

Strategic Learning Management in Cambridge Class Through Team Teaching Practices at MI Ummusshabri Kendari

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ABSTRACT

This research is motivated by the increasing need for effective learning management in Cambridge classrooms in madrasahs to support the achievement of international academic standards without neglecting the characteristics of Islamic education. This study aims to analyze strategic learning management through team teaching practices at MI Ummusshabri Kendari. The research uses a qualitative approach with a case study design. Data was collected through observation and in-depth interviews with 10 informants consisting of madrasah heads, Cambridge coordinators, and teachers, then analyzed thematically. The results show that collaborative planning, clear role sharing, continuous coordination, and joint evaluation improve learning effectiveness and quality of academic services. These findings confirm that team teaching is a learning management strategy that supports the quality of Islamic education based on international standards.

INTRODUCTION

Islamic education in the era of globalization faces the demand to produce graduates who have international academic competence without losing their Islamic identity. Madrasah as an Islamic educational institution is required to be able to manage the learning process strategically in order to respond to the increasingly complex needs of society. One form of innovation that is developing is the implementation of Cambridge curriculum-based classes that integrate international standards with Islamic educational values. Learning management in the Cambridge classroom requires a different strategy than the regular classroom because it requires English language skills, the use of a student-centered learning approach, and more intensive teacher collaboration. Therefore, learning management is an important factor in determining the success of the implementation of international programs in the madrasah environment (Oktavia et al., 2025).

Globally, the development of 21st century learning emphasizes the importance of collaboration, creativity, communication, and critical thinking as the main competencies of learners. The implementation of these competencies requires schools and madrasahs to develop adaptive and collaborative learning management models. One of the widely used approaches is team teaching, which is a learning practice that involves two or more teachers in planning, implementing, and evaluating learning together. This approach is believed to be able to increase learning effectiveness, strengthen academic coordination, and optimize educational services for students with diverse learning needs (Fauziah et al., 2024).

In the Indonesian context, the implementation of the international curriculum in Islamic educational institutions shows an increasing trend. Madrasah is no longer only oriented towards achieving religious competence, but also seeks to increase the global competitiveness of students. Research on the implementation of the Cambridge Curriculum in Ummusshabri Kendari shows that the success of international programs is determined by the quality of systematic planning, implementation, and evaluation of learning. In addition, the ability of teachers to collaborate and adapt to the demands of the international curriculum is an important factor in supporting the success of the program (Muhtarom, 2026).

Many studies on learning management in Islamic education have been conducted. For example, Hasnah (2024) found that strengthening technology-based management systems and improving human resource competencies contributes to improving the quality of Islamic education. Meanwhile, Al-Farisi and Jazilurrahman (2024) emphasized that innovative learning design requires educational leadership that is able to encourage collaboration and professional development of teachers in a sustainable manner. These findings show that the success of learning is not only determined by the curriculum, but also by the quality of learning management carried out by teachers and leaders of educational institutions.

Another study conducted by Joni et al. (2025) shows that collaborative leadership and teacher involvement have a significant influence on the

effectiveness of curriculum implementation. Open communication, responsibility sharing, and participatory decision-making can improve the quality of learning implementation. However, the research focuses on the implementation of the Independent Curriculum in secondary schools and has not specifically examined the practice of team teaching in the context of international classes in madrasas. Thus, there is still room for study that needs to be explored further regarding the management of strategic learning in Cambridge classes based on Islamic education.

Based on previous research studies, there are several research gaps. First, most of the research focuses on curriculum management, educational leadership, or learning implementation in general, while studies on strategic learning management through team teaching practices in Cambridge classrooms in madrasas are still very limited. Second, research that discusses the Cambridge curriculum in the Islamic education environment has more examined aspects of curriculum implementation and obstacles to its implementation, but has not examined in depth how learning management strategies are carried out through collaboration between teachers. Third, there has not been much research that links the practice of team teaching with strengthening the quality of learning in Islamic educational institutions that adopt international standards. Therefore, this study offers a new perspective on the integration of strategic learning management and team teaching in the context of Cambridge-based madrasas.

This study aims to analyze strategic learning management applied in Cambridge classrooms through team teaching practices at MI Ummusshabri Kendari. The analysis is focused on the process of planning, implementing, coordinating, sharing roles, and evaluating learning carried out collaboratively by teachers. In addition, this study also aims to identify factors that support the effectiveness of team teaching practices in improving the quality of learning services in Cambridge classrooms.

Theoretically, this research is expected to enrich the study of Islamic education management, especially related to the concept of strategic learning management and collaborative teaching in the implementation of education based on international standards. Practically, the results of the research are expected to be a reference for madrasah heads, Cambridge program managers, and teachers in developing an effective, collaborative, and sustainable learning management model. Thus, this research contributes to strengthening the quality of Islamic education that is able to adapt to global demands without ignoring Islamic values that are the main character of madrasas.

LITERATURE REVIEW

Strategic Learning Management in Islamic Education

Strategic learning management is the process of planning, organizing, implementing, supervising, and evaluating learning that is carried out systematically to achieve educational goals effectively and efficiently. In the context of Islamic education, learning management is not only oriented to academic achievement, but also to the formation of students' character, spirituality, and Islamic values. Strategic learning management allows Islamic

educational institutions to respond to changes in the global education environment without losing their Islamic identity. Research by Al Afghoni (2024) shows that strategic management plays an important role in the development and implementation of Islamic education that is adaptive to social and technological changes. In line with that, Wardhani et al. (2024) emphasized that the management of Islamic education in the 21st century demands the ability to integrate innovation, technology, and sustainable learning governance.

From the perspective of education management theory, strategic learning management functions as an instrument to ensure that all educational resources work synergistically in support of the achievement of learning goals. Oskar (2025) explained that learning management in Islamic education must be able to integrate learning planning, teaching strategies, evaluation, and strengthening Islamic values in one integrated system. Thus, the success of learning is not only determined by the quality of the curriculum, but also by the effectiveness of the management of the teaching and learning process carried out by teachers and leaders of educational institutions.

Team Teaching as a Collaborative Learning Strategy

Team teaching is a collaborative learning approach that involves two or more teachers in planning, implementing, and evaluating learning together. This concept is rooted in the theory of collaborative learning which emphasizes the importance of professional interaction between educators to improve the quality of learning. In practice, team teaching allows for clear division of tasks, exchange of skills, and strengthening of learning reflection in a sustainable manner. This approach is considered relevant in dealing with the complexity of 21st century learning which requires teachers to have multidimensional competencies.

Research on collaborative learning shows that team teaching is able to increase learning effectiveness through better coordination between teachers, increasing student involvement, and strengthening the quality of learning evaluation. Joni et al. (2025) found that collaborative leadership and teacher involvement have a significant impact on the success of curriculum implementation. The findings show that teacher collaboration is an important factor in creating a productive and quality-oriented learning environment. In the context of Islamic education, teacher collaboration also functions as a means to harmonize academic goals and the formation of students' character simultaneously.

Implementation of the Cambridge Curriculum in Islamic Educational Institutions

The increasing globalization of education has prompted many schools and madrassas in Indonesia to adopt an international curriculum, one of which is the Cambridge Curriculum. The Cambridge curriculum is known for its orientation on developing critical thinking, communication, collaboration, creativity, and problem-solving skills that fit the needs of the 21st century. However, the implementation of the international curriculum in Islamic educational institutions requires an adaptation process to remain in harmony with the vision, mission, and Islamic values that are the identity of educational institutions.

Hidayatulloh's research (2025) shows that the implementation of the Cambridge Curriculum in Islamic elementary schools requires strong learning management support, especially in the aspects of learning planning, teacher competency development, and the provision of a conducive learning environment. Meanwhile, the Nurmayanti study (2025) found that the implementation of the Cambridge Curriculum contributes to improving the quality of learning, student involvement, and academic achievement. On the other hand, the integration of the international curriculum with Islamic education must be carried out selectively so as not to eliminate the religious character that is the hallmark of madrasas.

Internationally, the integration of the Cambridge Curriculum in Islamic education is seen as a form of educational transformation that connects global standards with local and religious values. Studies on the integration of the Cambridge Curriculum in Islamic schools show that the success of implementation is greatly influenced by the quality of educational leadership, teacher competence, and the effectiveness of the learning management implemented. In addition, the process of curriculum integration requires continuous coordination between international academic goals and the formation of Islamic values-based character.

Synergy of Team Teaching and Strategic Learning Management in Cambridge Classroom

Cambridge classes have different characteristics than regular classes because they use a global competency-based learning approach, the use of English as the main language of instruction, and the application of international assessments that demand high academic standards. This condition makes the need for teacher collaboration increasingly important. Team teaching is seen as an effective strategy for managing the complexity of learning in the Cambridge classroom because it allows teachers to complement each other in academic, pedagogic, and language competencies. Through a clear division of roles, the learning process can take place in a more structured and responsive manner to the needs of students.

In the perspective of strategic learning management, the practice of team teaching functions as a coordination mechanism that connects the planning, implementation, and evaluation of learning in an ongoing manner. Through teacher collaboration, the learning process can be designed more systematically, including in the preparation of learning objectives, teaching strategies, classroom management, and evaluation of learning outcomes. However, studies that specifically discuss the relationship between strategic learning management and team teaching in Cambridge classrooms in madrasah environments are still relatively limited. Therefore, this research is important to fill the literature gap by explaining how the practice of team teaching can be an effective learning management strategy in supporting the success of Cambridge classes in Islamic educational institutions, especially at MI Ummusshabri Kendari.

METHODOLOGY

Types of Research

This study uses a qualitative approach with a case study design to understand in depth the practice of strategic learning management through team teaching in the Cambridge class at MI Ummusshabri Kendari. The case study design was chosen because it allows researchers to examine phenomena contextually and comprehensively in a real-world educational environment (Yin, 2023). This approach is appropriate for exploring the process of planning, implementing, coordinating, and evaluating learning involving various educational actors (Creswell & Poth, 2024).

Population and Sample

The research participants were selected using purposive sampling techniques, which are based on their involvement and experience in organizing Cambridge classes. The informants totaled 10 people, consisting of the head of the madrasah, the Cambridge coordinator, and the teacher involved in the practice of team teaching. This technique is used to obtain in-depth and relevant information to the research focus (Moleong, 2022; Rahman et al., 2024).

Research Instruments

The main instrument of research is the researcher (human instrument). Data were collected through semi-structured interviews, observations, and documentation. Interview guidelines are prepared based on strategic learning management aspects, including planning, organizing, implementing, coordinating, and evaluating learning (Nurhayati & Kurniawan, 2023). The validity of the data is maintained through triangulation of sources and techniques, as well as member checking to increase the credibility of the findings (Setiawan et al., 2025).

Data Collection Procedure

The research began with a preliminary study, preparation of instruments, and the management of research permits. Furthermore, data was collected through observation of learning activities, in-depth interviews with informants, and collection of supporting documents such as curriculum, learning tools, and evaluation reports. After the data is collected, a verification process is carried out through triangulation and confirmation to the informant (Yin, 2023).

Data Analysis Techniques

Data were analyzed using thematic analysis which included the process of transcription, coding, categorization, theme identification, and data interpretation (Braun & Clarke, 2022). Analysis is carried out continuously during the research process. To help with qualitative data management, the research utilizes NVivo 14 software. The results of the analysis are then interpreted based on the perspective of strategic learning management and team teaching in the context of Islamic education based on international standards (Creswell & Poth, 2024).

RESEARCH RESULT

Collaborative Planning Building Shared Vision in Cambridge Learning

The results of the study show that the practice of team teaching in the Cambridge MI Ummusshabri Kendari class begins with a planning process carried out jointly by teachers. Planning not only focuses on the preparation of learning tools, but also becomes a space to equalize perceptions of learning objectives, student needs, and strategies that will be applied in the classroom. Based on observations, teachers routinely have discussions before starting a new learning unit to ensure that all team members understand the academic goals they want to achieve.

The informants described the process as an important part that helped them work more purposefully. One of the teachers explained that joint planning makes the teaching process easier because each teacher understands their respective roles and responsibilities.

"Usually before entering the new material, we sit together first. We discussed what Cambridge's target is, what kind of class activities it is, and then adjusted it to the needs of the children here. So no teacher walks alone." (G3, interview, February 18, 2026).

The statement shows that collaboration does not only occur during learning, but has started from the planning stage. On several occasions, researchers also observed how teachers exchanged ideas about the learning methods that were considered most suitable for the students' character. This situation creates a more open working atmosphere and encourages the emergence of a sense of belonging to the learning program being run. The Cambridge coordinator explained:

"We want all teachers to have the same understanding of the direction of learning. If you have a vision from the beginning, usually the implementation in the classroom is also smoother." (KC, interview, February 22, 2026).

These findings suggest that collaborative planning is not just an administrative activity, but has become an important mechanism in establishing alignment of learning objectives and strategies.

Flexible but Clear Role Sharing in the Learning Process

Observations in the classroom show that team teaching practices take place dynamically with a clear division of roles. Although there is a master teacher and an accompanying teacher, the relationship between the two is not rigid. In many situations, teachers complement each other according to the learning needs that arise in the classroom.

When the lead teacher explains the material, the accompanying teacher actively observes the involvement of the learners, helps students who are having difficulties, or provides reinforcement to the concepts being learned. This pattern creates a learning atmosphere that is more responsive to the needs of students. One teacher revealed:

"Sometimes there are students who immediately understand, but there are also those who need to be re-explained. Because there are two teachers, we can help immediately without having to stop the ongoing learning." (G7, interview, February 26, 2026).

Another teacher added:

"Children feel closer to the teacher because they have more opportunities to ask questions. Usually if they are embarrassed to ask one teacher, they will approach the other teacher." (G5, interview, February 27, 2026).

During observation, researchers found that the division of roles made the classroom atmosphere more lively. Interaction between teachers and students takes place more intensively, while the individual needs of students can be responded to more quickly.

Sustainable Coordination is the Key to the Smooth Running of Team Teaching

The findings of the study show that the success of team teaching is not only determined by the teacher's ability to teach, but also by the quality of communication built between team members. Almost all informants mentioned coordination as the most determining factor for learning success.

Coordination is done through a variety of means, from formal meetings to short conversations after learning is over. Teachers do not wait for big problems to arise to discuss, but are used to sharing information regularly about the development of students and the obstacles they encounter in class.

One of the teachers explained:

"After class is over, we usually talk for a while. Sometimes it's only ten minutes, but from there we can know what needs to be improved for the next meeting." (G1, interview, March 1, 2026).

Another teacher said:

"Our communication is almost daily. If there are students who need special attention, it is usually discussed immediately so that all teachers know." (G4, interview, March 2, 2026).

Observations show that an open communication culture makes teachers more adaptable to various learning challenges. Instead of working individually, they tend to view learning success as a shared responsibility.

Joint Evaluation Encourages Continuous Learning Improvement

The results of the study show that learning evaluation does not stop at the assessment of student learning outcomes. Teachers also routinely reflect on the

learning process that has taken place. This reflection is a means to identify effective practices as well as find aspects that still need improvement.

One teacher revealed:

"After an exam or project is over, we usually look at the results of the children together. From there we discussed what was good and what needed to be improved." (G6, interview, March 5, 2026).

Another teacher explained:

"The evaluation here is not looking for who is at fault. Instead, we focus on finding ways to make the next learning better." (G2, interview, March 5, 2026).

The researcher observed that the reflection process took place in an open and constructive atmosphere. Teachers don't hesitate to share their struggles, while other team members provide feedback based on their experiences. This condition creates a learning culture not only for students, but also for teachers.

Team Teaching Improves Learning Effectiveness and Quality of Academic Services

Overall, all informants assessed that the practice of team teaching had a positive impact on the quality of learning in the Cambridge classroom. Teachers feel more helped in managing the classroom, while students get more optimal learning support.

According to one of the teachers:

"In the past, when I taught myself, I often felt overwhelmed to supervise all the students at once. Now the work feels lighter because we help each other." (G5, interview, March 8, 2026).

The Cambridge coordinator also explained:

"The most visible thing is that students become more active and more easily get help when they have difficulty learning." (KC, interview, March 9, 2026).

The head of the madrasah added:

"For us, the success of team teaching is not only a matter of academic grades. What is more important is how each child feels accompanied and gets the maximum learning opportunity." (KS, interview, March 10, 2026).

Based on the overall data, it was found that the practice of team teaching has formed a learning system that is more collaborative, adaptive, and responsive to the needs of students. Joint planning, clear division of roles, continuous communication, and reflective evaluation are the main factors that support the

effectiveness of learning in Cambridge classes at MI Ummusshabri Kendari. The informants' narrative shows that the success of the program is not only determined by the application of the international curriculum, but also by the quality of cooperation built among teachers in carrying out the daily learning process.

DISCUSSION

The results showed that the practice of team teaching in Cambridge Class at MI Ummusshabri Kendari runs through four main patterns, namely collaborative planning, flexible but clear division of roles, continuous coordination, and reflective evaluation. These findings confirm that the success of Cambridge learning depends not only on the quality of the international curriculum, but also on the ability of madrasas to manage teacher resources collaboratively. The research data shows that teachers do not work individually, but build a common vision before learning, divide tasks during the teaching process, conduct routine communication after class, and evaluate students' achievements together. Thus, team teaching functions as a learning management strategy that integrates planning, implementation, and evaluation in a continuous improvement cycle.

The first findings suggest that collaborative planning is a key foundation of Cambridge Class's success. Teachers not only develop learning tools, but also equalize perceptions of Cambridge targets, learner needs, and classroom strategies. This is in line with the concept of instructional management, which is that effective learning requires alignment between goals, strategies, resources, and evaluation. The Putri Study (2025) also emphasizes that structured collaborative learning management can create an inclusive, democratic, and meaningful learning environment, especially when teachers have a common goal and positive interdependence. In the context of this research, joint planning makes teachers better prepared to face the complexity of Cambridge Class, because the international curriculum needs to be adapted to the character of madrasah students.

The second finding suggests that flexible but clear role sharing makes learning more responsive. The main teacher focuses on delivering the material, while the accompanying teacher helps students who need reinforcement. This pattern supports Vygotsky's Zone of Proximal Development theory, that learners can achieve higher understanding through the help of a more competent adult or friend. In the practice of team teaching, the assistance becomes faster because there is more than one teacher who can provide scaffolding. These findings are in line with Ningtyas (2025), who found that team teaching in elementary schools helps classroom management, especially in responding to the needs of students more individually.

The third finding shows that continuous coordination is a key factor in the smooth running of team teaching. Teachers communicate not only through formal meetings, but also through brief conversations after learning. This means that the effectiveness of team teaching is not only determined by the number of teachers in the classroom, but by the quality of professional communication

between them. Decuyper et al. (2023) emphasize that collaboration and shared responsibility are at the core of the success of team teaching, because teachers must trust each other, be open, and have the same understanding of learning goals. In this study, routine communication makes it easier for teachers to adjust strategies when there are students who are slow to understand the material or need special attention.

The fourth finding shows that joint evaluation promotes continuous learning improvement. Teachers not only assess students' academic results, but also reflect on learning processes, classroom obstacles, and strategies that need to be improved. These findings reinforce the concept of professional learning community, namely that teachers learn through collective reflection on learning practices. Evaluations conducted openly show the existence of a quality culture in the madrasah environment. This is important because the implementation of the Cambridge Curriculum in Indonesian Islamic educational institutions often faces adaptation challenges, especially in aligning international standards with local values, contexts, and readiness. Riza's study (2025) also shows that the implementation of the Cambridge Curriculum in Indonesia requires teacher readiness, material adaptation, and institutional support so that it does not just become an international curriculum label.

Theoretically, the results of this study reinforce the view that strategic learning management cannot be understood only as an administrative activity, but as a social-collaborative process. Team teaching is a means to build shared instructional leadership at the classroom level, because teachers share responsibility for designing, implementing, and evaluating learning. De Weerd et al. (2025), through a systematic review, explained that team teaching is an instructional strategy when two or more professionals collaboratively provide learning to one group of learners. In this study, the concept is evident through the cooperation of teachers which is not symbolic, but has a direct effect on the quality of academic services.

The main consequence of these findings is that Cambridge Classroom requires a more adaptive learning management model than regular classrooms. The Cambridge curriculum has relatively high academic demands, language, and thinking skills, so teachers are not enough to just master the material. They also need to have the ability to collaborate, differentiate, and provide learning support quickly. Nurmayanti (2025) explained that the application of the Cambridge Curriculum in Indonesian Islamic schools is related to the demand to improve the quality of learning as well as the preservation of Islamic values. Therefore, the teaching team in this study contributes to bridging Cambridge's global standards with the local needs of madrasah students.

The main supporting factors in this study included the similarity of the teacher's vision, the support of the Cambridge coordinator, open communication, and the culture of reflection. These factors make the initial hypothesis about the effectiveness of team teaching likely to be supported by data. However, research also shows that such success does not happen automatically. Team teaching can be less effective if there is no specific time for coordination, unclear role divisions, or differences in teaching styles between teachers. Studies on the challenges of

team teaching also show that common barriers in collaborative practice include limited planning time, suboptimal administrative support, and differences in pedagogical approaches between teachers.

The constraint of this study lies in the scope that is still limited to one madrasah and one Cambridge Class program, so the findings cannot be generalized widely. In addition, research data is more sourced from interviews and observations, so it has not fully measured the impact of team teaching on students' academic achievement quantitatively. Further research is recommended using mixed methods by comparing team teaching classes and non-team teaching classes, involving more madrasahs, and adding data on learning outcomes, critical thinking skills, and student satisfaction. In this way, the contribution of the teaching team to the quality of Cambridge Class can be proven more comprehensively.

Thus, this research contributes to the development of Islamic education management science, especially in the management of classes based on the international curriculum in madrasahs. The novelty of the research lies in the explanation that the success of Cambridge Class is not only determined by the adoption of a global curriculum, but by a collaborative learning management strategy built through team teaching. This research also expands the understanding that madrasahs are able to adapt international curricula without losing local character and Islamic values, as long as there is academic leadership, teacher collaboration, and continuous learning evaluation.

CONCLUSIONS AND RECOMMENDATIONS

This study concludes that strategic learning management through team teaching practices in Cambridge Class MI Ummusshabri Kendari plays an important role in improving learning effectiveness and quality of academic services. The successful implementation of team teaching is demonstrated through collaborative planning that builds a shared vision between teachers, flexible but clear division of roles, continuous coordination, and reflective evaluation that encourages continuous learning improvement. The practice enables the creation of a more adaptive, responsive, and student-centered learning environment, while supporting the integration of Cambridge's international academic standards with Islamic educational values. These findings confirm that the success of Cambridge classes is not only determined by the curriculum used, but also by the quality of teachers' professional collaboration in managing the learning process strategically and sustainably.

Based on the findings of the research, madrasahs are recommended to strengthen collaborative cultures by providing special time for teachers to conduct planning, coordination, and reflection together in a structured manner. Cambridge program managers also need to provide support in the form of collaborative training, pedagogic and English competency development, and evaluation systems that encourage the improvement of teacher professionalism. In addition, the practice of team teaching can be extended to other classes or programs as a strategy to improve the quality of learning. For future researchers, it is recommended to conduct research on more madrasahs or schools based on

international curriculum using a mixed methods approach so that the impact of team teaching on learning outcomes, 21st century skills, and student development can be analyzed more comprehensively.

ADVANCED RESEARCH

This research is still limited to one madrasah and one Cambridge Class program, so the findings obtained cannot be generalized widely. Therefore, further research is recommended to involve more madrassas or schools that implement an international curriculum using a mixed methods approach or comparative studies. In addition, future research can examine the influence of team teaching on learning outcomes, critical thinking skills, collaborative skills, and character development of students. Studies on the role of school leadership, teacher professional development, and technology integration in supporting strategic learning management also need to be carried out to enrich the development of Islamic education theory and practice based on international standards.

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