

**THE ROLE OF COLLABORATIVE LEARNING IN ENHANCING PRE-SERVICE
TEACHERS' TEACHING READINESS IN THE TEACHING PRACTICUM
PREPARATION COURSE: A LITERATURE REVIEW**

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ABSTRACT

The quality of education is closely related to teachers' readiness to perform their professional responsibilities. Developing teaching readiness among pre-service teachers has therefore become an important objective in teacher education programs. One instructional approach that has gained increasing attention is collaborative learning, particularly in the Teaching Practicum Preparation Course, as it encourages active participation, communication, teamwork, and reflective practice. This study aims to examine the role of collaborative learning in enhancing pre-service teachers' teaching readiness through a literature review. The study employed a qualitative literature review design by analyzing relevant peer-reviewed journal articles concerning collaborative learning, teaching readiness, and teaching practicum preparation. The collected literature was analyzed using thematic analysis to identify recurring themes and relationships among previous studies. The findings indicate that collaborative learning contributes significantly to improving pedagogical competence, communication skills, collaborative problem-solving, self-confidence, reflective thinking, and classroom management abilities. Furthermore, collaborative learning provides authentic learning experiences that help bridge theoretical knowledge and practical teaching skills, thereby strengthening pre-service teachers' readiness before entering real classroom practice. The review concludes that integrating collaborative learning into the Teaching Practicum Preparation Course is an effective strategy for improving pre-service teachers' teaching readiness and supporting their professional development. Future studies are encouraged to investigate the long-term impact of collaborative learning on teaching performance during professional practice.

Keywords: collaborative learning; pre-service teachers; teaching readiness; teaching practicum; literature review

ABSTRAK

Kualitas pendidikan sangat erat kaitannya dengan kesiapan guru dalam menjalankan tanggung jawab profesionalnya. Oleh karena itu, pengembangan kesiapan mengajar di kalangan calon guru telah menjadi tujuan penting dalam program pendidikan guru. Salah satu pendekatan pembelajaran yang semakin mendapat perhatian adalah pembelajaran kolaboratif, terutama dalam Mata Kuliah Persiapan Praktik Mengajar, karena pendekatan ini mendorong partisipasi aktif, komunikasi, kerja sama tim, dan praktik reflektif. Penelitian ini bertujuan untuk mengkaji peran pembelajaran kolaboratif dalam meningkatkan kesiapan mengajar calon guru melalui tinjauan pustaka. Penelitian ini menggunakan desain tinjauan pustaka kualitatif dengan menganalisis artikel jurnal yang telah ditelaah oleh rekan sejawat (peer-reviewed) yang relevan mengenai pembelajaran kolaboratif, kesiapan mengajar, dan persiapan praktik mengajar. Literatur yang dikumpulkan dianalisis menggunakan analisis tematik untuk mengidentifikasi tema-tema yang berulang dan hubungan di antara penelitian-penelitian sebelumnya. Temuan menunjukkan bahwa pembelajaran kolaboratif berkontribusi secara signifikan terhadap peningkatan kompetensi pedagogis, keterampilan komunikasi, pemecahan masalah secara kolaboratif, kepercayaan diri, pemikiran reflektif, dan kemampuan manajemen kelas. Selain itu, pembelajaran kolaboratif memberikan pengalaman belajar yang otentik yang membantu menjembatani pengetahuan teoretis dan keterampilan mengajar praktis, sehingga memperkuat kesiapan calon guru sebelum memasuki praktik kelas yang sesungguhnya. Tinjauan ini menyimpulkan bahwa mengintegrasikan pembelajaran kolaboratif ke dalam Mata Kuliah Persiapan Praktik Mengajar merupakan strategi yang efektif untuk meningkatkan kesiapan mengajar calon guru dan mendukung pengembangan profesional mereka. Penelitian selanjutnya diharapkan dapat menyelidiki dampak jangka panjang pembelajaran kolaboratif terhadap kinerja mengajar selama praktik profesional.

Kata kunci: pembelajaran kolaboratif; calon guru; kesiapan mengajar; praktik mengajar; tinjauan pustaka

A. Introduction

Education quality is closely associated with the competence and professionalism of teachers. In today's educational landscape, prospective teachers are expected not only to possess strong pedagogical

knowledge but also to demonstrate communication skills, collaboration, critical thinking, adaptability, and reflective practice. These competencies enable them to respond effectively to diverse classroom situations and support meaningful

student learning. Consequently, teacher education institutions play a significant role in preparing pre-service teachers with the knowledge, skills, and professional attitudes required before they enter real classroom environments. Teaching readiness has therefore become an essential component of teacher education because inadequate preparation may reduce instructional effectiveness, professional confidence, and the overall quality of teaching practice.

Teaching readiness refers to the ability of pre-service teachers to perform instructional responsibilities by integrating pedagogical knowledge, classroom management, instructional planning, assessment practices, communication skills, and professional attitudes into authentic teaching situations. Pre-service teachers who demonstrate a higher level of readiness are generally more capable of designing lessons, managing classroom activities, addressing students' diverse learning needs, and reflecting on their instructional performance. However, previous studies have shown that many prospective teachers continue to encounter challenges in translating

theoretical knowledge into effective classroom practice before participating in their teaching practicum.

Among the instructional approaches implemented in higher education, collaborative learning has received considerable attention because it encourages students to construct knowledge through interaction, discussion, shared responsibility, and collaborative problem-solving. Rather than positioning learners as passive recipients of information, collaborative learning promotes active participation by allowing students to exchange ideas, provide constructive feedback, and work together toward common learning goals. Such learning experiences have been reported to improve communication, teamwork, critical thinking, engagement, and professional confidence, all of which are fundamental competencies for future teachers. Within teacher education, these collaborative experiences provide valuable opportunities for pre-service teachers to develop both academic understanding and professional skills before entering school-based teaching practice.

The implementation of collaborative learning is particularly relevant in the Teaching Practicum Preparation Course, where pre-service teachers are expected to bridge theoretical coursework and authentic classroom experiences. Through activities such as collaborative lesson planning, peer teaching, classroom simulations, reflective discussions, and peer feedback, prospective teachers are able to practice instructional skills in a supportive learning environment. These experiences encourage students to connect educational theories with practical teaching situations while continuously improving their pedagogical competence and professional confidence before undertaking their teaching practicum. As a result, collaborative learning is increasingly recognized as an effective pedagogical strategy for strengthening teaching readiness among prospective teachers.

Although numerous studies have investigated collaborative learning and teaching readiness, the existing literature has generally examined these two topics independently. Studies on collaborative learning have

mainly emphasized its contribution to student engagement, communication, collaboration, and instructional innovation, whereas research on teaching readiness has focused primarily on pedagogical competence, classroom management, instructional confidence, and preparedness for teaching practicum. Consequently, limited attention has been given to synthesizing how collaborative learning implemented within the Teaching Practicum Preparation Course contributes to enhancing pre-service teachers' teaching readiness. This gap indicates the need for a comprehensive review that integrates previous findings to provide a broader understanding of the relationship between these two concepts.

Based on this gap, the present study aims to examine the role of collaborative learning in enhancing pre-service teachers' teaching readiness within the context of the Teaching Practicum Preparation Course through a literature review. Specifically, this study synthesizes previous research to identify how collaborative learning contributes to the development of pedagogical competence, professional confidence, communication skills, teamwork, and

reflective practice among prospective teachers. The findings are expected to provide valuable insights for teacher educators, curriculum developers, and higher education institutions in designing more effective collaborative learning environments that better prepare pre-service teachers for professional teaching practice.

B. Research Method

This study employed a qualitative literature review to examine the role of collaborative learning in enhancing pre-service teachers' teaching readiness within the context of the Teaching Practicum Preparation Course. A literature review was selected because it enables the researcher to synthesize existing evidence, identify recurring patterns, compare previous findings, and develop a comprehensive understanding of the relationship between collaborative learning and teaching readiness without collecting primary data.

The data analyzed in this study consisted entirely of secondary data obtained from peer-reviewed journal articles selected by the researcher. The reviewed literature focused on three major topics: collaborative

learning in higher education, teaching readiness among pre-service teachers, and the Teaching Practicum Preparation Course or related teacher education programs. Only studies directly relevant to the objectives of this review were included in the analysis, while no additional references outside the selected articles were incorporated.

The literature review was conducted through four systematic stages. The first stage involved identifying and organizing the selected journal articles according to their relevance to the research topic. The second stage consisted of screening the articles to ensure their consistency with the scope and objectives of the study. During the third stage, important information was extracted from each article, including the research objectives, methods, major findings, and educational implications. Finally, the extracted information was synthesized by comparing similarities, identifying differences, and recognizing recurring themes across the reviewed studies to develop a comprehensive understanding of the research topic.

The collected data were analyzed using thematic analysis. The

findings from the selected studies were categorized into several themes related to collaborative learning, teaching readiness, and the contribution of the Teaching Practicum Preparation Course to teacher preparation. The analysis emphasized identifying common findings, recurring issues, and educational implications regarding the implementation of collaborative learning in strengthening pre-service teachers' teaching readiness. Rather than presenting statistical evidence, this study focused on critically interpreting and synthesizing previous research findings to answer the research objectives.

To ensure the credibility of the review, all interpretations and conclusions were derived directly from the selected journal articles. The synthesis process was conducted systematically to maintain consistency between the research objectives, the reviewed literature, and the conclusions drawn. This approach provides an evidence-based understanding of how collaborative learning contributes to strengthening teaching readiness among pre-service teachers while identifying implications for future teacher education practices.

C.Result and Discussion

The findings of this literature review indicate that collaborative learning plays a significant role in improving pre-service teachers' teaching readiness before they participate in the Teaching Practicum Preparation Course. Across the reviewed studies, collaborative learning consistently provides meaningful learning experiences that strengthen pedagogical competence, communication skills, teamwork, reflective practice, and professional confidence. Although the studies were conducted in different educational contexts, they demonstrate similar evidence that collaborative learning enables prospective teachers to develop the competencies required for professional teaching practice.

One of the most consistent findings identified in the reviewed literature is the contribution of collaborative learning to active participation in the learning process. Instead of depending solely on lecturer-centered instruction, students actively engage in collaborative discussions, exchange ideas, solve instructional problems, and reflect on their learning experiences with peers. Such collaborative activities

encourage prospective teachers to construct knowledge collectively while improving their ability to communicate professional ideas and respond to different perspectives. Consequently, collaborative learning not only enhances conceptual understanding but also supports the development of professional competencies required for effective teaching. These findings indicate that active participation through collaboration is an important foundation for strengthening teaching readiness among pre-service teachers.

The reviewed studies also reveal that collaborative learning strengthens teaching readiness through authentic instructional activities implemented in teacher education programs. Activities such as collaborative lesson planning, peer teaching, classroom simulations, reflective discussions, and peer feedback provide opportunities for prospective teachers to apply pedagogical knowledge before entering real classroom settings. Through these experiences, students become more familiar with lesson preparation, instructional delivery, classroom interaction, and reflective evaluation. This process allows pre-service teachers to bridge theoretical

knowledge with classroom practice, which is one of the primary objectives of the Teaching Practicum Preparation Course. Therefore, collaborative learning functions as an effective pedagogical strategy for preparing prospective teachers to perform instructional responsibilities more confidently and competently.

Another important finding concerns the influence of collaborative learning on professional confidence. The reviewed literature consistently reports that collaborative activities reduce teaching anxiety while increasing students' confidence in carrying out instructional tasks. Constructive feedback received from peers enables prospective teachers to identify their strengths and improve instructional strategies before engaging in actual teaching practice. As a result, collaborative learning contributes not only to cognitive development but also to psychological readiness, which is considered an essential component of teaching readiness. This finding suggests that opportunities for collaboration create a supportive learning environment where professional competence and self-confidence develop simultaneously.

Furthermore, the literature emphasizes that teaching readiness should be viewed as a multidimensional concept. It extends beyond pedagogical knowledge to include classroom management, communication skills, instructional planning, teamwork, reflective practice, and professional responsibility. Collaborative learning facilitates the development of these competencies because students actively participate in knowledge construction, collaborative problem-solving, and continuous reflection throughout the learning process. These findings indicate that collaborative learning supports the holistic development of prospective teachers by integrating cognitive, interpersonal, and professional competencies that are necessary for successful teaching practice.

The review also highlights the strategic role of the Teaching Practicum Preparation Course in strengthening teaching readiness through collaborative learning. As the final stage before school-based teaching practicum, this course serves as a bridge between theoretical learning and authentic classroom practice. Collaborative activities

implemented during the course provide opportunities for students to integrate educational theories with practical teaching experiences while receiving continuous guidance from lecturers and peers. In addition, the reviewed studies emphasize that lecturers play an important role in facilitating collaborative learning by creating supportive learning environments, encouraging reflective discussions, and providing constructive feedback. These instructional practices contribute significantly to the effectiveness of collaborative learning in preparing prospective teachers for their future professional responsibilities.

Despite its positive contributions, the reviewed literature also identifies several challenges associated with the implementation of collaborative learning. Differences in students' academic abilities, unequal participation among group members, limited communication, and varying levels of motivation may reduce the effectiveness of collaborative activities. Some students tend to depend on more active peers, which limits equal learning opportunities within the group. These findings suggest that collaborative learning

should be supported by well-designed learning activities, clear instructional objectives, and continuous facilitation from lecturers to ensure that all students actively participate in the learning process. Addressing these challenges is essential for maximizing the contribution of collaborative learning to teaching readiness.

Overall, the synthesis of the reviewed studies demonstrates that collaborative learning is an effective pedagogical approach for enhancing pre-service teachers' teaching readiness in the Teaching Practicum Preparation Course. Through collaborative lesson planning, peer teaching, classroom simulations, reflective discussions, and constructive feedback, prospective teachers develop pedagogical competence, communication skills, teamwork, reflective practice, and professional confidence before entering school-based teaching practicum. These findings support the integration of collaborative learning into teacher education programs as an important strategy for preparing future teachers to meet the demands of professional teaching practice.

D. Conclusion

This literature review demonstrates that collaborative learning plays a vital role in enhancing pre-service teachers' teaching readiness within the Teaching Practicum Preparation Course. The synthesis of the reviewed studies indicates that collaborative learning contributes to the development of essential teaching competencies, including pedagogical knowledge, communication skills, teamwork, reflective practice, classroom management, and professional confidence. Learning activities such as collaborative lesson planning, peer teaching, classroom simulations, reflective discussions, and constructive peer feedback provide authentic learning experiences that enable prospective teachers to connect theoretical knowledge with practical teaching skills before entering school-based teaching practicum.

The findings also suggest that the systematic integration of collaborative learning into teacher education programs can strengthen the professional preparation of pre-service teachers and better equip them to meet the demands of

contemporary teaching practice. Therefore, teacher educators and higher education institutions are encouraged to design learning environments that promote collaboration, active participation, and continuous reflection throughout the Teaching Practicum Preparation Course. Such learning experiences may contribute to improving both teaching competence and professional confidence among future teachers.

This study is limited to the selected peer-reviewed journal articles included in the literature review, and the findings therefore reflect only the scope of the reviewed studies. Future research is recommended to include a broader range of literature and employ more comprehensive review procedures or empirical investigations to further examine the contribution of collaborative learning to pre-service teachers' teaching readiness in different educational contexts.

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