to contribute to the collaborative module development were purposively selected. Five madrasahs were chosen, and these teachers were selected through purposive sampling to ensure they possess the necessary background and insight into developing collaborative teaching modules for madrasah teachers. Data collection in this study was facilitated through semi-structured interviews. Each interview lasted approximately 60-90 minutes, and the audio was recorded with the participants' permission. The interviews were done face-to-face or online, depending on the participant's preference and availability. These interviews were conducted with the nine teachers to gather in-depth information on their perspectives regarding the readiness of madrasah teachers.

The interview guide included open-ended questions to elicit detailed responses about their experiences, challenges, and strategies in developing collaborative English teaching modules. FGD was organized to stimulate interaction and discussion among the teachers, allowing them to share their views and build on each other's ideas. FGD was last around 90 minutes and was facilitated. Pseudo-names were used to ensure the confidentiality of

the participants. This method helped uncover collective insights and understand the dynamics of collaborative module development. Relevant documents, such as teaching modules and training materials, were analyzed. Observations were conducted during training sessions or workshops involving madrasah teachers and lecturers. These observations focused on the interactions and collaborative efforts displayed during the sessions. The data collection process was carried out in several phases' first; potential participants were contacted via WhatsApp and Zoom to explain the study's purpose and procedures. Consent forms were distributed and collected to ensure ethical compliance. Relevant documents were collected from the participants and sources such as university archives and online repositories. These documents were systematically reviewed and analyzed for content related to collaborative teaching and madrasah education.

Data analysis was conducted using a thematic analysis approach, which involves identifying, analyzing, and reporting patterns within the data (Braun & Clarke, 2006). Audio recordings from the interviews and FGDs were transcribed verbatim. The transcripts were checked for accuracy by comparing them with the original recordings. The researchers immersed themselves in the data by reading and re-reading the transcripts and field notes. Initial impressions and ideas were noted down during this process. The data was systematically coded manually.

Codes were assigned to meaningful units of text that relate to the research questions. Both inductive and deductive coding methods were employed to capture anticipated and emerging themes. Codes were grouped into categories, and overarching themes were identified. The themes were reviewed and refined to ensure they accurately represent the data. Data from different sources (interviews, FGDs, documents, and observations) were triangulated to enhance the credibility and validity of the findings. Converging evidence from multiple sources was used to support the themes. The themes concerning the research questions (e.g. commitment, culture.) and the existing literature on collaborative teaching and madrasah education were interpreted. The findings were synthesized to comprehensively understand the teachers' perspectives on readiness.

## **Findings and Discussion**

### **Findings**

#### **Professional Commitment and Skill Development**

Five madrasas in the Surabaya and Sidoarjo areas were chosen as the research subjects. These madrasas were specifically selected because they were deemed ready to serve as exemplary models for developing independent curriculum teaching modules for English subjects. Teachers from the five madrasas proposed the development of collaborative teaching modules to facilitate shared enjoyment and study of the items. School Partners are selected by confirming the teacher's readiness to participate. At this level, we have gathered preliminary information regarding successful experiences developing communicative learning plans during the USAID PRIORITAS era. This information still benefits the design of the current independent curriculum teaching modules. One of the interview participants said that even though they had participated in the training because the facilitators have different scientific backgrounds, the material was challenging to understand, as stated in the following quote:

### Excerpt 1

Our school has an independent curriculum and previously had assistance from other campuses. However, the facilitator was in the field of science, **so when we asked for feedback in the English context, he could not understand our meaning and objectives**. Next year we have to run with two classes of courses. This teaching module is like an RPP, so we should be able to make it before the courses are implemented. (T4, I4).

In this excerpt, it appears that there is an effort to study teaching modules by attending training or presenting resource persons because teaching modules are necessary for the independent curriculum. Referring to the readiness of teachers in each English language teacher in madrasas to develop independent curriculum teaching modules in English subjects, the results of appreciative interviews and asset discovery show that the five madrasas already have similar readiness in several aspects, namely working conditions, teacher-student relationships, teacher qualifications, in-service training, and ICT readiness. The five madrasas are highly ready to implement the independent curriculum. This perspective is based on a good work culture implemented in each Madrasah. An example of good working conditions practice is the post-training activity knowledge dissemination system, which is mandatory at MTs HAS. This activity certainly supports accelerating the dissemination and transfer of knowledge in madrasas. The same positive work culture is also carried out at MA ALM Surabaya and the three State Madrasas, as reflected in the following excerpt.

### Excerpt 2

The teachers in these madrasas demonstrate a high level of professional commitment and eagerness to improve their skills. (T3, I2).

The madrasas in excerpt 2 demonstrate a robust foundation for successfully implementing the independent curriculum. This situation is evidenced by several key factors. Teachers exhibit a solid commitment to professional development and a positive work culture. At MA ALM Surabaya, teachers actively engage in peer observation and group discussions to refine their pedagogical approaches and align them with the curriculum's demands. This continuous professional growth equips educators to create and deliver practical English language teaching modules.

### **Integration of ICT and Modern Educational Tools**

In the three State Madrasah, teachers benefit from access to diverse ICT resources and training, which empowers them to integrate technology into their teaching practices. This fosters innovative teaching methods and aligns with the independent curriculum's emphasis on utilizing contemporary educational tools. Within the three State Madrasahs, educators have access to various Information and Communication Technology (ICT) resources and training, significantly bolstering their capacity to integrate technology into the classroom environment. This integration transcends rudimentary applications, encompassing advanced software for language acquisition, interactive whiteboards, and online platforms designed for collaborative endeavours. Teacher training includes the technical aspects of these tools and pedagogical strategies for their effective integration

into lessons. For instance, language learning applications and online resources are supplementary tools to traditional teaching methods, providing students with interactive and engaging content that caters to diverse learning styles as reflected in the following excerpt.

### Excerpt 3

Teacher training covers the technical aspects of these tools and pedagogical strategies for effective integration into lessons. For example, language learning applications and online resources complement traditional teaching methods, offering students interactive and engaging content that meets various learning styles. (T2, I4).

Excerpt 3 describes the implementation of Information and Communication Technology (ICT) resources in Madrasah exemplify a multifaceted approach to educational modernization. Central to this integration is the emphasis on technical proficiency and pedagogical strategies within teacher training. The training program bridges the gap between technological advancement and educational practice by ensuring that teachers possess not only familiarity with ICT tools but also a comprehensive understanding of their effective utilization within a classroom environment. This dual focus is paramount as technical skills alone are insufficient to guarantee successful ICT implementation; comprehending how these tools enhance learning outcomes is equally critical.

Incorporating language learning applications and online resources as supplementary tools signifies a shift towards a more interactive and student-centred approach to education. While traditional teaching methodologies remain foundational, they often lack the flexibility to cater to diverse learning styles. By integrating digital tools, educators can provide learning materials that are more engaging and tailored to students' individual needs. This approach facilitates a personalized learning experience, enabling students to engage with materials at their own pace and according to their learning preferences.

Furthermore, using ICT in classrooms fosters the development of digital literacy among students. In today's technologically driven world, digital literacy is an indispensable skill, and early exposure to technology within educational settings can significantly benefit students. It prepares them for future academic and professional environments where these skills are increasingly essential. The Madrasah's commitment to integrating contemporary educational tools aligns with the broader objectives of the independent curriculum, aiming to equip students for a rapidly evolving world. Integrating ICT resources and the comprehensive training teachers provide enhances the educational experience within these madrasahs. This approach improves the quality of education by rendering lessons more engaging and adaptable and equips students with essential skills for the future. This holistic approach underscores the importance of adapting educational practices to meet the evolving demands of the 21st century. Furthermore, educators utilize digital platforms to facilitate student communication and collaboration, fostering more dynamic and interactive learning experiences. This approach enhances the engagement of lessons and cultivates students' digital literacy skills, which are increasingly essential in the contemporary world. The emphasis on employing contemporary educational tools within the independent curriculum reflects a commitment to modernizing education and aligning it with the future needs of students. By integrating ICT into their teaching practices, these madrasahs not only enhance the

quality of education but also prepare students for a technologically advanced society, fulfilling a vital objective of the independent curriculum.

### **Supportive Learning Environment and Work Culture**

The strong teacher-student relationships observed in these institutions contribute to a conducive learning environment where students feel encouraged to participate actively in the learning process. These factors underscore the madrasas' readiness to implement the independent curriculum effectively, as they possess the essential resources, skills, and supportive environment to cultivate a thriving teaching and learning experience. The school also has a positive working climate that supports each other among the teacher team. Based on the results of appreciative interviews, all schools have almost implemented a learning plan-sharing system. This situation means that collaborative principles are pretty well developed in the working conditions in each Madrasah.

Furthermore, the teacher-student relationship in the five madrasas is also quite synergistic. Several respondents we interviewed stated that the closeness of teachers and students in the five madrasas is also the key to success in achieving student achievement at school, as reflected in the following excerpt.

#### **Excerpt 4**

In my schools, mentor and discussion partner roles are harmoniously balanced, fostering a supportive environment where students feel guided yet empowered to express their ideas. This dynamic encourages open dialogue and enhances both academic and personal growth.

Excerpt 4 indicates that the harmonious interplay between mentor and discussion partner in numerous educational institutions is pivotal in fostering a conducive and enriching learning environment. This equilibrium empowers educators to function as authoritative figures imparting guidance and knowledge and as facilitators of open dialogue and collaborative learning. By embracing these dual roles, teachers cultivate an atmosphere where students feel supported and empowered, a crucial element in promoting academic and personal growth.

Mentoring entails educators providing guidance, setting clear expectations, and offering the necessary support to assist students in achieving their academic objectives. This role is instrumental in establishing a sense of direction and purpose within students' educational journeys. Mentors guide students through challenges, assist them in setting realistic goals, and nurture the development of essential skills such as critical thinking and problem-solving. The presence of a mentor provides students with a reliable source of advice and encouragement, significantly enhancing their confidence and motivation.

Concurrently, by assuming the role of discussion partners, educators encourage students to articulate their thoughts and opinions, fostering a classroom environment where ideas are freely exchanged. This role cultivates a culture of respect and mutual understanding, enabling students to appreciate diverse perspectives and refine their communication skills. Acting as discussion partners allows teachers to facilitate more profound learning experiences by engaging students in meaningful conversations, encouraging them to challenge assumptions, and exploring complex topics collaboratively.



Integrating these roles creates a dynamic classroom environment where students are not merely passive recipients of knowledge but active participants in their learning process. This dual approach fosters a sense of agency and responsibility for their learning, an essential component of their development. Furthermore, the supportive environment engendered by this balance helps students establish strong relationships with their teachers and peers, contributing to a positive school culture that values growth and collaboration. This harmonious equilibrium is paramount in cultivating well-rounded individuals prepared to navigate future academic and professional challenges.

The functions of mentor and discussion partner appear to be harmonious in several schools. For example, at MTsN U, students can publish a school magazine under the direction of the English teacher. Students also succeeded in achieving optimal results in scientific work competitions. A similar thing was also found at MA ALM. A mature coaching system also resulted in winning 1st and 3rd place in the English speech competition at the UNAIR Debate Competition.

Further interview results suggested that MT's HAS has two subject teachers and good readiness in basic technological skills, including skills in using Microsoft Office, downloading, opening, and processing digital data attachments, and surfing the internet. Apart from that, MTs HAS also has good LMS experience, including skills in using Google Classroom, giving feedback, and creating teaching materials. MT's HAS teacher also has good learning planning skills. Teachers also already have a basic understanding of independent curriculum related to learning outcomes, objectives, and principles of differentiated learning.

MTs HAS also has human resources that prepare good Course Designs and have implemented and can create lesson plans with innovative learning, producing various teaching material products. The results of school visits show the teacher's ability to map learning styles. Madrasa teachers have been able to map student learning styles, including visual, auditory and kinesthetic, using survey instruments. Madrasa teachers already have reference textbooks and teachers' books, which are very inspiring in preparing teaching modules, and they have a culture of internal dissemination after the workshop. There are also schools, so teachers are ready to become training dissemination facilitators. Madrasa teachers can formulate learning objectives using Bloom's taxonomy. Judging from academic qualifications, the lesson teachers have also completed master's level, and the other teachers have at least bachelor's qualifications and are active in various English courses.

MA ALM has two subject teachers and is well-read in basic technological skills, including using Microsoft Office, downloading, opening, processing digital data attachments, and surfing the internet. Apart from that, MA ALM also has good LMS experience, including skills in using Google Classroom, providing feedback, and creating teaching materials. They use the ELFAN Bookless Library system for library collections.

MA ALM also has good lesson planning. Teachers also have a basic understanding of the independent curriculum regarding learning outcomes, objectives, and principles of differentiated learning. Teachers currently have IQ test results for students at MA ALM because the school partners with a psychology institute. The school's digital library collection is also quite complete. This madrasa also has many teachers who have good research experience.

MTsN W Surabaya also has human resources who prepare good Course Designs and have implemented and can create lesson plans with innovative learning, producing various teaching material products. The results of school visits show the teacher's ability to map learning styles. Madrasa teachers have been able to map student learning styles, including visual, auditory, and kinesthetic, using survey instruments and diagnostic readiness tests. Madrasa teachers already have reference textbooks and teachers. This book is very inspiring in preparing teaching modules and has a culture of internal dissemination after the workshop. There are also schools so that teachers are ready to become dissemination facilitators. One of the teachers also has master's qualifications and is a facilitator for East Java province. One of the teachers is also a Surabaya regional/city facilitator with basic pedagogical and professional skills.

MTsN Y also has two subject teachers and readiness in good Basic Technological Skills, including skills in using Microsoft Office, downloading, opening, and processing digital data attachments, and surfing the internet. Apart from that, MTsN Y also has good LMS experience, including skills in using Google Classroom, providing feedback, and creating teaching materials. Teachers use books published by Intan Pariwara to support independent curriculum learning.

MTsN Y teachers also have good lesson planning. Teachers also have a basic understanding of the independent curriculum regarding learning outcomes, objectives, and principles of differentiated learning. Teachers also have the current readiness test results because the school already has superior mentoring classes. The school's digital library collection is also quite complete. This madrasa also has many young teachers who are creative in providing guidance. One of the primary teachers is also a regional facilitator for English subjects in Surabaya. He works as an English teacher at the MGMP (Kadel) for the Ministry of Religion in Surabaya. MTsN U has two subject teachers and good readiness in Basic Technological Skills, including skills in using Microsoft Office, downloading, opening, and processing digital data attachments, and surfing the internet. Besides that, MTsN U also has good LMS experience, including skills in using Google Classroom and Ministry of Religion LMS, providing feedback, and creating creative teaching materials. Teachers also have a basic understanding of the independent curriculum regarding learning outcomes, objectives, and principles of differentiated learning. Several teachers from MTsN W and MTsN Y also have experience in in-service training. These three teachers have received in-service training and are trained in various competencies regarding curriculum and learning tools for other teacher communities.

The national Training of Trainers program alums also often discuss and disseminate the latest knowledge from multiple communities and training.

Based on the results of physical asset discovery and appreciative interviews, the five madrasas have quite good Information Technology readiness. The five madrasas have a computer laboratory, which can also be used as a language laboratory to support listening activities. Teachers usually provide active speakers in class if a computer laboratory is used. There is also an LCD in the classroom, so whenever the teacher needs a display, the teacher needs to connect it to the LCD. However, policies in some schools prohibit students from using cell phones during learning, so learning is usually internet-based and carried out classically and centrally by the teacher. In some schools, the use of cell phones is permitted but is limited in time with the permission of the class teacher, and it is scheduled. Based on the description above, it can be concluded that teachers' readiness to

design independent curriculum teaching modules is relatively high when viewed from several aspects, such as working conditions, teacher qualifications, ICT readiness, and in-service training.

## Discussion

Before planning lessons, teachers need to identify learning objectives for class meetings. Then, teachers can design appropriate learning activities and develop strategies for obtaining feedback on student learning. Cunado's research shows that common lesson planning weaknesses occur due to limited teacher experience and access, teaching materials, poor student interest, lack of spontaneity in the classroom, restricted freedom, teacher struggles when starting lessons, and assessments that do not match learning objectives confuse the teacher (Cuñado & Aboejo, 2019). Thus, it can be assumed that a lesson plan that is implemented well will produce competent teachers who become effective and efficient educators.

Teaching modules, a form of learning planning, allow teachers to be creative and independent. However, teachers face many challenges, such as the assessment methods they should use. Some teachers will repeat the same assessment practices that they usually do and carry out activities monotonously repeatedly. This study is critical because it highlights important issues such as lesson planning. One of the main problems in the learning planning process is the formulation of objectives. So, providing concrete examples of writing with appropriate objectives is necessary. Teachers can also pay special attention to issues such as selecting activities suitable for a particular group of students, sequencing selected activities, providing effective transitions, and managing time effectively.

Teacher readiness is a complex concept that includes various components. A critical component of teacher readiness is the working conditions in which teachers teach. Research consistently shows that the conditions in which teachers work significantly impact their job satisfaction and career plans (Johnson et al., 2012). Teachers are more satisfied and more likely to stay in schools with positive work contexts, regardless of the demographic characteristics of the school's students (Johnson et al., 2012). The specific elements of the work environment that matter most to teachers have not narrowly understood working conditions, such as clean facilities or access to instructional technology, but rather social conditions, school culture, principal leadership, and relationships between colleagues (Johnson et al., 2012).

Another critical component of teacher readiness is the teacher-student relationship. Numerous studies have found that the quality of teacher-student relationships is correlated with preschoolers' academic readiness for school (Palermo et al., 2007). Close teacher-student relationships are associated with greater academic readiness, while dependent and conflictual relationships are correlated with reduced academic readiness (Palermo et al., 2007). Teacher-student relationships also play a role in children's behaviour and peer group exclusion, mediating the relationship between negative teacher-child relationships and academic readiness (Palermo et al., 2007). This idea aligns with the finding that most teachers have a good relationship with students; therefore, creating a collaborative learning module is easier.

Teacher qualifications and in-service training are also essential components of teacher readiness. As the data reflected, most teachers from MTs and MTsN are qualified and have facilitated many pieces of training. Extensive research has shown that teacher qualifications, such as education, primary experience, teaching certification, and in-service training, such as specialized training and coaching, are significantly related to classroom quality and children's school readiness skills (Son et al., 2013). Teachers with higher qualifications and more training are better equipped to provide learning environments that support and promote children's academic and social skills (Son et al., 2013). This is why the readiness of the madrasah teacher is high.

In addition, teachers' ICT readiness, which refers to their perception of the abilities and skills needed to integrate technology into classroom teaching, is an essential component of teacher readiness in the digital era (Alazzam et al., 2012). As reflected by the data, all teachers can master Basic Technological Skills, including using Microsoft Office, downloading, opening, processing digital data attachments, and surfing the internet. Teachers' ICT knowledge, skills, and attitudes towards ICT have been found to impact their overall ICT readiness (Alazzam et al., 2012). Gender also significantly influences teachers' ICT readiness, with differences in ICT knowledge, skills, and attitudes (Alazzam et al., 2012). It can be concluded that the components of teacher readiness can include working conditions, teacher-student relationships, teacher qualifications, in-service training, and ICT readiness. These components collectively contribute to teachers' classroom effectiveness and ability to support students' academic readiness and success.

Collaborative teaching is a comprehensive idea emphasizing the significance of education's social aspect—constructing knowledge and transforming teaching and learning into a collaborative experience. It encompasses the procedure. Working together to create the learning experience involves collaborating to develop curricula and teaching materials and their joint utilization via different face-to-face and online co-teaching strategies. Smartphones have become increasingly widespread in recent years. The use of digital technologies is increasingly seen as an essential aspect of collaborative teaching due to its numerous benefits. Inter-organizational, domestic, and global partnerships formed during the crisis continue to thrive. They are expected to continue influencing future trends in Collaborative Teaching Practice (Fitzpatrick, 2023). Instead of readiness, teachers face challenges that align with the phenomena in European countries. The group agreed that teachers' most scarce resource is time to reflect on their practice, engage in professional development, and design modules or programs. Although teaching staff are expected to take on increasing responsibilities and diverse tasks, which tend to be further multiplied and diversified in collaborative teaching projects, the time and space required to engage in such activities are not always formally acknowledged despite the additional workload. Besides, they may be unable to collaborate with other colleagues due to conflicting schedules (Husin, 2018).

The findings suggest that teacher readiness might influence the effectiveness of collaborative teaching modules. Therefore, assessing and addressing teachers' attitudes toward collaboration, English proficiency, and familiarity with collaborative teaching methodologies is crucial. Providing continuous support and resources, such as access to relevant training materials and collaborative tools, is essential to ensure teachers can effectively contribute to and benefit from the collaborative process. Finally, the

pedagogical implications extend to curriculum development. Incorporating collaborative module development into the curriculum can provide students a more dynamic and engaging learning environment. It encourages critical thinking, problem-solving, and the ability to work effectively in teams, essential skills for the 21st century. Overall, the study advocates for a systematic approach to fostering collaborative teaching practices in Madrasah schools, emphasizing the need for comprehensive support systems, professional development, and strong leadership to ensure successful implementation and sustainability. The study on Madrasah teachers' readiness to develop collaborative English teaching modules opens several avenues for further research. Longitudinal studies could examine the long-term effects of collaborative teaching module development on teachers and students. This could provide valuable insights into the sustainability and impact of collaborative practices in Madrasah settings. Research could explore Madrasah teachers' specific challenges and barriers in developing and implementing collaborative modules. Understanding these obstacles can help design targeted interventions and support mechanisms to overcome them. Comparative studies between Madrasah and non-Madrasah schools could be undertaken to identify unique factors influencing collaborative module development in different educational contexts. This could highlight best practices and areas for improvement across various school settings.

Additionally, further research could investigate the impact of collaborative module development on students' learning outcomes, particularly regarding language acquisition, critical thinking skills, and cultural competence. Such studies could provide evidence of the effectiveness of collaborative approaches in enhancing student learning. Finally, studies could focus on the professional development needs of Madrasah teachers in greater detail. Identifying specific training and support requirements can help design more effective professional development programs aligned with the unique needs of Madrasah educators.

## **Conclusion**

The research involving five Madrasahs in the Surabaya and Sidoarjo areas underscores significant findings about the readiness of these institutions to develop collaborative English teaching modules under an independent curriculum framework. The selected Madrasahs, deemed exemplary, exhibit high readiness in several vital areas, such as working conditions, teacher-student relationships, teacher qualifications, ICT readiness, and in-service training. The positive work culture in these Madrasahs, exemplified by post-training knowledge dissemination and a collaborative approach to learning plan sharing, supports the effective implementation of the independent curriculum. The teacher-student relationships are synergistic, fostering a mentoring environment that enhances student achievement, as evidenced by student successes in various academic competitions. From the perspective of teacher qualifications and professional development, the Madrasahs showcase a strong foundation. Many teachers possess advanced degrees and actively engage in professional development activities. For instance, MTs HAS and MA ALM teachers demonstrate proficiency in basic technological skills and LMS usage, which are crucial for modern educational practices. Their experience with platforms like Google Classroom and other digital tools facilitates effective teaching and feedback mechanisms.

Furthermore, the readiness of these Madrasas is reinforced by their infrastructure and resources. The presence of computer laboratories, language labs, and digital libraries enhances the teaching and learning process. Despite some restrictions on student cellphone use, the availability of ICT tools ensures that teachers can deliver internet-based lessons effectively. The high readiness of the five Madrasas to develop independent curriculum teaching modules is evident across various dimensions. Their strong work culture, robust teacher qualifications, supportive teacher-student relationships, and ICT readiness create a conducive environment for collaborative module development. This readiness, coupled with the lessons learned from past initiatives like USAID PRIORITAS, positions these Madrasas well for future educational advancements. Continued support and targeted professional development will enhance their capacity to deliver quality education through innovative teaching modules.

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