

IMPLEMENTATION OF CLASSROOM VISITS THROUGH COLLABORATIVE TEACHING AMONG ECONOMICS EDUCATION STUDENTS

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Abstract. This article describes the implementation of classroom visits through teaching collaboration by 4th-semester Economic Education students at SMP Negeri 7 Nangpanda. The activity aims to bridge the gap between theoretical knowledge and teaching practice, equipping prospective teachers with pedagogical, professional, social, and personal competencies. An experiential learning approach was adopted, involving 22 students guided by a supervising lecturer. The implementation consisted of four structured stages: classroom observation, students examined teaching lesson plans (RPP) in accordance with the school curriculum, which were then reviewed by the supervising teacher. During teaching practice, students delivered lessons using interactive lectures, question-and-answer sessions, and group discussions with simple instructional media. In identifying challenges such as nervousness, classroom management difficulties, and limited media variety. Overall, the activity ran well and significantly contributed to improving students' teaching competencies. Students demonstrated responsibility, confidence, and commitment as prospective educators. This activity is recommended as an innovative learning strategy for preparing competent, adaptive, and professionally committed teachers.

Keywords: classroom visit, pedagogical competence, teaching collaboration

Abstrak. Artikel ini mendeskripsikan implementasi kunjungan kelas melalui kolaborasi mengajar oleh mahasiswa semester 4 Program Studi Pendidikan Ekonomi di SMP Negeri 7 Nangapanda. Kegiatan ini bertujuan menjembatani kesenjangan antara teori dan praktik pembelajaran guna membekali mahasiswa dengan kompetensi pedagogik dan profesional. Sosial. Dan kepribadian sebagai calon pendidik. Pendekatan yang digunakan adalah experiential learning dengan melibatkan 22 mahasiswa di bawah bimbingan dosen penanggung jawab. Pelaksanaan kegiatan mencakup empat tahapan terstruktur, yaitu observasi kelas, perencanaan pembelajaran, perencanaan mengajar, serta evaluasi dan refleksi. Pada tahap observasi, mahasiswa mengamati metode mengajar, pengelolaan kelas, dan interaksi guru-siswa. Pada tahap perencanaan, mahasiswa menyusun RPP sesuai dengan media sederhana. Pada tahap evaluasi, mahasiswa dan guru mendiskusikan kelebihan dan kendala yang dihadapi, seperti rasa gugup, kesulitan pengelolaan kelas, dan pengaruh signifikan terhadap peningkatan kompetensi mahasiswa. Mahasiswa menunjukkan sikap tanggung jawab, percaya diri, dan komitmen terhadap calon pendidik. Kegiatan ini direkomendasikan sebagai strategi pembelajaran inovatif dalam mempersiapkan calon guru yang kompeten, adaptif, dan berkomitmen terhadap profesinya

Kata Kunci: kolaborasi mengajar, kompetensi pedagogik, kunjungan kelas

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INTRODUCTION

Education is a key factor in improving the quality of human resources. In the educational process, teachers play a crucial role in determining the success of learning, as they function not only as providers of knowledge but also as facilitators who help students develop their potential and build positive character (Jimerson & Haddock, 2015; Stronge, 2018). Therefore, thorough and well-planned preparation of prospective teachers is an essential requirement that cannot be overlooked within the national education system (Vanisree et al., 2022)

University students as prospective educators are expected not only to master learning theories acquired in higher education but also to gain direct practical experience in real



classroom settings (Geertshuis et al., 2024). Mastery of theoretical knowledge without corresponding practical experience often results in difficulties when students encounter actual classroom situations (Luo et al., 2024). This gap highlights the need for structured activities that bridge theory and practice, enabling prospective teachers to become more prepared and professional educators (Ribaeus et al., 2022).

Classroom visits represent a valuable form of field-based learning activity that provides university students with opportunities to observe, participate in, and interact directly within authentic teaching and learning environments (Jones & Washko, 2022). Through classroom visits integrated with collaborative teaching practices, students are encouraged to move beyond the role of passive observers and become active contributors to the instructional process (Birdwell & Harris, 2022). This approach enables prospective teachers to gain firsthand experience in lesson planning, classroom implementation, and evaluation of learning outcomes. Furthermore, students learn how to select and utilize appropriate teaching methods, instructional media, and learning resources while adapting their strategies to meet the diverse needs and characteristics of learners (Natasya & Kembaren, 2025). Such experiences help bridge the gap between theoretical knowledge acquired at the university and the practical realities encountered in schools.

Effective learning requires active student engagement, meaningful interactions between teachers and students, and the achievement of predetermined learning objectives. In addition, the learning process should create an environment that encourages students to explore ideas, solve problems, and participate actively in classroom discussions (Alqasa & Afaneh, 2022). Within the context of twenty-first-century education, teachers are expected to cultivate not only academic achievement but also essential competencies such as critical thinking, creativity, collaboration, and communication skills (Thornhill-Miller et al., 2023). Consequently, teacher competence extends beyond mastery of subject matter and encompasses the ability to design innovative learning experiences, integrate technology effectively, and continuously adapt pedagogical practices to meet evolving educational demands and societal changes (Gumus, 2022).

Teaching practice through classroom visits is therefore an essential component in the professional development of prospective teachers. Through direct engagement in classroom activities, students gain a deeper understanding of real educational settings, including student characteristics, classroom dynamics, learning diversity, and various challenges that may arise during the instructional process (Zhou, 2025). They also have opportunities to observe experienced teachers, reflect on their own teaching performance, receive constructive feedback, and identify areas for improvement (Cojorn, 2024). These experiences contribute significantly to the development of self-confidence, professional responsibility, and reflective thinking (Matlhaba, 2025). Ultimately, classroom visits combined with collaborative teaching serve as an effective strategy for preparing future teachers who are competent, adaptive, and capable of responding to the demands of contemporary education (Ajani, 2024).

Based on these needs, a classroom visit program through collaborative teaching was implemented by fourth-semester students of the Economics Education Study Program at Universitas Flores, Ende, in collaboration with SMP Negeri 7 Nangapanda. The school was selected because it provides a conducive learning environment and has educators who actively support the teaching and learning process. Through this activity, students are expected to enhance their pedagogical, professional, social, and personal competencies, thereby preparing them to become competent and effective future teachers.

METHOD

This classroom visit implementation activity through collaborative teaching used an experiential learning approach, in which students learn through direct experience in the field. This approach was chosen because it has proven to be effective in building a deeper understanding compared to learning based solely on theory (Marpaung & Hambandima, 2018). The activity was carried out for one day at SMP Negeri 7 Nangapanda and was attended by 22

fourth-semester students of the Economics Education Study Program under the guidance of the lecturer in charge of the activity. The implementation of the activity was conducted through four structured stages as follows.

Classroom Observation: Students conducted direct observations of the learning process taking place in the classroom. The aspects observed included how the teacher opened and closed the lesson, the methods and strategies used, classroom management, and students' responses and participation (Marzano & Marzano, 2003). Through this observation, students obtained a real picture of learning conditions in schools before carrying out teaching practice.

Lesson Planning: After conducting observations, students prepared the learning materials to be used in teaching, including the lesson plan, determination of learning objectives, preparation of teaching materials, selection of learning methods and strategies, and preparation of learning media. The lesson plan was then consulted with the supervising teacher to obtain approval and suggestions for improvement.

Teaching Implementation: At this stage, students carried out teaching activities in the classroom according to the plans that had been prepared. The learning process took place in three main stages: introduction, core activities, and closing. In the introduction stage, students opened the lesson with greetings, apperception, and the presentation of learning objectives. During the core activities, students delivered the material using interactive lectures, question-and-answer sessions, and group discussions. The closing activities included providing a summary of the material, a brief reflection, and an evaluation in the form of oral questions and written assignments. During the activity, the supervising teacher observed the students' performance.

Evaluation and Reflection: This final stage involved assessing the overall implementation of the learning process. Activities included evaluating students' learning outcomes, assessing the performance of the student teachers, discussions between the students and the supervising teacher, and reflection on the strengths and weaknesses encountered during the teaching process (Koksal, 2019). The results of this evaluation were used as feedback for students to improve their teaching abilities in the future.

RESULT AND DISCUSSION

The implementation of classroom visits through collaborative teaching by fourth-semester Economics Education students at SMP Negeri 7 Nangapanda was a systematically designed academic activity intended to provide students with real-world experiences in the field of education. This program was developed to bridge the gap between theoretical knowledge acquired in university courses and practical teaching experiences in actual classroom settings. Through direct involvement in school-based learning activities, students were allowed to develop and strengthen their pedagogical, professional, social, and personal competencies as prospective teachers.

The activity was conducted through four structured stages, namely classroom observation, lesson planning, teaching implementation, and evaluation and reflection. Each stage was designed to help students gain a comprehensive understanding of the teaching and learning process while encouraging them to apply educational theories in practice. The results of the implementation are described below, organised according to the stages of the designed method.

Classroom Observation

During the observation stage, students directly observed the teaching and learning process taking place at SMP Negeri 7 Nangapanda. They paid attention to how the teacher opened the lesson, the methods used, classroom management practices, and the interactions between the teacher and students. This observation provided students with a realistic initial understanding of classroom conditions, student characteristics, and the dynamics that occurred during the learning process (Smit et al., 2022). The results of the observation served as a basis for students in developing lesson plans that were appropriate to the needs and conditions of the learners.



Figure 1. *Observing the classroom learning process*

Lesson Planning

After conducting the observation, the students prepared a Lesson Plan (RPP) that was aligned with the curriculum implemented at the school. The planning included determining learning objectives, preparing teaching materials, selecting various learning methods, and preparing supporting instructional media (Bordoh, 2025). The completed learning materials were then consulted with the supervising teacher to obtain feedback and approval before being implemented in the classroom.

Teaching Implementation

During the implementation stage, the students were taught directly under the guidance of the subject teacher. They were able to establish good communication with the students through a friendly and communicative approach. The interaction between the student teachers and the students showed a positive dynamic, as evidenced by the students' willingness to ask and answer questions (Bergey, 2024; Zeintra et al., 2024). Some students used simple ice-breaking activities to maintain students' attention and keep them focused. The student teachers also divided the students into small groups for discussion and then asked them to present the results of their discussions in front of the class.



Figure 2. *Implementing the teaching and learning process in the classroom*

During the learning process, the students used several simple but effective instructional media, such as the whiteboard, textbooks, and student worksheets. Through group discussions, students were able to exchange ideas and deepen their understanding of the material presented (Chisunum & Nwadiokwu, 2024; Mallillin, 2024). In general, the learning process proceeded

quite well, although there were still some shortcomings in time management and content delivery that need to be improved (Alenezi, 2023).

Evaluation and Reflection

At the evaluation and reflection stage, the students and the supervising teacher discussed the strengths and weaknesses observed during the learning process. During the implementation of the activity, the students encountered several challenges, including a lack of teaching experience, which led to nervousness and a lack of self-confidence; difficulties in classroom management, especially when students began to lose focus; differences in student characteristics that required adjustments in teaching methods; and limitations in time and the variety of instructional media available (Grossman, 2003; Tomlinson & Imbeau, 2023). To address these challenges, the students made several improvement efforts, including enhancing their teaching preparation, applying more varied teaching methods, improving their classroom management skills, actively coordinating with the supervising teacher, and developing greater creativity in the use of instructional media (Daher, 2022; Abidin & Muhammad, 2024; Khasinah et al., 2024)). The results of this evaluation became an important provision for the students in improving their teaching competencies.



Figure 3. *Group photo after the evaluation and reflection session*

Based on the results of the activity, several important findings can be concluded. First, student participation and involvement were very good throughout all stages of the activity. The students demonstrated responsibility, self-confidence, and commitment in carrying out their roles as prospective educators (Zhita et al., 2023). Second, from the pedagogical aspect, the students began to show the ability to design learning activities, select appropriate teaching methods, and actively engage students in the learning process (Weng et al., 2023). Third, from the professional aspect, the students demonstrated the ability to deliver learning materials, although their classroom management and time management skills still need improvement (Wilson et al., 2021). Fourth, from the social aspect, the students were able to establish good communication with both the students and the supervising teacher (Dai et al., 2023). Therefore, this collaborative teaching activity provided valuable experience for the students in preparing them to become professional and competent teachers.

CONCLUSION

The implementation of classroom visits through collaborative teaching by fourth-semester Economics Education students at SMP Negeri 7 Nangapanda was carried out successfully and made a significant contribution to improving the students' competencies as prospective educators. The students gained real experience in conducting classroom learning

activities, starting from the planning, implementation, and evaluation stages. Through this activity, the students were able to apply the educational theories they had learned directly into practice, enabling them to understand that the teaching and learning process is dynamic, complex, and requires thorough preparation. Overall, the activity was implemented successfully and achieved its intended objectives by providing meaningful learning experiences for the students and enhancing their readiness to enter the teaching profession. The results indicate that collaborative teaching is worthy of being adopted as part of an innovative learning strategy for preparing prospective teachers who are competent, adaptive, and committed to their profession.

As a follow-up to this activity, students are expected to continue improving their teaching competencies through independent practice and continuous reflection. Supervising lecturers are expected to provide more intensive guidance to students, particularly in preparing them before entering the field. The university may also establish sustainable cooperation with SMP Negeri 7 Nangapanda as a partner school so that this field-study program can be implemented regularly and systematically. Field-study activities in the form of collaborative teaching should be conducted over a longer period to provide students with greater opportunities to develop their teaching skills and professional competencies.

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